

GREEN SCOUTS

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DEFINITIONS AND ACRONYMS

LMS	Learning Management System
VET	Vocational Education and Training
WBL	Work-based learning
WP	Work Package

1 INTRODUCTION

This Guidance Concept has been developed to provide structured support to VET learners during their work-based learning (WBL) phase. The concept aims to enhance learners' ability to observe and reflect on practices at their WBL provider, encouraging them to question existing processes and develop strategies for more environmentally sustainable business practices.

The primary objectives of this Guidance Concept are therefore

- To support VET learners/Green Scouts in observing and analysing work operations to identify areas for improvement.
- To guide VET learners/Green Scouts in developing initial ideas for potential solutions, recognising their power to initiate change and understanding its limits.
- To help VET learners/Green Scouts in overcoming barriers and challenges during the development of their strategies.

The development of this concept involved determining suitable intervention points, including the frequency and content of meetings, as well as identifying tools and activities to ensure targeted and effective support for students. This collaborative effort has resulted in a comprehensive Guidance Concept, which will be trialled as part of the GreenScouts project. This document provides the general framework for the guidance activities and will also present how the VET schools in this project have decided to carry out their activities. VET teachers have played a crucial role in creating this Guidance Concept, ensuring the feasibility of intervention points and receiving instructions on its implementation. The concept also considers the different timeframes and conditions of WBL in the participating VET schools' countries.

Key Components that will be defined in this concept are

- the frequency and types of the intervention points
- the content of the intervention points
- the support materials and tools
- the feedback mechanisms to evaluate the guidance concept.

The supporting activities will be implemented during students' WBL phase (in DE, NL, ES), putting the Guidance Concept into practice. This will occur from M12 to M22 of the project, considering the varying WBL phases of the VET schools.

2 COMPETENCES ADDRESSED BY THE GUIDANCE CONCEPT

The competences addressed by the guidance provided to learners is supposed to deepen the understanding of sustainability concepts they heard about in the workshop (phase 1) and also tackle other areas of the [GreenComp](#). While **Area 1 Embodying sustainability values** was mainly covered in the workshop, guiding the learners in the development of their strategies addresses mainly Areas 2 and 3:

Area 2 - Embracing complexity in sustainability	Reflection in Guidance Concept
<ul style="list-style-type: none"> - 2.1 Systems Thinking: To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems. 	<p>Learners will be encouraged to approach sustainability problems holistically, considering various elements and their interactions within and between systems. During intervention points, discussions will focus on understanding the broader context of issues, including time, space, and the interconnectedness of different factors.</p>
<ul style="list-style-type: none"> - 2.2 Critical Thinking: To assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions. 	<p>The guidance sessions will involve assessing information and arguments critically. Learners will be prompted to identify assumptions, challenge the status quo, and reflect on how their personal, social, and cultural backgrounds influence their thinking and conclusions. This will be facilitated through guiding questions and reflective exercises.</p>
<ul style="list-style-type: none"> - 2.3 Problem Framing: To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems. 	<p>Learners will be guided to frame current or potential challenges as sustainability problems. This involves defining the problem in terms of its difficulty, the people involved, and its time and geographical scope. The intervention points will help learners identify suitable approaches to anticipate, prevent, and mitigate these problems.</p>
Area 3 Envisioning sustainable futures	Reflection in Guidance Concept
<ul style="list-style-type: none"> - 3.1 Futures literacy: To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future 	<p>Learners will be encouraged to envision alternative sustainable futures by imagining and developing different scenarios. They will identify the steps needed to achieve a preferred sustainable future. This will be a key part of setting objectives and developing strategies during the intervention points.</p>
<ul style="list-style-type: none"> - 3.2 Adaptability: To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk. 	<p>The guidance concept will help learners manage transitions and challenges in complex sustainability situations. They will learn to make decisions related to the future in the face of uncertainty, ambiguity, and risk. This will be addressed through discussions on adaptability and resilience during the intervention points.</p>
<ul style="list-style-type: none"> - 3.3 Exploratory Thinking: To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods. 	<p>Learners will adopt a relational way of thinking by exploring and linking different disciplines. They will use creativity and experimentation with novel ideas or methods. The intervention points will encourage</p>

