



# Toolkit with Policy & Practice Recommendations

Prepared by Future in Perspective Ltd, with  
support from all project partners



## Contents

<b>Introduction to the GoGreen Project .....</b>	<b>3</b>
<b>Toolkit with Policy &amp; Practice Recommendations – An Introduction .....</b>	<b>3</b>
Developing the Toolkit with Policy & Practice Recommendations .....	4
<b>The GoGreen Project Rationale and Approach .....</b>	<b>4</b>
<b>Approach in Each Partner Country .....</b>	<b>5</b>
<b>Findings from Our Focus Groups.....</b>	<b>5</b>
<b>Collection of Best Practice Examples – Implementing GoGreen in Each Partner Country .....</b>	<b>24</b>
<b>The Strengths, Weaknesses, Opportunities and Threats to the GoGreen Project &amp; The Green Economy .....</b>	<b>37</b>
Cyprus.....	38
Czech Republic.....	38
Greece .....	39
Italy .....	40
Ireland .....	40
Spain.....	41
<b>Our Policy Recommendations – Lessons Learned from Each Partner Country.....</b>	<b>42</b>
Recommendations for practitioners.....	42
Recommendations for policymakers .....	43
<b>Conclusion .....</b>	<b>45</b>

## Introduction to the GoGreen Project

The GoGreen – Using Augmented Reality Technology and Simulation-Based Training to Foster Green Economy – project is a 24-month project that has been funded by the Cypriot National Agency in 2020, with support from the Erasmus+ Programme. The aim of the project is to build the competences of VET providers to help support the professional development of private sector stakeholders and entrepreneurs, as well as those willing to effectively support Green Economy through the development of a tailored VET green curriculum based on augmented reality technology, simulation training and an innovative Massive Open Online Course. The partner organisations have been collaborating over the last 24 months to develop innovative training materials including simulation trainings and MOOC courses, which will help to develop the skills, competences and confidence of VET providers involved in the project. These resources have been piloted with VET providers in all partner countries.

Through this Toolkit, our aim is to engage the project stakeholders (VET professionals, policymakers, private sector, SMEs, entrepreneurs, social enterprises, high-level education stakeholders, and those interested stakeholders regarding Green Economy) that are willing to effectively support the Green Economy. These stakeholders from across Europe have been engaged in the GoGreen project and contributed to the policy debate regarding how through the development of a tailored VET green curriculum private sector stakeholders and entrepreneurs can effectively support the development of the Green Economy. This toolkit also presents the lessons learned through piloting the GoGreen training package with VET educators and private enterprises in the six partner countries represented in this consortium, namely: Cyprus, Greece, Italy, Ireland, Czech Republic, and Spain.

### Toolkit with Policy & Practice Recommendations – An Introduction

The purpose of the GoGreen Toolkit with Policy & Practice Recommendations is to present a collection of lessons learned, best practices, examples and recommendations targeted at both policy and practitioner level in Europe that have been informed through project partners' collective experience of developing and delivering the GoGreen project. Through this report, our intention is to present the findings and outcomes of the research and evaluation activities that were undertaken in each partner country to capture the lived experiences of VET providers who have been engaged throughout the development and delivery of this project; and to ensure that their voices and experiences are included in forming the policy recommendations that are based on our collective experience of implementing this project. As such, this Toolkit presents findings from a consultation that was undertaken with VET providers who participated in the project in each country, and project partners who have been engaged in the project from the beginning. This paper has been drafted to present the collective findings from these consultations and to present the European recommendations from our collaborative work.

## Developing the Toolkit with Policy & Practice Recommendations

To inform the development of this Policy Recommendations Toolkit, all seven partner organisations conducted focus group sessions with VET providers who participated in the piloting of the IOs. Upon completion of the focus group sessions, partners presented a national best practice of the implementation of the GoGreen project in their partner organisation, examining an overview of the process which they undertook to deliver the GoGreen project. The aim of including these case studies is to assist any other VET providers who could read these case studies across Europe and choose an approach to deliver the training materials developed by the GoGreen project partners that have been piloted in the various partner countries. Next, the partners performed a SWOT analysis of the implementation of the project, assessing both the strengths and weaknesses of delivering the project to relevant stakeholders. Upon completion of the SWOT analysis, project partners completed a national report to make policy recommendations for practitioners and policymakers across Europe. Through the inclusion of the national case studies and the national reports, our intention is to provide a series of recommendations and examples for practitioners for how they can deliver the GoGreen project. The following Policy Recommendations Toolkit provides an overview of the findings that have been gathered through this extensive research and evaluation process.

## The GoGreen Project Rationale and Approach

At its core, GoGreen aimed to provide VET providers with the necessary skills and competences to support the professional development of the private sector stakeholders and entrepreneurs and those willing to effectively support Green Economy through the development of a tailored VET green curriculum based on augmented reality technology, simulation training, and an innovative Massive Open Online Course. This project was aimed at the primary target groups of VET providers, trainers, teachers, mentors (all of whom are involved with the green economy), for the purpose of benefiting private entities, entrepreneurs, and others such as unemployed workers, women, and young people motivated for green entrepreneurship. The project partners identified the need to support VET providers due to the significant technological advancements that have been made in the past 10 years which offer a wide range of tools to educators that provide cutting edge methods to teach everyday green skills important to almost every job in the present and future.

Equipping private sector and entrepreneurs with green skills is now vital as our society strives for a carbon-neutral future by 2030. One of the significant roadblocks encountered in the planet's mission towards a greener future is the focus of the private sector on climate change mitigation, rather than dealing with the immediate long-term consequences of climate change. By providing VET providers with the adequate skills to use cutting edge technology to give private entities and entrepreneurs real-life example and experiences with the immediate consequences of climate change, the project partners aimed to harness the

existing skills and knowledge of the private sector and entrepreneurs for green growth and climate change.

## Approach in Each Partner Country

To deliver this project and to ensure that the project could have the required impact among VET providers in each country, project partners undertook a series of different approaches to engage providers in the training. An overview of these different approaches is included below in the case studies/best practices, as well as some feedback that was received from VET providers through these different approaches.

