

BIP The Green Change Agent

A vocational teacher, trainer or extension-worker acting as a green change agent has a dual role: teaching vocational skills and fostering sustainability practices in their field. This requires a mix of technical, pedagogical, and transformative skills.



After some examples of various Blended Intensive Programs (BIP) within the frame of the European Network of Learning and Teaching in Agriculture and Rural Development (ENTER), we are happy to announce the launch of a new Erasmus+ offer. A Blended Intensive Program about 'The Green Change Agent'. Erasmus+ funding is available to support travel and subsistence costs to attend the 4-ECTS-Blended-Learning-Course.

WHY?

Every day we are confronted with complex and challenging issues in our land-based sectors: the consequences of climate change, declining biodiversity, tension fields between people, planet, profit and prosperity. We often hold sectors or specific professionals responsible for what happens and look for quick solutions. Tense debates sometimes seem to leave little space for nuances and critical constructive thinking. At the same time, immense challenges lie ahead for the next generations. Designing and implementing appropriate problem solving approaches seems to be key to dealing with complex issues which requires quality education. To support the facilitators of these problem solving approaches, the role of teachers, green change-agents and innovators is indispensable. Professionals who reflect on their professional identity, that means exploring one's own identity and thereby gaining control over one's own qualities and development, ensures that a professional is strong in the dynamics as outlined before and can use his qualities to the maximum.

WHAT?

BIP The Green Change Agent invites international students to discover and explore the profile of a green change agent that is needed to support sectors in transition. The participants will practice different approaches to deal with complex issues in the broad land-based sectors. There is a strong connection with agricultural professions and 'green' and ecological development. The challenges that our (upcoming) professionals have to face, become more and more complex. To come to durable

answers, different and flexible approaches are needed (Ruijters, 2011). Landscape architects form an interesting example in dealing with these kind of issues. They are often confronted with questions in design which concern multiple stakeholders, points of view and multiple areas of expertise. The didactic aim of the study course is to make participants aware of their own professional identity. Working together in an international learning community and meeting role models in the sector, makes that participants will be confronted with questions about qualities, pitfalls, ownership, values, preferences and talents. To facilitate this process we will make use of the Model of Professional Identity (Ruijters, 2019).

OBJECTIVES?

- 1. Sustainability Literacy:** Understanding green concepts: Circular economy, energy efficiency, resource conservation, climate impacts.
- 2. Sector-specific knowledge:** Sustainable practices relevant to their vocational area (e.g., eco-friendly construction, sustainable agriculture, green manufacturing). Regulations and standards: Awareness of local, national, and international sustainability policies and certifications.
- 3. Pedagogical Skills:** Embedding sustainability in curriculum: Integrating green principles into existing vocational training modules. Experiential learning: Using project-based, problem-solving, and hands-on methods to teach sustainability. Assessment for sustainability: Designing ways to measure not only technical competence but also sustainable practices.
- 4. Change Agency & Leadership:** Visioning and advocacy: Inspiring students, colleagues, and industry partners to adopt greener practices. Leading by example: Demonstrating eco-friendly habits in teaching and workshop settings. Change management: Guiding others through transitions to greener practices in industries and training centers.
- 5. Collaboration & Networking:** Industry engagement: Partnering with businesses to align training with emerging green skills. Community involvement: Building links with local sustainability initiatives. Interdisciplinary collaboration: Working with experts from environmental sciences, engineering, and policy.
- 6. Innovation & Problem-Solving:** Critical thinking: Questioning traditional methods and finding greener alternatives. Entrepreneurial mindset: Encouraging sustainable entrepreneurship among learners. Adapting to new technologies: Staying updated with digital tools and green innovations in their vocational field.
- 7. Soft Skills for Transformation:** Communication: Explaining sustainability concepts in simple, relatable terms. Facilitation: Guiding discussions and reflections about environmental responsibility. Empathy & values education: Encouraging ethical and responsible decision-making.