	exploratory thinking through brainstorming sessions and creative problem-solving activities.
Area 4 Acting for sustainability	Reflection in Guidance Concept
<hr/> <ul style="list-style-type: none">- 4.2 Individual initiative: To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.	<hr/> Even though learners will not implement their strategies, they will be guided to identify their own potential for sustainability and actively contribute to improving prospects for the community and the planet. This will be fostered through discussions on personal initiative and the impact of individual actions during the intervention points.

Table 1 GreenComp Areas and Competences addressed in the Guidance Concept

3 GUIDANCE DURING PHASE 2 OF THE GREENSCOUTS PROGRAMME

3.1 General Set-up

The intervention points are designed to provide structured and targeted support to VET learners during their work-based learning phase. Each intervention point will follow a three-part design to ensure comprehensive guidance and provide learners with the guidance and support they need to develop their sustainability strategies effectively.

1 Check-In and Status Review:

- **Objective:** To assess the current status of the learner's strategy development.
- **Process:** The teacher and learner will engage in a check-in session, which can be facilitated using the materials provided in the repository. This session will cover:
 - Progress made since the last intervention point.
 - Key achievements and milestones reached.
 - Any deviations from the planned strategy and reasons for these changes.

2 Identification of Challenges and Areas for Improvement:

- **Objective:** To identify specific challenges the learner is facing and areas where there is room for improvement.
- **Process:** During this part of the intervention, the teacher and learner will:
 - Discuss any obstacles or difficulties encountered.
 - Analyse the root causes of these challenges.
 - Brainstorm potential solutions and strategies to overcome these obstacles.
 - Prioritise the areas that need immediate attention and improvement.

3 Setting Objectives for the Next Intervention Point:

- **Objective:** To define clear and actionable objectives for the learner to focus on until the next intervention point.
- **Process:** The teacher and learner will collaboratively:
 - Set specific, measurable, achievable, relevant, and time-bound (SMART) objectives.
 - Outline the steps and actions required to achieve these objectives.
 - Agree on any additional support or resources needed.
 - Schedule the next intervention point(s) and ensure both parties are clear on the expectations and goals.

3.2 Content of the Intervention Points

The content of each intervention point will be tailored to the specific needs and context of the learner(s), ensuring that the guidance provided is relevant and effective.

- **Assessment of the general situation (including Relationship with Company):** How is the strategy developing? What happened since the last Intervention Point? The dynamics between the learner and their WBL provider will be considered to ensure effective communication and support.
- **Progress and Challenges:** Discussions will focus on the learner's progress, any challenges

encountered, and the support or resources needed to overcome these challenges.

- **GreenScouts Criteria:** The GreenScouts criteria will be used to guide the discussions, with specific criteria addressed at different stages of the WBL phase.
- **Milestones and Objectives:** Clear milestones and objectives will be set to help learners manage their time effectively and achieve predefined outcomes.

3.3 Frequency and Types of the Intervention Points

The intervention points will be scheduled to ensure consistent and effective support for VET learners throughout their WBL phase, starting directly after the workshop in December 2024 and it will last until May 2025. Each learner will participate in a minimum of three intervention points, which can be conducted through various formats such as face-to-face meetings, virtual meetings, chats or emails.

- **Frequency:** At least three intervention points will be scheduled during the WBL phase.
- **Formats:** Intervention points can be conducted as face-to-face meetings, virtual meetings, or through asynchronous communication (e.g. chat, email).
- **Group vs. Individual Meetings:** Depending on the needs and preferences of the learners but also the time teachers can dedicate and the tools used, intervention points can be held as group meetings or individual sessions. In group meetings, learners can also benefit from their peers' experiences.

