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GREEN SCOUTS

TRANSFER CONCEPT

Detailed guidelines for the implementation of a GreenScouts Programme to enhance sustainability competence of vocational education and training learners.

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CHAPTER 1: INTRODUCTION

This Transfer Concept presents all necessary details for education providers to run their own GreenScouts Programme, which is aimed at enabling learners to comprehend climate change and equip them with knowledge on sustainable business practices applicable to their workplace. The GreenScouts Programme was developed as part of the Erasmus+ project GreenScouts focussing on supporting VET learners in becoming sustainability changemakers during their work-based learning. The programme offers flexible activities that fit easily into existing school routines and can be adapted to various educational contexts.

Why this guide?

This Transfer Concept offers practical, step-by-step guidance for implementing the GreenScouts programme in diverse educational contexts. It supports institutions in adapting materials to local needs, selecting suitable trainers and ensuring learners are supported throughout the programme. The framework is designed to be flexible, making it easy to integrate into existing curricula or extracurricular initiatives.

Drawing on successful pilot implementations in Germany, the Netherlands and Spain, this guide provides insights and suggestions to help tailor the programme to your specific setting - making education about sustainable practices more engaging, hands-on and impactful.

The transferability and applicability of the project's outputs to various contexts are essential objectives. To ensure widespread usability, the project developed this detailed transfer concept in the form of guidelines.

The Project

The GreenScouts project team developed a three-phase programme to introduce learners to the relevance of sustainable practices in real work settings. The programme, consisting of a preparation workshop (series), a reflection and a presentation phase, was piloted in VET schools in Germany, the Netherlands and Spain. VET teachers guided learners through activities and reflection moments, helping them spot problematic practices and come up with practical green solutions.
By working with peers and using creative tools, the programme shows how ideas about sustainable practices can be integrated into vocational education without adding additional workload.

What is GreenScouts?

GreenScouts is a flexible, three-phase, workshop-based programme that helps learners identify unsustainable practices during their practical training or in school projects. The programme guides them to develop creative and practical solutions. A GreenScout is not just a student, they are an explorer, investigator and advocate for greener practices in the workplace.

The Transfer Concept is aimed at:

- educators (in particular in vocational education), sustainability coordinators and curriculum developers interested in implementing the GreenScouts Programme at their institution
- school staff responsible for integrating Education for Sustainable Development into educational programmes
- trainers and mentors supporting learners during work-based learning phases
- organisations seeking to foster green competences and promote sustainable practices in educational contexts

CHAPTER 2:
THE GREENSCOUTS APPROACH

The GreenScouts approach offers a fresh perspective on sustainability in vocational education. Rather than treating “green skills” as an add-on, it places learners at the center of a transformative process: one where they become active agents of change within their own work-based learning environments.

GreenScouts are not passive recipients of knowledge, they are explorers, investigators and storytellers. They observe, reflect and act on sustainability challenges in real-world settings, using creative tools and collaborative methods to make their findings visible and impactful.

Core Principles

The Greenscouts approach is built on five pedagogical pillars:

- Learner-Led Exploration: Students take ownership of their learning journey, choosing which sustainability themes to investigate based on their interests and internship contexts.
- Situated Learning Activities are embedded in authentic work-based environments, making sustainability tangible and relevant to each learner’s vocational pathway.
- Creative Documentation: Learners use digital tools (e.g. Canva, Padlet) to capture their observations, ideas and proposed solutions in engaging formats.
- Peer Dialogue & Reflection Group: Discussions and feedback moments foster critical thinking, empathy and cross-sectoral learning.
- Visible Impact: GreenScouts present their findings to peers, teachers and/or employers, creating a ripple effect of awareness and action within the school and beyond.

Structure of the three-phase GreenScouts Programme:

Preparation Workshop(s)

PHASE 1

Preparing students for phases 2 & 3

- learning about sustainability and the GreenScouts Criteria
- informed about the Programme
- informed about the next steps

total of 4-6 hours depending on individual implementation (i.e. across 1 or multiple days)

Reflection & Strategy Development

PHASE 2

Reflection Phase for students

- learners investigate sustainable practices during their internships or school-based projects
- developing first strategy ideas with the support of teacher mentors and project staff

to be implemented across 2-6 weeks depending on context

Strategy Presentation

PHASE 3

Strategy Collection and Presentation

- exchanging ideas strategies with other students
- finalising strategies (with ongoing support)
- present strategies

development of strategies across multiple sessions; presentation on one day

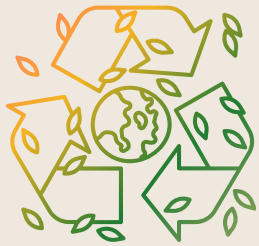
Flexible Implementation and Broad Applicability

While the GreenScouts Programme was originally developed and tested within vocational education and training, the programme has been intentionally designed to be broadly applicable. Its approach and materials can be adapted to various educational sectors, from secondary education to higher education and to a wide range of organisational contexts.