The **BIP Green Change Agent** blended learning course held over two months with both face-to-face elements and online activities will include:

- Getting to know each other.
- Orientation on the Green Change Agent: who is that and why is this role needed in the current green sectors?
- Orientation on Professional Identity: practice-theory, expertise, knowledge-base, material-, spiritual- and social self, professional and institutional frame.
- Approaching new problem solving methods: game simulations to support perspective reflection.
- Excursion to land-based professionals who work and operate as 'green change agents'.
- Describing a profile for a green change agent and developing a tool to let other students or pupils experience the role during learning situations.
- Using English as a working and teaching language clearly (B2) in speaking and writing
- Identifying and describing fields of actions in all relevant jobs in the broad land-based sector
- Transfer from lessons learned into the role of being a land-based teacher

WHO?

You could benefit from the course...

- if you are a student from one of the ENTER-partners. There is place for about 20 international students (+ counselors)
- if you are interested in problem solving, handling complex issues, making connections between people and perspectives and reflection on your personal and professional development
- if you are open to try new ways of thinking
- if you are willing to cooperate and build bridges
- if you are willing and able to work in English

HOW and WHEN?

A. Online part	B. On-site part (in Wageningen)
- Getting to know each other - Orientation on the role of Green Change Agent - Orientation on the model Professional Identity - Finding examples of Green Change Agents in your professional environment - Some reflection assignments about your Professional Identity	Monday: Culture game, preparing excursion to Farm 'De Hooilanden', an example of a Green Change Agent. Excursion and Reflection Tuesday: Designing a profile of a Green Change Agent, developing a method or tool to activate other students/pupils, to experience and try out on Wednesday, Bicycle excursion Wednesday: Try-out methods and tools in groups of regular students, fine-tuning method/tool and profile, leisure time Thursday: Game-simulation and excursion to a Cheese-farm (cheese-production). Common culture dinner Friday: Overall Reflections and Conclusions, certificate ceremony.

The dates for the virtual meetings of the preparation phase

- 1) First evening: Monday 13 April 2026, 19.30 – 20.30 CET
- 2) Second evening: Thursday 7 May 2026, 19.30 – 20.30 CET

The whole course of the blended intensive programme (BIP) is equivalent to 4 ECTS and consists of **all** the following parts (A,B):

A) the preparation ONLINE phase

B) the face-to-face summer school at [Aeres University of Applied Sciences](https://www.aeres.nl) in Wageningen, The Netherlands from the 18th to 22nd of May, 2026

HOW MUCH WILL IT COST ME?

The BIP is free. There are no course fees, plus there will be an allowance to pay for travel, accommodation and subsistence from EU funds as long as you complete the necessary documentation. Aeres University of Applied Sciences Wageningen will arrange and provide suitable accommodation that can be covered with your Erasmus grants.

Where do I get more information, who will I apply with?

Get in touch with Mr. Jan-Willem Noom (j.noorm@eres.nl)

The deadline for the application is January 5, 2026.

FAQ

Is it really free?

You will get an allowance from the EU to cover your travel, accommodation and subsistence. Note that the course will also cost your time and attention!

Is there a deadline to apply? January 5, 2026

Can this course be recognised as part of my current studies?

You will have to inquire at your institution before you start in order to see how and for which course(s) the 4 ECTS will be recognised by your home institution.

Can I do just one part of the course?

No, because each section of the course builds on the previous part.

How will I learn?

The **BIP Green Change Agent** blended-intensive study course is an international knowledge exchange with a multi-cultural dimension. You will be supported by course colleagues from across Europe with different professional backgrounds. Active learning, based on social constructivism, will be the philosophy behind the learning activities.

Can I do the course in my own language?

You are welcome to think in your own language, make notes in it and even complete some of the tasks in your own native tongue. But you need to be able to share your thinking with your tutor and your course colleagues in English in order to get the most out of this course.