3.4 Support Materials and Tools

A range of support materials and tools will be provided to facilitate the guidance process and ensure that both learners and teachers have the resources they need. A centralised repository will be made available in which all materials and resources are stored in one place. It can be found here:

<https://www.afbb.de/en/green-scouts-eng> and contains the following resources:

- **Handbook:** It contains materials on the GreenScouts Criteria as well as **examples** and **guiding questions** that can facilitate discussions during the intervention points.
- **Examples:** Examples will be provided to the students to get an idea of the aspects to include and take into consideration.
- **Guiding Questions:** A set of guiding questions will be available to facilitate discussions during the intervention points. They can be found in the Handbook (last page).
- **Guidance Cards (see Annex A):** Guidance Cards can be used to address specific topics and competence areas. // **Checklists:** Checklists will be provided to help assess the status of the strategy and structure the intervention points.

In addition, each school will maintain a Project Glossary with terms relevant to the project, adding any missing terms as needed. It can be found here:

<https://prezi.com/p/embed/8LskKQuPu7kcKJAJ8vsu/>

Each school can use their own infrastructure (e.g. **Learning Management System – LMS**) to conduct surveys, host forums, send direct messages and upload documents. The LMS should be accessible via mobile phone to ensure ease of use.

3.5 Feedback Mechanisms

Effective feedback mechanisms will be established to gather insights from both teachers and learners, ensuring continuous improvement of the guidance process.

- **Simplicity:** Feedback mechanisms will be designed to be short and simple, making it easy for teachers and learners to provide their input.
- **Timing:** Feedback will be collected during the Learning, Teaching, and Training Activities (LTTA2) to capture timely insights.
- **Informal Questions:** Informal questions and discussions will be used to gather feedback from teachers during phase 2, ensuring that their perspectives are considered in the evaluation process.

4 EXAMPLES

To illustrate how the general framework of the guidance concept can be applied in practice, here are detailed examples from the different partner schools. These examples demonstrate how the framework's ideas and principles are put into action, ensuring adaptability to various contexts.

4.1 Partner School 1 – Centro Integrado de Formación Profesional César Manrique (ES)

Content of the intervention points

- **Topics to be Covered:** Each meeting will begin with a review of the defined milestones to assess progress and identify any deviations.
- **Content of Meetings:** The content will vary based on the learners' fields of study, the profile and size of the companies, and the availability of company tutors. For instance, discussions might focus on the environmental pillar of ESG (environmental, social and governance) issues, specific sustainability actions or Corporate Social Responsibility (CSR) activities identified through a review of the company's website.
- **Specific Activities:** Activities could include analysing the company's sustainability reports, identifying areas for improvement, and brainstorming potential sustainability initiatives.

Frequency and Types of the Intervention Points

- **Guidance Meetings:** There will be at least three guidance meetings with the companies. For students, the frequency will depend on their level of studies: EQF4 students will have meetings once a week, while EQF5 students will meet every two weeks. Students may also participate in meetings with the company.
- **Format:** Meetings with companies will typically be one-on-one, while meetings with students can be conducted in groups.
- **Schedules and Needs of Learners and Tutors:** For example, at CIFP César Manrique, it is mandatory for teachers to visit companies at least three times during the students' internships. Additionally, students are required to attend periodic meetings to ensure continuous engagement and support.

Support Materials and Tools

- **Types of Support Materials and Digital Tools:** The Moodle platform will be utilised for various activities, including surveys, questionnaires, databases, tasks, and forums, all related to the defined milestones.
- **Training or Support for Tutors:** In this context, no additional training or support for tutors is deemed necessary, as they are already familiar with the tools and processes.