The structure presented here (Preparation Workshop, Reflection, Presentation) is just one example of how the programme can be implemented. During the pilot phase in Germany, the Netherlands and Spain, very different implementation models were chosen, depending on the type of education, available time and the educators and learners involved. In some cases, the programme was integrated into existing subjects, in others it was offered as an extracurricular activity and sometimes it was embedded within internships or project weeks.

We therefore encourage institutions to tailor the Greenscouts approach to their own context. The core principles remain central, but the format can vary: short workshops, extended programmes, individual assignments or group projects, all are possible.

CHAPTER 3: IMPLEMENTATION



All materials related to the GreenScouts Programme are publicly available and designed to support educators in guiding learners through sustainability-focused activities. After providing some general considerations, this chapter will detail the steps to follow for implemeting your own GreenScouts Programme.

Initial Considerations

1. Implementation Context: Establish the specific context in which you would like to implement your GreenScouts Programme - is it going to be a project week or will it accompany the work-based learning activities of your students?

2. Trainer Selection: Choose a motivated staff member with interest in sustainability. If needed, consider inviting an external trainer with experience in providing education on sustainable practices.

3. Establish Key Details: Decide on the format of your GreenScouts Programme - use the materials in the toolkit (e.g. curriculum, guidance concept) to build a suitable agenda with all necessary deadlines and timeframes.

4. Adjust Materials: Make sure you work through the materials made available in the toolkit and adjust these as needed for your particular implementation.

5. Student Needs: Do not forget to consider your students' preferences when planning the programme or allow for flexibility. For example, would your students prefer to work individually or in a group?

The 3 Phases of the GreenScouts Programme

The GreenScouts Programme is divided into three phases. Generally, you do not have to implement all three phases. For example, if your students do not have any work-based learning as part of their education, you may want to plan a school-based project week and implement only phase 1.

Each of the phases is supported with different materials, which will be detailed more in Chapter 4.

Overview Phase 1 – The Preparation Workshop(s)

This phase is primarily aimed at introducing your students to the subject matter and preparing them for phases 2 and 3 (if applicable). The GreenScouts Preparation Workshop follows an innovative approach with varied hands-on and gamified activities that promote engagement and systems thinking.

In this phase you should refer to the GreenScouts Workshop Curriculum, which provides workshop facilitators with detailed instructions on how to implement the 7 GreenScouts workshop activities, including all materials required for implementation. While the workshop curriculum is primarily focused on detailing all activities undertaken in the preparation workshop, the listed learning outcomes cover all activities undertaken by students participating in the entire GreenScouts Programme.

The GreenScouts Workshop Curriculum is accompanied by the GreenScouts Handbook for students as well as the GreenScouts Workshop Slides for workshop facilitators. The workshop slides guide through all 7 activities, which evolve around each one of the 7 GreenScouts Criteria that have been defined for the project. Also the handbook covers these criteria and provides insights for students as well as trainers, who should definitely familiarise themselves with the content of this resource too.

Transfer Considerations for Phase 1

- While the curriculum provides two suggested agendas for implementation (i.e. as a 1 or 2-day workshop), you can easily adapt the workshop format to better suit your needs or embed the activities into existing subjects. Each of the 7 activities stand alone and can be taught separately.
- To meet the needs of your learners, you need to consider your learners' experience and potentially adjust the activities accordingly. Depending on their background and confidence, you may want to introduce different difficulty levels.
- The piloted GreenScouts Programme covered the assessment in Phase 3 with the creative presentation of the sustainable strategies. Especially if you are opting to implement Phase 1, you may need to consider alternative assessment mechanisms (e.g. informal feedback, peer review or formal grading).
- The curriculum is accompanied by a selection of materials (available in the toolkit) which can be used to implement the preparation workshop. Most activities can be implemented with or without the assistance of digital tools - the respective materials should be adapted accordingly.
- Especially if you cannot run the whole GreenScouts Programme, you need to consider very well how to embed the workshop components into existing subjects or whether you may want to run it as a standalone initiative or club.