## Findings from Our Focus Groups

Project partners undertook a consultation process by delivering focus group sessions with representatives from these two groups. In these focus group sessions, a total of eleven questions were asked, as follows:

1. What is your impression of the green economy in your country? Is it a pro-business environment, are there initiatives and funding programmes available to support enterprise?
2. What has been your experience of engaging with the GoGreen project? Or what is your impression of the GoGreen Project?
3. Based on your experience as a participant and/or collaborator in the GoGreen project, what would you say are the project's main strengths?
4. Also comment on any weak points in the project design, development, and delivery.
5. Is there a need for additional projects like GoGreen into the future? If yes, what topics and themes should be included?
6. Based on your experience as a VET educator, private enterprise, education stakeholder or representative group if you were to speak directly to a policy maker responsible for the green economy, what recommendation would you give to enhance how the topic of the project is taught within VET settings?
7. Can you please comment on how relevant the GoGreen training package is to private entities, businesses and others working in sectors impacted by the green economy?
8. Could you please make a recommendation for how the GoGreen training package for VET institutions could be integrated into the national VET curriculum in your county.
9. If you were to recommend the GoGreen training package to another VET professionals or private enterprises in your network, what practice recommendations would you put forward? And why?
10. Can you please mention one key insight that you gained through this project? It could be a new skills, new perspective or new contact made, but please mention something that will stay with you after the project ends. (only ask if they participated in the project activities – omit if not relevant).

**11. Do you have any other comments, feedback, or recommendations that you would like to offer at this time?**

The following section provides an overview of the answers we have received to each of these questions through these focus group meetings held in each partner country.

**Question 1: What is your impression of the green economy in your country? Is it a pro-business environment, are there initiatives and funding programmes available to support enterprise?**

- Italy is a country that is working hard on the green economy to ensure the sustainability of production activities at an environmental level and to protect the cultural and natural heritage present, while also safeguarding the ecosystem. Italy invests a lot in technology and research in this sector, although the skills of entrepreneurs and administrations to manage the country's green transition are often lacking. We need to work on this and Go green intervenes precisely with this in mind. *(IT)*
- Two participants of the focus group who initiated the discussion by responding to this question, agreed upon that it is a challenging task to apply Green Economy practices in Greece. First of all, they pointed out that there is a substantial shortage of knowledge within the business community and most entrepreneurs about the philosophy of the Green Economy and its potential dynamic. The second point they raised was that they miss the proper tools and, thus, are hesitant to invest their own capital in Green Economy practices. Talking about themselves, they do feel that there are not enough incentives given, despite they truly realize and comprehend that Green Economy will offer significant benefits and can have a positive impact on their businesses. *(GR)*
- The bureaucracy issues anticipated, seemed to be another deterrent for them to engage in Green Economy despite their willing to do so. Green policies were identified as a positive step and the best decision for entrepreneurs to take. The more pragmatic incentives will become apparent and available, the sooner the Green Economy will flourish in the country. It may appear difficult for the time being, but it seems to be the only way for entrepreneurs to follow before long. They concluded that the need to change is obvious and all participants of the focus group nodded in agreement. *(GR)*
- "I liked a lot to be part of the project from the very beginning and contribute even in a small way to this interesting course." *(ES)*
- "It's also been very interesting to interchange opinions with people from different perspectives." *(ES)*
- "I have personally acquired a lot of new knowledge with the participation and realised different insights I would not have recognized if I had not been participating in this training pilot/development." *(ES)*



- “For me it has been very fruitful to participate in different training techniques. For instance, role playing is a kind of training where you get more deeply involved and I found it really effective.” (ES)
- The situation of the green economy in Cyprus is at a preliminary stage. However, ongoing governmental or EU-funded initiatives support enterprises towards a green economy. (CY)
- The green economy in Ireland is evolving as in many European countries, and there are many government-based initiatives focusing on R&D and investment. It is a pro-business environment backed by policy and specific support programmes. There is an over-arching strategy that includes waste management, water conservation, green energy. However, there is still a long way to go before all businesses and households are on the same page when it comes to the green economy. (IE)
- 

**Question 2: What has been your experience of engaging with the GoGreen project? Or what is your impression of the GoGreen Project?**

- The Go Green Project is an awareness-raising project rather than a training project, as, particularly in the construction sector, the project can only give a general overview of the contents related to climate change, the green transition of companies and the green economy, but does not provide technical details needed by those working in the vocational training sector. (IT)
- Here the answers vary based on the participants' role during the engagement in the project: (CZ)
  - Those who participated in the pilot of the training materials were mostly new to the topic of green economy. For them it was an interesting experience that broadened their awareness of climate change and green economy opportunities for SMEs. They liked that this project helps to get people thinking and gives some examples of how companies and their employees can get involved in improving the environment. They also think that the project addresses a very important topic, in a very comprehensive and consistent way. However, they consider the project itself to be very broad and extensive. They would recommend a clearer and user-friendly communication for a quick first introduction and understanding of what the project is about and what its primary benefit is. (CZ)
  - For participants who were more involved with the project from the beginning -the project line seemed a bit vague and general but after the pilot interviews and events and fine-tuning of activities, they became interested in the content of the project and learnt a lot of new information and ways to perceive, communicate and integrate the topic of green economy. (CZ)
  - From the point of view of our external experts the project covers an important topic, however, the processing and individual outputs have certain limits (e.g.,

the process did not take into consideration the current situation in every partner country, meaning that by definition a standard training package will not have the same relevance in every participating country. Also, the project is trying to accomplish too much at the same time and it only scratches the surface on many topics. Their opinion is that industry experts should have been involved from the beginning during the time that the material was collected and put together instead of bringing them on board only during the evaluation and pilot stages. **(CZ)**

- All participants of the focus group agreed that the interaction with the GoGreen project team in the Czech Republic was very pleasant and engaging. **(CZ)**
- A general view of most participants is their agreement to that one of the most important aspects that will contribute to the future success of the training comes from offering in one package different learning/teaching approaches: from the more traditional education to quick modern online training, through the simulation-based training with the role play, that companies, entrepreneurs, employees and VET organisations can adapt depending on their personal preferences situation and organisation. **(ES)**
- The GoGreen project is a great initiative and very innovative. The resources developed are highly interactive, well-structured, and valuable for the business sector to realise the importance of a new green and sustainable future. **(CY)**
- A participant of the focus group who was also present in the piloting of the scenarios, expressed his satisfaction for having the chance to engage in the role-playing process and get to know the GoGreen training package. It has been described as an experience that has great potential to change for good the mindset and beliefs of learners, both at entrepreneurial and personal level. It was noted by many participants of the focus group that projects like GoGreen are important and necessary to help our society take bigger steps towards the Green Economy philosophy and its consequent impacts. It has been characterized as a source of great inspiration for other thematic fields as well. **(GR)**
- Indeed, the participants of the focus group who are HEI professors, were enthusiastic and very keen on encompassing such a simulation-based training package both at their undergraduate and postgraduate lesson courses. At the beginning, they admitted that they were a bit reluctant and faced the piloting phase training with some mistrust. But eventually, they recognized the benefits and advantages of such an innovative training method for an issue that is new, topical, and thus interesting for both tutors and learners. They identified clearly how important such tools can be also for adult education and how effectively they can transfer the knowledge and the multiple aspects of the subject being taught. No matter how hard the subject was, the tool made it easier and definitely more inspiring for adult learners to engage and really enjoy the training. **(GR)**