Feedback Mechanisms

- **Methods to Gather Feedback:** Feedback will be collected through the Moodle platform using activities such as quizzes, forums, and internal messages. Reports from meetings with participants will also be used to gather insights.
- **Frequency of Feedback Collection:** The frequency will depend on the level of studies: EQF4 students will provide feedback once a week, while EQF5 students will do so every two weeks.
- **Indicators:** Key indicators will include the number of strategies presented by students, the number of strategies accepted and implemented by companies, and the level of satisfaction with the strategies presented.

4.2 Partner School 2 – Akademie für berufliche Bildung

Content of the intervention points

- **Topics to be Covered:** The guidance sessions will be integrated into the German language classes, where the students will work on their second year reports. The ones participating in the GreenScouts programme will gather with the teachers during these lessons. The focus will be on reviewing the defined milestones and the progress of the learners' sustainability strategies as well as offering support where needed.
- **Content of Meetings:** The content will be coordinated with the German teachers to ensure that the sessions align with the VET curriculum.
- **Specific Activities:** Activities could include discussions on the learners' reports, status updates and identifying areas for improvement. Specific activities such as a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, a field visit or peer review sessions can be included.

Frequency and Types of the Intervention Points

- **Guidance Meetings:** Guidance sessions will be scheduled in coordination with the German teachers.
- **Format:** The sessions will mainly be face-to-face, but other formats (e.g. emails, messaging through the LMS) are also possible.

Support Materials and Tools

- The LMS Ilias will be used to provide information and material to the learners and for document uploads. Other specific tools (checklists, guiding questions and examples) will also be used.

Feedback Mechanisms

- **Methods to Gather Feedback:** It would be useful to use the LMS Ilias for activities such as quizzes, forums, and internal messages to collect feedback.
- The teachers will work in close cooperation with the project department and give direct feedback on the implementation of the guidance concept.

4.3 Partner School 3 – Firda

Content of the intervention points

- **Topics to be covered:** Guidance sessions will be integrated into Albert and Patricia's hospitality students' classes. Students participating in the GreenScout program will meet with teachers during these lessons. The focus will be on reviewing the defined milestones and progress of the students' sustainability strategies and providing support as needed.
- **Content of the meetings:** Content will be coordinated with teachers to ensure the sessions align with the vocational education and training curriculum.
- **Specific activities:** The first session will be a 0 measurement via forms. In between, a student arena will be organized. This will be in a group setting. The final session will again be conducted via forms. A qualitative and quantitative analysis will be made of the three sessions, which we will justify to the organization. The design is a learning environment/culture for both teacher and student.

Frequency and Types of the Intervention Points

- **Guidance sessions:** Three supervision sessions will be scheduled by teachers with students.

- **Format:** The sessions will take place both face-to-face and online. At least 1 session is face to face.

Support Materials and Tools

- The teachers will use Teams and Forms.

Feedback Mechanisms

- Forms and personal interactions.

ANNEX A – GUIDANCE CARDS



1 ASSESSMENT & ANALYSIS

PURPOSE

Help students critically observe and identify sustainable areas for improvement in the workplace.

SUPPORT FOR TRAINERS



Encourage students to engage colleagues and supervisors in gathering information about existing processes.



Provide tips on how to collect and analyze data to reveal potential improvements.

CHECKLIST FOR TRAINERS

- Did the student mention one or two processes that use a lot of energy, water or materials?
- Did the student collect or estimate data to understand resource consumption?
- Did the student discuss sustainable improvements with a colleague or supervisor?
- Did the student propose a feasible idea for a sustainability improvement?
- Did the student share his/her idea with a supervisor or teacher?
- Can the student explain what he/she has learned about sustainability in the workplace?

Also check the [GreenScouts glossary](#).



1

ASSESSMENT & ANALYSIS

PURPOSE

Learn to look at your workplace and discover how to make things more sustainable.

STEP 1: LOOK AROUND THE WORKPLACE

Action: Look around your workplace. What uses a lot of energy, water or materials? Write down 1 or 2 examples (e.g., lights always on, lots of plastic containers). Check out [page 5](#) & [page 6](#) of the handbook.