Overview Phase 2 – Reflection and Guidance

This phase is primarily aimed at supporting your students for their reflection at the workplace. They have completed the preparation workshop(s) and are familiar with the handbook, which they should now use for their reflection on possible sustainable practices at their workplaces.

For this phase, the project team has developed the GreenScouts Guidance Concept, which provides general information on this phase, suggests possible content for guidance intervention points as well as their frequency and type. Further, it details the materials and tools that can be utilised for varied guidance activities.

As practical examples, the guidance concept provides short descriptions of the phase 2 guidance as it was implemented by the project partners during the piloting of the programme.

The guidance you provide for your students is highly individual and depends on your type of implementation as well as infrastructure available. The Guidance Concept provides a lot of suggestions but ultimately, you will have to develop your own specific plan.

Transfer Considerations for Phase 2

- Try to work within existing structures. If your Learning Management System is well established and used by students as well as teachers regularly, work within this system. However, if you have a fixed schedule of one-on-one meetings between teachers and students or regular monitoring visits to the workplace, try to cover the guidance within those meetings.

- If your students are not undertaking any work-based learning but you still want to implement some form of reflection phase, you could expand the workshops from phase 1 by including reflection activities or extend the workshop series with additional sessions which focus on guided reflections.

- Carefully consider the overarching purpose of the students' reflection and thus the goal of your guidance activities. The content and timing of the guidance would have to be very different for students preparing an internship report to those who are creating a visual presentation of their sustainability strategy.

Overview Phase 3 – Presentation

In the final phase of the GreenScouts Programme, learners should present their sustainability strategies to their peers, teachers and trainers. This can serve as a grading tool for students or, if participation was entirely voluntary, it can be used to acknowledge their efforts in another way.

In the pilot, the GreenScouts presented the strategies they had developed during their work-based learning on a dedicated online platform - the GreenScouts Strategy Gallery. Teachers supported the learners creating the presentations, after which the strategies were uploaded to the platform alongside a short summary and a visual or digital presentation (e.g. slides, posters or videos). Most strategies were presented in English and viewers were encouraged to use browser translation tools to access summaries in their preferred language. The Strategy Gallery can be accessed here: https://www.afbb.de/en/projekte/greenscouts/greenscouts-strategy-gallery

For a period of two weeks, the platform allowed external stakeholders, including work-based learning providers and industry experts, to vote for their favourite strategies in three categories: Feasibility, Innovation and Adaptability. The winning strategies received a prize.

Transfer Considerations for Phase 3

- Choose the presentation format(s) depending on whether you need an assessment of the learners' strategies. If you do not require to grade the strategy, the presentation mode can be more informal (e.g. short videos, posters vs. oral presentation).

- Consider time and effort required to develop different types of presenation. Also make sure the purpose of the presentation aligns with relevant learning outcomes for the learners: Are they required to be able to present in front of an audience? Would they need to be comfortable presenting in an online context?

- If you decide to organise a competition: Clearly communicate the voting categories and process and ensure accessibility (e.g. language support, mobile-friendly platform). Invite work-based learning providers, local businesses and/or sustainability experts to participate in the voting process.

CHAPTER 4: MATERIALS

All three phases of the GreenScouts Programme are supported by different materials which are available in English, Dutch, German and Spanish; and can be downloaded (GreenScouts Toolkit) from the GreenScouts website.

Preparation Workshop(s)

PHASE 1

- GreenScouts Workshop Curriculum
- GreenScouts Handbook
- GreenScouts Workshop Slides for teachers
- Workshop Materials from toolkit

Reflection & Strategy Development

PHASE 2

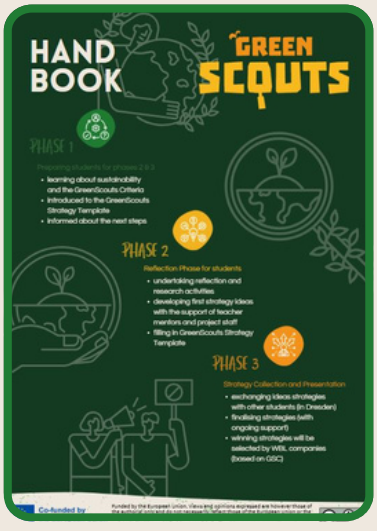
- GreenScouts Guidance Concept
- GreenScouts Handbook
- GreenScouts Project Glossary
- Materials from toolkit