- Also positive were the impressions received by most learners that attended the piloting process. They already knew a few things about Green Economy and relative practices, but the information had been too sporadic and scattered so far. Hence, they showed exceptional interest and were keen to participate, so as to bridge the knowledge gap through the training simulation tool and the GoGreen educational material provided. **(GR)**
- The participants of the focus group and piloting activities comprised entrepreneurs, SMEs, small green businesses owners, VET trainers and people who have a genuine interest in GoGreen. They felt that the piloting process was informative, engaging and interesting and appreciated that opportunities to engage in the role-playing activities to gain practical insights and learn new skills. **(IE)**

**Question 3: Based on your experience as a participant and/or collaborator in the GoGreen project, what would you say are the project's main strengths?**

- The strengths of the project are undoubtedly the use of augmented reality tools that make the training programme on climate change and its consequences for companies more interactive and engaging; the adoption of the learning methodology based on simulative scenarios that empowers and empowers students to deal first-hand with the issues that an entrepreneur has to face in relation to this phenomenon. The negotiation part is useful for developing students' transversal skills. **(IT)**
- The project is trying to tackle one of the biggest problems which the planet is facing. The fact that it is getting in some depth with these issues and building awareness around pollution and climate change is very good. The positive side of the project can be seen as the effort to open up these issues in a corporate training environment. Outputs show some practical examples of what employees, managers and business owners can do to help the environment. It also offers a variety of AR tools and ways to work with them (especially in the MOOC). There is a big positive side in the fact that the outreach, education and materials that are available for free, and are easy for everyone to access. **(CZ)**
- This project brought together partners around Europe, so that common issues can be discussed, and participants / trainers can learn best practice. International collaboration on this rapidly developing topic can become the catalyst for the speed of implementation of new trends, even in countries or regions where this would have been slower without the project. This project has also contributed to the personal development of everybody who worked on it in any capacity. **(CZ)**
- Some participants pointed out the weakness is mainly in the lack of a systemic thinking within a narrative of “economic impact” that is inherently unsustainable for the planet and humanity's survival on it. Users of the project outputs might understand that reversing the climate crisis is linked to reducing greenhouse gas

emissions but counting the carbon footprint of individuals (or smaller businesses) is a relatively minor issue to tackle, and may give the wrong impression that it solves the bigger problem. And this opens the door for message manipulation and can lead to “greenwashing”. (CZ)

- The role-play training format was first time for several trainees, but it was considered very interesting as a holistic way of learning, not only knowledge but skills, and most of the trainees were very active in the discussions and debriefing. Another thing to highlight about this training is that even though the green economy is a very broad knowledge area, the GoGreen project covers the most important and many different topics in this area. (ES)
- One of the main strengths comes also, as stated in the previous question, from the possibility of different delivery methods for the training. Most of the participants agreed on the positive things about the curriculum, organisation, structure, quality, innovative approach, the interest for their professional life and for their students, etc. (ES)
- The project’s main strengths are the usage of innovative technologies such as Augmented Reality and simulation and the highly interactive resources developed. Specifically, developing a tailored VET green curriculum based on Augmented Reality technology, simulation training, and the innovative Massive Open Online Course is very appealing for making training more fun and effective. These tools are beneficial in understanding different environmental issues. Finally, the resources build the capacity of VET educators. (CY)
- Most participants of the focus group highlighted that the content developed for the GoGreen project was very well designed and easy to read. They felt that it provided the required level of knowledge and information for the issue, with obvious practical usability, plenty of activities and useful additional links, case studies and examples for the learner to study. Anyone who tried the training simulation tool and went through the content, did clearly discern its impact on practical level and how relative decisions within the simulation training influenced the final results produced. The upskilling is certain and sufficient with real practical application at the workplace. (GR)
- The important factor of digital technology and its various applications emphasized within the educational material, along with its direct connection with Green Economy and Development, were also mentioned among the considerable pros and strengths of the GoGreen project. It is a vital factor always high in the agenda of the Green Economy and Climate Change affairs, so it could not be omitted here as well. A huge advantage described by participants of the focus group was also the fact that it can be adjusted easily to apply in various kinds of entrepreneurship, for example in social enterprises. (GR)
- The main strengths of the project were seen as they use of AR technologies and simulation activities to engage participants with the topics of the project - climate change, greening programmes, CFC gas reductions etc. The final presentation of the

training materials online was deemed to be accessible, high quality and informative. (IE)

**Question 4: Also comment on any weak points in the project design, development, and delivery.**

- It is useful material to provide general and basic knowledge on the subject but does not address technical details. It would be useful to adapt the content to a specific sector so as to be able to identify case studies (such as those individualised in the simulation scenario) that are more related to reality. (IT)
- Some participants mentioned that the development of education material was lacking certain knowledge about how environmental education should look like. This fact was not followed in the project, which limits the usefulness of the deliverables. Also, some education parts are very basic - more suited for teaching in secondary schools or universities, not larger enterprises that may already have a much more elaborate CSR program. (CZ)
- The outputs cover a large variety, and the big range of topics can sometimes be problematic. The large amount of information and the length of the curriculum can be discouraging. The VET provider needs to spend more time looking for more targeted activities. A useful recommendation is that the trainers should have sector-specific training materials directly related to the sector in which the company works (so that companies get specific examples relevant to their work). (CZ)
- Most of the small issues arisen during the pilot sessions have already been tackled by last versions of IO1 and IO2, but still, some participants shared their thoughts about that one weak point that could be improved would be to have each scenario with a different sector/company, allowing users (either SME managers, entrepreneurs, or VET providers) to choose the scenario more adapted to their specific training implementation environment. (ES)
- The feedback received was mainly positive, and only a few weak points were mentioned. These are the low offline interaction with relevant stakeholders, which was due to the pandemic and the project resources require time and some clear visuals to guide the user in the platform. (CY)
- Among the few weak points identified by participants of the focus group was the need to provide some additional guidelines for trainers about how to apply effectively the right educational techniques (simulation training). Despite it may diverge from the main issue of the Green Economy discussed here, it could be quite helpful for the not so highly experienced trainers. Also highlighted by the participants of the focus group that attended the piloting, was the need to provide the educational material for the simulation role-playing well in advance. For instance, it was pointed out that the role cards and the respective questions sheets for the learners could have been distributed some days before the actual role-playing, so

that they would have more time available to study the content, prepare better their arguments and grasp their role to play more authentically. Yet, this comment could be just a sign of feeling unconfident due to the limited knowledge of the Green Economy and Climate Change affairs by the learners. **(GR)**