STEP 2: TALK TO COLLEAGUES

Ask 1 colleague or supervisor what they think could be more sustainable in the workplace. Write down their ideas.

Question: What do you think we could improve to use less energy or materials?

STEP 3: COLLECT SIMPLE DATA

See if you can find figures somewhere about how much energy or water you use, such as on a meter or through a report. If you can't, estimate it yourself (e.g. How often does the heating come on?).

STEP 4: THINK OF AN IMPROVEMENT

Think of 1 thing you could improve. For example, "Could we use less water by turning off the tap faster?" Write this down.

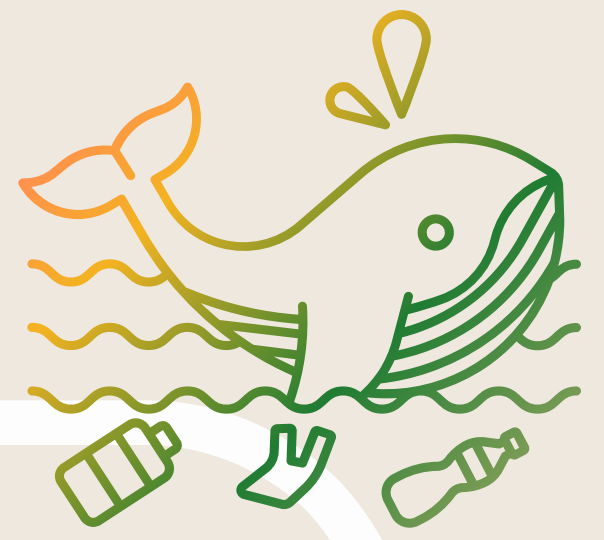
STEP 5: SHARE YOUR IDEA

In one short sentence, write or tell your idea to your teacher or internship supervisor.

Tip: Use simple words and explain why this idea is good for the company and the environment.

REFLECTION QUESTION

What did you discover about your workplace and how to work more sustainably?



2 STRATEGY DEVELOPMENT

PURPOSE

Support students in developing feasible and innovative sustainability strategies in the workplace.

SUPPORT FOR TRAINERS

Help students set SMART goals:



Guide students to create goals that are Specific, Measurable, Achievable, Relevant, and Time-bound. Example: "Reduce paper waste by 15% in the next 3 months by switching to digital reports."

Encourage creativity through examples:

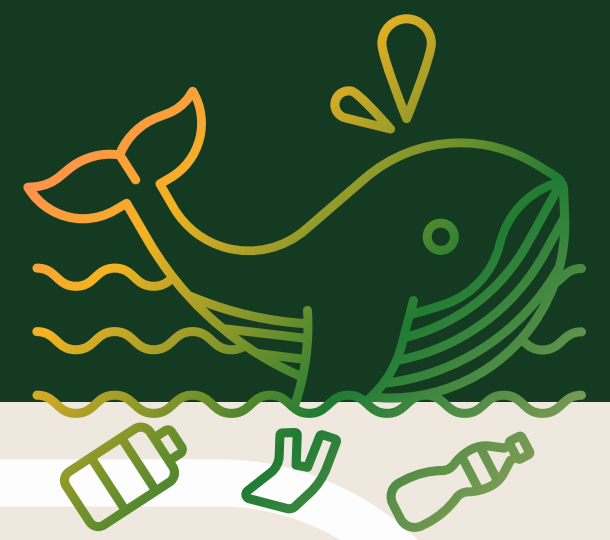


Encourage students to explore best practices from other companies or case studies and adapt those ideas to their own workplace.

CHECKLIST FOR TRAINERS

- Did the student clearly explain their sustainability strategy, focusing on benefits and implementation steps?
- Did the student communicate the strategy in a simple and concise manner?
- Did the student engage their colleagues and supervisors in supporting the strategy?
- Can the student explain how the strategy benefits both the company and the environment?

Also check the [GreenScouts glossary](#).