Strategy Presentation

PHASE 3

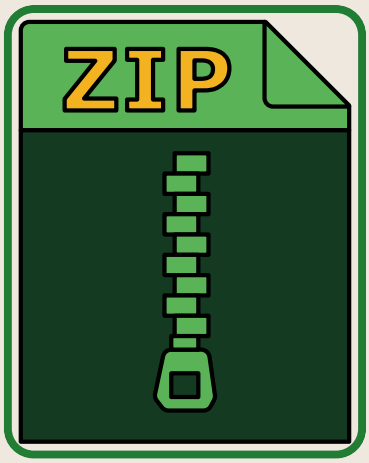
- GreenScouts Transfer Concept

The GreenScouts Workshop Curriculum provides an introduction to the GreenScouts Programme and details all 7 activities. The document is primarily for school staff who want to implement a GreenScouts Programme and trainers who want to facilitate the phase 1 preparation workshops.



The GreenScouts Handbook covers relevant contents aligned with the 7 GreenScouts Criteria. The handbook should also be used by trainers as it contains a lot of relevant content. Students should only be given the handbook upon completion of the workshop as it summarises some of the content to be established during the workshop by students. It is an important guidance document during phase 2.

The GreenScouts Workshop Slides provide prompts for all 7 workshop activities. Workshop trainers can use them as a basis for their workshops and amend the presentation slides as needed.



The GreenScouts Toolkit is available at the GreenScouts website and provides all necessary documents, files and materials as a zip-file for download (in English, German, Dutch and Spanish).

The GreenScouts Guidance Concept outlines all possible guidance mechanisms that can be employed during phase 2. It is primarily aimed at school staff and workshop trainers. It provides real examples for a guidance phase in practice (as implemented in the GreenScouts pilots).

The GreenScouts Glossary is a public PREZI presentation listing and defining all terms relevant to sustainability. Further, it provides short summaries of relevant sustainable initiatives and concepts as well as links to get students started with their research. Workshop trainers can use the glossary directly in the workshop and also refer to it in guidance activitites.

The GreenScouts Transfer Concept (i.e. the document in front of you) is aimed at educators, sustainability coordinators and curriculum developers as well as school staff, trainers and mentors supporting learners during WBL phases. It contains all information needed to run a GreenScouts Programme.

CHAPTER 5: CONLUSION

This document has hopefully provided you with clear instructions and inspiring impulses to implement your own GreenScouts Programme at your school or other educational context. To conclude, we would like to offer a short summary of some of the key factors in the form of a to-do and not-to-do list:

TO DO

Integrate the programme into regular lessons to ensure accessibility and continuity.

Assign a motivated trainer with interest in sustainability.

Use accessible and student-friendly language in all materials.

Use the GreenScouts Handbook, Workshop Slides and Glossary to guide programme implementation.

Make sure trainers familiarise themselves with the GreenScouts Handbook and use it in the workshops as well as guidance phase.

Ensure that the guidance content aligns with the programme's goal for students to achieve - if students are expected to deliver refined strategy presentations, guidance sessions must focus on developing respective skills.

Make sure workshop trainers are properly prepared to run the GreenScouts Programme. There are ample materials available but you may need to provide additional training.

Use current, relatable and relevant examples that connect with students' lived experiences.

NOT TO DO

Do not give students the handbook at the beginning of the workshop as it contains many solutions to the challenges posed in the workshop activities.

Do not expect the trainers to prepare their own workshop materials and make sure you assist them in the adaptation of all programme materials.

Do not assume the programme can only be led by sustainability experts.

Do not expect trainers to run the programme without any additional effort. They will have to amend materials and familiarise themselves properly with the subject matter.

Do not simply re-use the materials provided and make sure you adjust everything (e.g. examples used, links) to ensure relevance of content for your learners.

Do not assume the programme is one-size-fits all and make sure you adapt it (in particular timing of workshops, guidance activities and materials) to your specific context and needs.

TRANSFER CONCEPT for GreenScouts

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Project Team:

Akademie für berufliche Bildung gGmbH (Germany)

Centro Integrado de Formación Profesional César Manrique (Spain)

Stichting voor Beroepsonderwijs, Volwasseneneducatie en Algemeen Voortgezet Onderwijs in Friesland en Flevoland (The Netherlands)

SWIDEAS (Sweden)

TREXIMA (Czech Republic)