- An interesting question posed by participants of the focus group was about whether it should be clearly stated any specific educational level required for the learner to take part in the simulation training. Last but not least, responding to what could be further improved, a participant's remark was about the questions posed to facilitate the role-playing. A slight adjustment could be done, so that those questions correspond better to the respective roles. The number of those questions was also quite big, so reducing them was another point recommended by some participants of the focus group. **(GR)**
- They were very few points identified by the focus groups in terms of weaknesses in the project materials. The actual use of AR or VR as a medium to engage with the simulations was recommended as a next stage for the development of the projects learning materials. Some participants highlighted a weakness with the scenarios in that they were very general and could have benefited from being linked to particular sectors to examine the realities of the industry in relation to greening. **(IE)**

**Question 5: Is there a need for additional projects like GoGreen into the future? If yes, what topics and themes should be included?**

- Certainly, it would also be useful to work on the topic of how to build social budgets and why to do it for companies, which is one of the cornerstones of sustainability and green corporate transition. **(IT)**
- Projects similar to the GoGreen projects are highly needed and could be made for particular sectors of the Green Economy, such as Sustainable Agriculture. **(CY)**
- It has been highlighted that the GoGreen material is significant and more such tools and means have to be developed to change our life for the better. Such projects are anticipated to facilitate the transition of the Green Economy to other sectors and life perspectives as well. **(GR)**
- Projects like GoGreen are crucial for a variety of reasons; global warming and climate change are a reality in today's world. The GoGreen project resources are an important addition to help achieve more sustainable ways to organise businesses, ways of moving people and goods around, and ways we all live essentially. As a society, there is a lot more that needs to be done so projects like GoGreen support the knowledge attainment, broadening perspectives and showing how companies and people can develop to support climate change and positive environmental practices. **(IE)**

**Question 6: Based on your experience as a VET educator, private enterprise, education stakeholder or representative group if you were to speak directly to a policy maker responsible for the green economy, what recommendation would you give to enhance how the topic of the project is taught within VET settings?**

- For sure the participants expressed the idea to abandon the traditional learning approach like seminars or conference held in classrooms in favour of the more innovative and interactive approach proposed by the project that includes the use of augmented reality apps and the simulation-based training. Therefore, they would recommend following this direction in teaching where digital schemes and tools for learning are provided. **(IT)**
- A strong focus should be put on the barriers and functional constraints that prevent individual workers and collective teams from adopting more environmentally friendly practices and solutions. VET providers should learn how to analyse the sources of these constraints and barriers in order to look for creative ways to deal with and mitigate their impact. VET providers should know that the debate on the mission must be shaped by a detailed, thematically specific and expert initial analysis that integrates the outputs of this debate on a company's long-term horizon. **(CZ)**
- VET providers should always focus directly on the target group they are working with and to know exactly what the target group needs, how to communicate with them and what their pain points are. At the same time, they should know the different motivations of the actors that will promote change in this area, in order to develop good practice examples that are applicable in their country. **(CZ)**
- The learning process should be much more participatory and based on the experience of individual workers (i.e. what they know well, what they are expert at, and where they see potential for change). This could lead to increasing the motivation and incentives for all eco-friendly actions. We should look to introduce basic principles for improving the environment and reducing emissions into schools, colleges, businesses and public institutions as law (code of ethics). Let children learn from childhood to be environmentally friendly and enable a culture where their parents broaden their horizons in this area. **(CZ)**
- All the participants said that none of them was aware of any VET setting (in their contact network) delivering environmental/sustainability education from a modern approach like those used in the GoGreen project. The main recommendation to enhance how this topic is taught would be to take advantage of the AR/VR technologies and the simulation-based training to deliver better quality education with more sustainable (in time) impact on the learners. **(ES)**
- The recommendations from the focus group are: **(CY)**
  - To combine the theoretical teaching with actual onsite visits to Green Economy companies. **(CY)**
  - Policymakers should be open to project related such as GoGreen and carefully assess the material developed in the project. These types of materials are

- essential and can be used in different settings in private as well as in the public sector. They should examine the use of the material in the VET trainings. **(CY)**
- Initially, to review the current status, i.e., identify problems and then map the best practices that will allow them to conclude possible local solutions. **(CY)**
  - Blended learning is the new trend in the learning arena. Technological tools such as AR and other software applications should be employed to make the training more approachable and interactive within the learning area while always considering the learners' characteristics. **(CY)**
  - VET providers, educators and their institutions are vital for achieving an enhancement on how the topic of the project is being taught within VET settings. Two VET providers participating in the focus group expressed their intention to embed the GoGreen project into their list of programs available for their clients. Particularly, one of them suggested that proper training is needed to support this attempt. Their educators need to be trained on how to use and take full advantage of the tool and the educational material/content of the project. Since GoGreen includes a simulation-based education through role-playing, their educators ought to (first) comprehend and (then) test this method that is new for them. Once they become acquainted with this simulation-based training and feel confident to use it with learners, then VET providers can capitalize on the GoGreen or any similar project. **(GR)**
  - The other VET provider added that a training for their own educators could also benefit them further in alternative ways. For example, educators would be able to apply role-playing and simulation-based training in existing programs as well. This would allow VET providers and institutions to enrich existing programs by offering a much more interesting material and making their courses more engaging for adults. What was also mentioned is that there seems to be no limit for embedding the GoGreen tool and material even into other thematic fields of adult training and education. An idea added to the discussion was to fund this training by incorporating it into the national list of training courses that are subsidized by the amount of money gathered nationally for the employees' education and upskilling. **(GR)**
  - What is needed in 21<sup>st</sup> century education on all environmental issues is to flip the old sage on the stage approach to that of a blended and technically innovative approach, such as the methods adopted in GoGreen i.e., the use of AR and presentation of learning contents through MOOC meeting the needs of VET providers and entrepreneurs. **(IE)**

**Question 7: Can you please comment on how relevant the GoGreen training package is to private entities, businesses and others working in sectors impacted by the green economy?**

- The training package was highly relevant for private entities, businesses and others working on the green economy sector, since it offers a general and comprehensive



overview of what is the climate change, the challenges for the business sector and the actions and steps that an entrepreneur can take to cope with it, by limiting the negative effects and reducing costs. It was considered an interesting product to deliver the educational contact in an innovative and more digital way, thanks to the use of links, video, and augmented reality apps. *(IT)*