2 STRATEGY DEVELOPMENT

PURPOSE

Learn to look at your workplace and discover how to make things more sustainable.

STEP 1: IDENTIFY A CHANGE

Action: Look at your workplace. What small change could help save energy, water, or materials? Write down one idea (e.g., switching off equipment when not in use). Check if your strategy is feasible: [page 7](#) of the Handbook.

STEP 2: SET A SMART GOAL

Turn your idea into a SMART goal. Example: "Reduce paper waste by 15% in the next 3 months by switching to digital reports." Want to know what SMART is? Check out [page 8](#) of the handbook.

STEP 3: TALK TO COLLEAGUES

Share your idea with one colleague or supervisor. Write down their feedback and suggestions.

STEP 4: PLAN FOR IMPLEMENTATION

How can you involve others in making the change? Write a brief plan (e.g., hosting a short meeting or sharing a group email). Also check out [page 11](#) & [page 12](#) of the handbook.

STEP 5: PRESENT YOUR STRATEGY

Present your plan to your teacher or supervisor. Explain how it benefits the company and the environment.

REFLECTION QUESTION

What did you learn from developing this strategy, and how could it help improve sustainability in your workplace? Also check out [page 14](#) of the handbook.



3 COLLABORATION & COMMUNICATION

PURPOSE

Support students in effectively communicating their sustainability strategies, engaging colleagues and supervisors, and fostering collaboration to strengthen sustainability initiatives.

SUPPORT FOR TRAINERS



Facilitate clear communication and team involvement:

Guide students to present their ideas concisely and engage their colleagues and supervisors in the implementation process by focusing on the mutual benefits for the company and the environment.



Promote collaboration and peer learning:

Encourage students to identify valuable partners and peers, both within and outside their organization, to collaborate on sustainability strategies and exchange ideas for improvement

CHECKLIST FOR TRAINERS

- Did the student propose a concrete sustainability strategy to save resources?
- Was the proposed strategy framed as a SMART goal?
- Did the student engage their colleagues and supervisors for support?
- Did the student identify relevant colleagues or departments to collaborate with?
- Did the student apply new insights gained through collaboration to strengthen their strategy?
- Can the student explain how collaboration and communication enhanced their sustainability project?



3 COLLABORATION & COMMUNICATION

PURPOSE

Communicate your sustainability ideas clearly and work together with colleagues and GreenScouts to gather support. By collaborating, you can improve your ideas and make a bigger impact on sustainability in your workplace.

STEP 1: COMMUNICATE CLEARLY

Prepare a short, clear explanation of your sustainability strategy. Focus on why it benefits both the company and the environment.

STEP 2: SHARE YOUR IDEA

Present your idea to a colleague or supervisor through a short meeting or written message (e.g., email). Ask for feedback and suggestions.

STEP 3: GATHER SUPPORT

Think about which colleagues, supervisors, or departments can help strengthen your strategy. Write down at least one name or department.

STEP 4: GATHER SUPPORT

Plan how you will get others on board (e.g., by organizing a meeting, sending a group email, or leading by example). Engage colleagues to support your strategy's implementation.

STEP 5: CONNECT WITH GREENSCOUTS

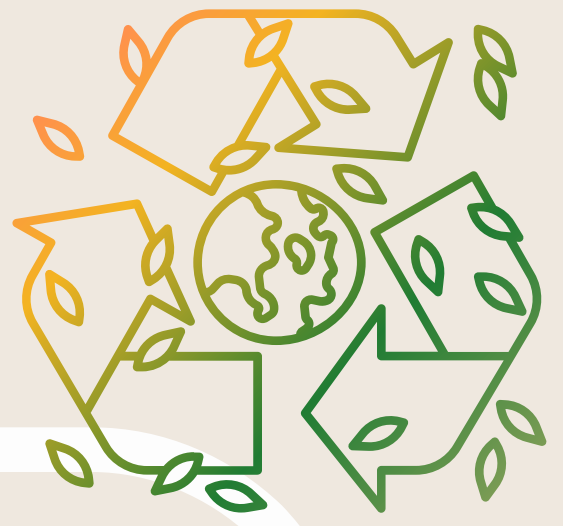
Reach out to other GreenScouts who are working on similar sustainability projects. Share experiences, ask for insights, and offer support.