- All participants believe that more hands-on activities and the inclusion of sustainability as a cross-cutting theme in education with or within private entities is important. The package provides information on the basic phenomena related to the green economy. There is a significant amount of background and theoretical information. Some find the content very broad, and organisations or trainers will need to target more specific information suitable for their specific businesses and teams. *(CZ)*
- The training package can be used by some companies, but it lacks actionable and impactful teamwork material which can make it appealing to many more companies. Also, the package does not include a realistic transformation of a business to an operation that is less taxing on the environment or directly supports the green transformation and active and long-term involvement of employees. *(CZ)*
- Most of the participants said the training package is highly relevant to all stakeholders: from the VET trainers/educators perspective, because it fosters teachers' green skills and awareness, and empowers VET educators to address the challenges the private sector and entrepreneurs face, and from the business perspective, because it is a compact and effective training (important for the business managers/owners that have limited time and availability) allowing them to improve sustainability of their companies, reduce costs and improve marketing image. *(ES)*
- The GoGreen training package is very relevant as little awareness and even less understanding exist among business owners and their employees on fundamentals regarding Climate Change and Environmental Sustainability. It provides different innovative tools that use interesting methodologies and resources for greening the economy. The training package consists of the most updated information and content on sustainability. It bridges the knowledge gap. The material is compressive and relevant since it covers different aspects such as risks, opportunities, and general knowledge. *(CY)*
- Participants of the focus group agreed upon that the GoGreen training package is relevant to private entities, businesses and others working in sectors impacted by the Green Economy. It has been characterized as a source of great inspiration for other fields as well. A query posed here was about how the employees will benefit the most from the GoGreen training package. It is important to show enterprises from various sectors impacted by the Green Economy, that there are significant advantages gained through their employees' education and training on the topic. *(GR)*

- The European Union (EU) has already initiated a suggestion for 100 smart cities, with 6 of them located in Greece. This shows the way for every big or smaller city throughout the country, which need to set goals and measurable objectives in terms of Green Economy. Partnerships are needed to develop not only for the project of 100 smart cities, but for many similar initiatives. This serves the need for educating the stakeholders that will provide the relevant education to other interested parties and stakeholders. Participants of the focus group noted also that such educational projects can be targeted at unemployed people, acting as a strong inspiration for new entrepreneurs to engage in the Green Economy. This surely concerns enterprises and people dealing with or being in charge of Corporate Social Responsibility affairs in their businesses or organizations. **(GR)**
- To private entities businesses and other working sectors, the GoGreen training package provides a robust and foundational understanding of the key concepts within the green economy. It explains and demonstrates the challenges for the businesses sector through interactive and highly engaging simulation exercises and has managed to compact the learning materials into bite size training tools for the entrepreneur to develop green skills and raising awareness about appropriate business practices. It is for these reasons that the focus group participants rated the GoGreen training package as highly relevant and useful. **(IE)**

**Question 8: Could you please make a recommendation for how the Go Green training package for VET institutions could be integrated into the national VET curriculum in your county?**

- Vocational education and training in Italy identify those specific pathways whose formulation falls within the specific competence of the autonomous regions and provinces VET is aimed at young people and adults and can be delivered by a school, by an enterprise or combine schooling and apprenticeship. VET in Italy also includes technical and vocational schools. Therefore, the training material developed within the GoGreen project can be included in the training activities offered by technical high schools and by the vocational training institutions of the cooperatives and the chamber of commerce. Moreover, since the content of the material is extensive, it may be included of the modules in all possible training paths, widening the audience as much as possible not only to technical paths but also to humanistic or basic paths. **(IT)**
- None of our participants had any knowledge about our national VET curriculum but they thought that the GoGreen training package or some parts of it (with some modifications) can be incorporated into such a curriculum. It is highly recommended as a first crucial step to adapt the training material to the expected practical knowledge and needs of the specific beneficiary group. Subsequently, after adaptation, its effect should be tested and professionally evaluated. Based on any

findings of the impact, the relevant institutions (Regional Authority, Chamber of Business, Confederation of Industry, etc.) can be approached with information on the proven effects of the package and with an offer for its implementation. **(CZ)**

- A national curriculum should include topics such as possible policies for socio-economic transformation, imagining possible future scenarios, climate sustainable cities (mitigation and adaptation measures), needs-based society etc. And it should also cultivate the capacity for imagination to propose and implement bold systemic changes. **(CZ)**
- At a national level, the laws just have indications on preamble, and education principles and objectives like these articles: **(ES)**
  - Vocational training shall promote the integration of scientific, technological, and organisational contents and shall ensure that students acquire competences related to digitalisation, career management skills, innovation, entrepreneurship, technological versatility, knowledge management and management of their professional project, commitment to sustainable development and the prevention of occupational and environmental risks, and professional responsibility. **(ES)**
  - The educational system shall guarantee the full integration of students into the digital society and the learning of responsible consumption and a critical and safe use of digital media that respects human dignity, social justice and environmental sustainability, constitutional values, fundamental rights and, particularly, respect for and guarantee of personal and family privacy and the protection of personal data. Actions in this area will be inclusive, in particular with regard to learners with special educational needs. **(ES)**
  - On the other hand, given that the education system cannot be oblivious to the challenges posed by global climate change, schools must become a place of stewardship and care for our environment. They must therefore promote a culture of environmental sustainability and social cooperation, developing programmes for sustainable lifestyles and encouraging recycling and contact with green spaces. **(ES)**
- In Spain, there is no national VET curriculum because education is transferred to the regional level government. **(ES)**
- In our case, in the Balearic Islands, we have the case of the Obligatory Secondary Education, where in some subjects/courses, there are some more specific curriculum knowledge/competences like (among others): **(ES)**
  - Understand the idea of "sustainable development" and its implications. **(ES)**
  - Recognise the importance of responsible use and sustainable management of mineral resources. **(ES)**
  - Value the need for sustainable water management and personal and collective actions in order to encourage the reduction of water consumption and its reuse. **(ES)**

- Express how the transfer of matter and energy takes place along a food chain and deduce the practical consequences in the sustainable management of some resources by human beings. **(ES)**
- Contrast some human actions on different ecosystems, evaluate their influence and argue the reasons for certain individual and collective actions to avoid the deterioration of ecosystems. **(ES)**
- Indicate the importance of the use of renewable energies for sustainable development. **(ES)**
- But at VET level, each course has its own curriculum and in general no specific knowledge/competences are clearly defined. **(ES)**
- Due to the perceived importance of green economy and sustainability, our Focus group recommendation to regional government would be to include at least a module (i.e., 8-10 hours) in all different VET lines/courses including knowledge and competences definition for subjects like environmental awareness, environment and ecology, sustainable development, environmental education, good environmental practices, support information for emergency action. **(ES)**
- The recommendations on how the GoGreen training package could be integrated into the national VET curriculum in Cyprus are: **(CY)**
  - The education officers at the Ministry of Education need to be contacted to obtain their interest. **(CY)**
  - People responsible for the National VET curriculum should be open to methods and training packages used by other VET institutions. **(CY)**
  - Encouraging others to try it out **(CY)**
  - Integrate it in the extra curriculum activities **(CY)**
  - Practical procedures should be developed: Approach policymakers and voting committees. Then, maybe a policy or regulations should be developed according to the requirement and criteria of the GO GREEN training package. **(CY)**
- It could be easily included in educational courses organized by the local chambers of commerce and its members throughout Greece. Participants of the focus group agreed, recommending local members, enterprises, and households to be given incentives to promote the project and the topic to be taught within VET settings. A national policy plan ought to be established by the Greek Ministry of Education and Religious Affairs to facilitate this attempt, but this does not limit municipalities and those in charge of education at local level to engage sooner and freely at multiple running projects. **(GR)**
- Also, here may be applicable the idea proposed earlier in the focus group discussion for funding the training and make the best of the GoGreen simulation package. Incorporating it into the list of the training courses that are subsidized by the money gathered either for people who are unemployed or for employees' education and upskilling, is a recommended way to integrate the GoGreen training package for VET

institutions into the national VET curriculum. Another idea was to grade and reward the use of such training packages in an attempt to further promote them. **(GR)**

- VET education in Ireland is recognised as the pathway for preparing students for employment and meeting the challenges in the workplace. Integrating green skills into existing curricula makes sense and addresses the need for VET institutions to be responsive to the labour market. The variety of training materials in the GoGreen project and their dynamic presentation offers a lot of flexibility for trainers to use the materials within their courses. **(IE)**
- Policy governing VET education in Ireland states the need for all courses to include elements of sustainability and therefore there are viable opportunities for GoGreen to be integrated into mainstream and existing programmes. **(IE)**
- More needs to be done to raise awareness amongst VET institutions of the existence of projects like GoGreen and the resources they have created. VET providers are seeking new learning materials to bridge the gap between the classroom and the reality of business and GoGreen fills this gap. **(IE)**

**Question 9: If you were to recommend the GoGreen training package to another VET professionals or private enterprises in your network, what practice recommendations would you put forward? And why?**

- Participants emphasised that it is important to devote enough time to the preparatory and debriefing activities proposed within the Go green simulative activity. In addition, they recommend conducting warm-up activities between participants to get to know each other and to understand what specific contribution each participant can make to the simulative game. **(IT)**
- Some participants would recommend GoGreen as a stepping stone to teaching the topic of green economy with a wide range of activities that can be more specifically tailored to each practitioner. And also, as a great library of links to other resources. A small limitation is the fact that most of the links are to resources in English. **(CZ)**
- Participants who are actively involved in the topic of climate change and green economy were doubting about recommendations for this project because it does not always follow the up-to-date knowledge and appropriate methodology for environment education. **(CZ)**
- Recommendations to the VET professionals would be to: **(CZ)**
  - do a good pre-work on the knowledge of the participants on the topic **(CZ)**
  - identify the needs of the participants and their expectations of how these needs can be met **(CZ)**
  - ask trainees in which area they expect to apply the learnings, and **(CZ)**
  - what outcome they expect to achieve by applying those learnings **(CZ)**
  - use only the parts of the package that correspond to the needs of the trainees **(CZ)** according to their expected fulfilment in terms of methodological adaptation **(CZ)**

- In this way, the trainer will be able to cover the relevant concepts and work on relevant examples and real-life situations. **(CZ)**
- We present below some practical recommendations: **(ES)**
  - If possible, make it face to face (it improves the educational experience both for the teacher and the learner) **(ES)**
  - Prepare some practical examples and real cases adapted (geographically and business related) to your audience (to increase engagement and interest) **(ES)**
  - For the simulation-based training, test it before you implement at professional level (delivering and managing a role play simulation can be difficult the first time if never done before). **(ES)**
- Some practice recommendations are: **(CY)**
  - Not to stick only to theoretical teaching but to combine it with actual onsite visits to Green Economy companies and gain first-hand experience on available solutions. **(CY)**
  - The use of Augmented Reality and other tools related to digitalisation can be very helpful and fun in trainings. Therefore, the Green Curriculum would be highly recommended. **(CY)**
- Most participants of the focus group claimed that what is needed is to recommend the GoGreen training package to the VET sector associations and unions. If the associations and unions have access to the GoGreen training content, then it will be easier for VET providers and professionals to include this package into their own training courses. The rest participants of the focus group added that there is already a past experience from similar projects on how to implement such an attempt with success. **(GR)**
- Other participants recommended the use of the material in educational courses regarding health and safety at the workplace, quality management systems, funded training programs that are provided to unemployed people, and many more courses that lead businesses to get certified. It was proposed that VET providers should apply to the Ministry of Labour and Social Affairs for incorporating this training content into those co-founded courses implemented for unemployed people. All participants of the focus group agreed upon that the above practice recommendation could be arranged and executed in a short time to fully exploit the benefits of the GoGreen training package. Participants of the focus group who are VET providers stated that they will pursue to inform their trainers about the GoGreen training package and are going to recommend them to incorporate it at the first chance. **(GR)**
- A recommendation was also towards the municipalities and those in charge of education at a local level. They need to engage and take advantage of the GoGreen training package by promoting it to local enterprises and households. In this way, they can improve both entrepreneurial and personal views on the Climate Change and environmental issues. EU has already initiated a suggestion for 100 smart cities, with six of them located in Greece. This shows the way for every big or smaller city throughout the country, which need to set goals and measurable objectives in terms



of the Green Economy. Partnerships are needed to develop not only for the project of 100 smart cities, but for many similar initiatives. This serves the need for training stakeholders that will provide relevant education to other interested parties. **(GR)**

- Either its promotion begins as a piloting process, or as an informal presentation, or as an official training highly recommended, there is a strong will to go for it in the next couple of months (specifically in September or October as suggested). However, a concern for the hesitation of private enterprises has been expressed as a point to consider. Clear and direct motives have to be given to persuade them support the attempt. A participant of the focus group suggested that the promotion of the GoGreen training package could be also targeted at professional farmers, since there is already another project for farmers currently running, with similar objectives. **(GR)**
- Another participant of the focus group suggested that the private enterprises certified for environmental issues and green practices application have already specific tools that use. Yet, they need new educational courses and training especially for their staff. That is the exact point where the GoGreen training package could fit and fill this gap, as suggested by the same participant. Besides, education is a substantial mean for social change, so such training packages should be placed as top priority if we really wish to enhance our environmental attitude and move towards sustainability at a national level. Particularly younger people ought to be educated for Green Economy and Climate Change affairs. Thus, incorporating a training package like the GoGreen at the education of early ages would be a key decision to move on quickly. Also interesting was a respond by another participant of the focus group about the energy producers, their stakeholders, and the members of their communities. It is vital to ensure that they will be among the first to be educated properly through a training package like the GoGreen, in order to facilitate the transition to the Green Economy. The European Commission for energy, its community and network, should be notified for the training availability, along with the utilization possibilities of the GoGreen training. **(GR)**
- The focus group participants recommended that in line with the GoGreen training package that has been created, there is a need to provide a train-the-trainer type programme to support trainers to implement the curriculum and role-play scenarios whilst also supporting their knowledge development and environmental attitudes. There needs to be a strong value proposition as to why sustainability so and must be integrated into all VET courses and CPD programmes for VET professionals. **(IE)**