STEP 6: APPLY NEW INSIGHT

Incorporate the feedback and ideas gathered from your collaborators and colleagues into your sustainability strategy. Adjust your plan accordingly.

REFLECTION QUESTION

What did you learn about communicating your strategy, and how did collaboration help gather support from your colleagues and supervisors?



4

INNOVATION & CREATIVITY

PURPOSE

Guide students in finding innovative solutions to sustainability challenges and encourage creative thinking.

SUPPORT FOR TRAINERS



Encourage creative thinking:

Motivate students to think outside the box and explore unconventional ideas. Provide examples of innovative technologies or methods that have been successful in other sustainability projects.



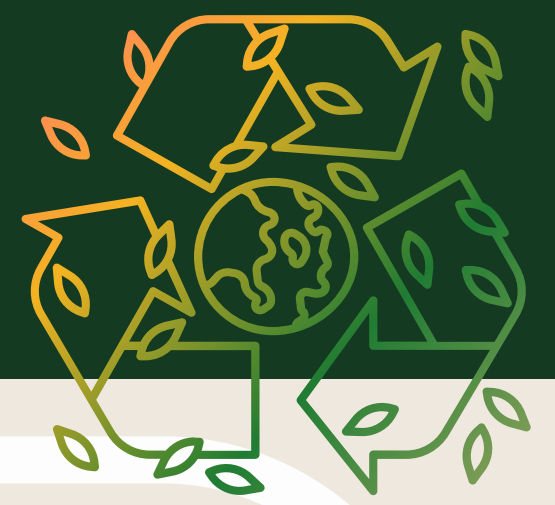
Facilitate brainstorming sessions:

Organize opportunities for students to brainstorm, share, and refine their creative ideas, either individually or in groups.

CHECKLIST FOR TRAINERS

- Did the student propose at least one creative solution to a sustainability challenge?
- Did the student consider how to apply technology or innovative methods to reach sustainability goals?
- Did the student actively participate in brainstorming sessions to develop and refine their ideas?
- Can the student explain how their innovative solution could positively impact sustainability in the workplace?

Also check the [GreenScouts glossary](#).



4

INNOVATION & CREATIVITY

PURPOSE

Develop innovative solutions for sustainability challenges by thinking creatively and using technology or new methods.

QUESTIONS FOR STUDENTS



What new ideas can you think of to solve the problems?

Brainstorm creative ways to fix the sustainability issues. Think about new tools, processes, or ideas.



How can technology help you reach your goals?

Consider how modern tools or new ways of working can help. Examples: digital tools, automation, or energy-saving methods.

STEP 1: BRAINSTORM CREATIVE SOLUTIONS

Think of at least one new, creative way to solve the sustainability challenges you've identified. Write down your ideas, no matter how unconventional they may seem.

STEP 2: EXPLORE TECHNOLOGY AND METHODS

Consider how you can use modern technologies or new work methods to implement your creative ideas. Examples: automation, energy-efficient equipment, or digital solutions.

STEP 3: PARTICIPATE IN A BRAINSTORM SESSION

Join a brainstorming session with your classmates or colleagues to discuss and refine your ideas. Take notes on feedback and suggestions. For inspiration check out [page 10](#) of the handbook.

STEP 4: APPLY YOUR CREATIVE SOLUTION

Based on the feedback and ideas you've gathered, develop a plan to implement your innovative solution. Consider how it can be applied practically in your workplace.

REFLECTION QUESTION

What did you learn from brainstorming and using creative thinking to address sustainability challenges? How can technology or new methods help improve sustainability in your workplace?