**Question 10: Can you please mention one key insight that you gained through this project? It could be a new skills, new perspective or new contact made, but please mention something that will stay with you after the project ends.**

- Thanks to the Go green project, participants were able to establish new professional relationships and understand the training and organisational needs of other

stakeholders participating in the project activities, putting themselves in each other's shoes. This fostered a positive exchange between different organisations, which also committed to working together to develop new projects on the topic within the Erasmus program. *(IT)*

- Participants gave the following insights about the project and what they did: *(CZ)*
  - learned about different types of augmented reality *(CZ)*
  - learned about role playing *(CZ)*
  - realized that everyone can help improve the environment *(CZ)*
  - gained new contact details of local subject matter experts *(CZ)*
  - enjoyed the wide library of climate change resources and activities *(CZ)*
  - appreciated the fair and helpful cooperation with the Czech project implementer and established new working contact *(CZ)*
- All of the participants said they had great take-aways from their collaboration in GoGreen project, either personal growth getting in different roles, sharing perspectives and insights, or knowledge about environment, sustainability, economy and working together with business sector (or VET sector) persons. *(ES)*
- Through the GoGreen project, VET educators expanded their network with other VET providers and entrepreneurs, leading to opportunities for future collaboration. Also, the simulation game and the way different stakeholders are involved into the green learning process will stay with them after the project ends. *(CY)*
- The discussion of the focus group and the responses received from the participants gave prominence to the fact that environmental education is considered to be a focal point for private enterprises, VET providers, educators, and relevant green economy stakeholders in Greece. As the participants of the focus group summarised, the Green Economy is a contemporary issue concerning our society, mainly from an educational perspective. This education can range from primary level and younger people to VET providers and professionals, entrepreneurs, or business staff. What was gained through the GoGreen project for participants, was the open thinking of this major issue, the vast knowledge and information provided comprehensively to identify the multiple dimensions of the Green Economy and the impacts of the Climate Change, the technical terms and details that facilitate the adaptation of new global orders, the innovative thinking and features of this project, and the utility of digital technology to serve the environmental and social sustainability. *(GR)*
- Among the key insights gained through this project, the participants of the focus group also mentioned the change in the attitude of the learners, the hands-on experience acquired, the mix of features between different educational tools and methods like gamification and augmented reality, which made the training interesting and appealing for learners. It is also worth mentioning an interesting concluding remark by one of the participants of the focus group, who eloquently described that change is affiliated with the whole history of mankind and particularly social change is a regularly repeated phenomenon throughout the history of the

global society. Whenever appears, it is interpreted as a sign of transition from one era to another. Such a case is the transition to the Green Economy and the societal interest for environmental sustainability through facing the Climate Change impacts. Hopefully, our society will manage to make this change from a past era of unfulfilled expectations to a better world with optimistic predictions. **(GR)**

- Through GoGreen, participants felt that they had learned valuable insights into climate change, greening business and reducing CFC gases. They had an opportunity to work together through the piloting activities and found the learning experience fun and memorable. GoGreen explored and introduced a variety of free to use AR apps that they can use to measure carbon footprint, water management, and promote smart mobility and that each small change can have a triple-effect for the better. The focus group summarised the need to priorities issues and turn theory into actions to make knowledgeable decisions about what is important and what is not. **(IE)**

**Question 11: Do you have any other comments, feedback, or recommendations that you would like to offer at this time?**

- *“I hope that in the future you will also take the more courageous and necessary path of more radical ideas and systemic changes that will lead to lasting solutions to this unprecedented problem we face as humanity.” **(CZ)***
- *“Such projects will gain much more acceptance if their theoretical or practical benefits over the status quo are credibly demonstrated, i.e., if they credibly demonstrate that they will lead to improvements in the effectiveness of educational programs or that they implement current (cutting edge) environmental education approaches in communities where shifts in the field would not otherwise occur.” **(CZ)***
- *“The topic of climate change is the most pressing issue in this area. There is clearly a need for projects like GoGreen to get into more detail, build global awareness and influence policy makers across the world. There is a lot to learn and teach around this topic which can make a big impact. Government policies will become more “green-friendly” as the pressure from many people and organizations increases.” **(CZ)***
- Everything has been explicitly described above. The only thing that is worth repeating here is the strong will and determination that participants of the focus group showed, in order to facilitate the promotion of the GoGreen project and the training package. The need of the trainers, educators, private enterprises, and relevant Green Economy stakeholders to be educated on the issue is already recognized. Since the will and the need are secure, the next steps are about to happen before long. And tools and training packages like the GoGreen expedite this taking place faster. **(GR)**

## Collection of Best Practice Examples – Implementing GoGreen in Each Partner Country

National Best Practice/ Case Study	
<b>Partner Organisation:</b> Sweden Emilia Romagna Network (SERN)	<b>Country:</b> Italy
<p>Summary of the training implementation in your country:  <i>(Here please provide an overview of how the training was delivered, how many VET Educators were involved, what actions were undertaken to engage educators, trainers, and other stakeholders in the implementation, etc.)</i></p> <p><b>The piloting of the IO2 was held in hybrid modality with 7 participants offline and 5 online on October 19<sup>th</sup></b></p>	
<b><i>Please describe the participants in your piloting, i.e., the profile, experience, areas of expertise, etc.</i></b>	They were composed of 2 trainers from SERN, 4 VET Educators, 4 Municipal Representatives operating in the Vocational Education sector and 2 entrepreneurs. The participants have more than 10 year of expertise in their related field.
<b><i>What were the main highlights of this piloting in your country?</i></b>	The stakeholders involved in the project's pilot activities had the opportunity to acquire new knowledge and improve their digital skills by networking with other colleagues working in vocational training but in different sectors.
<b><i>In your opinion, why was the piloting activities with VET educators in your country so effective?</i></b>	Participants showed considerable interest in augmented reality games and the didactic mode of simulative scenarios, considering them effective and interactive learning methods.
<b><i>In your opinion, why was the piloting activities with VET educators not so effective in your country?</i></b>	The poor element of the piloting was that they have been held in hybrid modality.
<b><i>Please summarise some of the main feedback you received from participants engaged in your piloting and local implementation activities.</i></b>	The participants appreciated the content and the structure of the IO2, and they have been impressed with the higher potential for learning that a simulation game regains. So, they expressed the need to work more in the future using digital tools and innovative teaching modalities like the simulation game. They also feel the urgency to train the business community on climate change impacts on the business community.

<b><i>Please summarise here some of the feedback you received from VET educators who were engaged in your piloting.</i></b>	<p>The content of the IO2 was very interesting and well developed in every part. They think that more time should have been given to</p> <p>Using this role game modality, it is innovative and effective for improving students' knowledge on the impact of climate change on business.</p>
<b><i>How has your piloting helped to develop the skills of VET providers to support the professional development of the private sector stakeholders and entrepreneurs and those willing to effectively support Green Economy?</i></b>	Through the GoGreen project, it was possible to intercept new methodologies for working with VET students, to acquire new educational and digital knowledge and to fully benefit from the project products developed by the partners.
<b><i>How will the GoGreen resources continue to be used in VET settings were the GoGreen project was piloted, after the project comes to an end?</i></b>	The resources will be used by the stakeholders to train students and young entrepreneurs who wants to have a clear overview on the climate change and its effect on their on-business life and strategies.
<b><i>Did you use any innovative tools or approaches in your piloting? If yes, please provide details of them here.</i></b>	The Innovative tools were the one proposed by the project, and they are the Augmented reality apps and the simulation-based training,
<b><i>What topic from the GoGreen training package was most popular among participants engaged in your piloting?</i></b>	The most popular topic was the CSR for IO1 and the Scenario 4 for IO2.
<b><i>Please include here some quotes that you received participants (if available).</i></b>	Referring to IO1 "...completeness and relevance of content, didactic planning, the possibility of delivering the modules in an integrated manner and also individually, positive impact on both the working user and the student of technical/environmental training courses, positive impact in the business context of the worker user"

National Best Practice/ Case Study	
<b>Partner Organisation:</b> Motion Digital	<b>Country:</b> Czech Republic
<b>Summary of the training implementation in your country:</b>  Date: 15.03.2022	

Place: online - Zoom platform + offline. The piloting happened in two hybrid sessions with two groups of VET providers.

Time: 3,5 hours in total

Number of VET educators: 10 and 1 VET trainer

***Please describe the participants in your piloting, i.e., the profile, experience, areas of expertise, etc.***

VET professionals who have used the GoGreen materials.

VET stakeholders

Participants of the IO2 training

VET trainers

***What were the main highlights of this piloting in your country?***

The role playing. The gamified discussions led to very good brainstorming and many creative suggestions and solutions from various perspectives/positions in a company.

***In your opinion, why was the piloting activities with VET educators in your country so effective?***

For half of the participants, it was their first detailed encounter with Corporate Social Responsibility. They acquired deeper information about the consequences of climate change and the importance of setting appropriate measures within the company. Participants agreed that we definitely need to respond and take this issue seriously.

***In your opinion, why was the piloting activities with VET educators not so effective in your country?***

The topic of climate change and CSR is very broad, and it took some time for the participants to orient themselves in the new information and to understand the content of the activities.

Also, if participants had no experience with CSR in their jobs (current or previous) it was harder for them to imagine and suggest where they could make changes. The same was true for the marketing firm case study. With the exception of one participant, no one else knew the specifics of this job (and therefore where to look for areas for improvement and change).

***Please summarise some of the main feedback you received from participants engaged in your piloting activities.***

The information and sources provided in the Background Info are based on established science and useful for further use. This material was appreciated by the participants.

The Trainer's presentation was useful and clear to all, it had good structure, and it was well guided through the whole training. The time allotted for training was sufficient, having another 30 minutes for final debrief to develop more critical thinking about environmental footprint as it relates to business or individual activities would be appreciated.

The role-play training format was well received by participants and was considered as an interesting learning



	style. The gamified discussions lead to creativity and good brainstorming of suggestions and solutions from various perspectives/positions in a company.
<b><i>Please summarise here some of the feedback you received from VET educators who were engaged in your piloting.</i></b>	From the Trainers perspective the overall structure and content was well built. Some adjustments are welcomed. The recommendations for improvement are in the specifications of the assignment and selection of a more specific role play objective. It would be better if the focus were on one or two key issues that could be analysed in more depth.
<b><i>How has your piloting helped to develop the skills of VET providers to support the professional development of the private sector stakeholders and entrepreneurs and those willing to effectively support Green Economy?</i></b>	They had a good opportunity to learn a lot about this topic and also have time to discuss it. The topic awakened in the participants a desire for further learning and transferring knowledge and examples of good practice to their work and personal environment.
<b><i>How will the GoGreen resources continue to be used in VET settings were the GoGreen project was piloted, after the project comes to an end?</i></b>	One action step is to develop an internal strategy on corporate sustainability and long-term environmental education for employees. IO1 - Green Curriculum will be very useful for this.
<b><i>Did you use any innovative tools or approaches in your piloting? If yes, please provide details of them here.</i></b>	The role playing itself was new and fun.
<b><i>What topic from the GoGreen training package was most popular among participants engaged in your piloting?</i></b>	Topic of CSR. How to build sustainability within a company; how to educate and motivate employees to use sustainability practices on a daily basis.
<b><i>Please include here some quotes that you received participants (if available).</i></b>	<ol style="list-style-type: none"> <li>1. <i>"I enjoyed the role playing. The gamified discussions lead to creativity and good brainstorming of suggestions and solutions from various perspectives/positions in a company."</i></li> <li>2. <i>"Role play was good - one gets insight into different roles of the company."</i></li> <li>3. <i>"I appreciated the informative presentation about the topic of climate change."</i></li> </ol>

### National Best Practice/ Case Study

Partner Organisation: ITC	Country: Spain
<b><i>Please describe the participants in your piloting, i.e., the profile, experience, areas of expertise, etc.</i></b>	<p>In the two pilot sessions for IO1 and IO2 we had participants from different stakeholders:</p> <p>VET Centre director, VET centre innovation manager, VET centre head teacher, VET teachers, SME owners in different sectors- tourism / engineering / consultancy, Employees in administration dept, Engineer with management experience, University teacher, Entrepreneurs, and Psychologist with experience in VET training.</p>
<b><i>What were the main highlights of this piloting in your country?</i></b>	<p>People participating in the pilot gained new knowledge, realized different insights, and had fruitful discussions with people with different sectors.</p> <p>It was also interesting and engaging to participate in different training techniques (i.e. AR/VR and role play).</p>
<b><i>In your opinion, why was the piloting activities with VET educators in your country so effective?</i></b>	<p>Because they include novel and engaging teaching techniques and interesting actual contents.</p>
<b><i>In your opinion, why was the piloting activities with VET educators not so effective in your country?</i></b>	<p>Because we had to implement some of the activities online and simulation-based training is more difficult to implement.</p>
<b><i>Please summarise some of the main feedback you received from participants engaged in your piloting activities.</i></b>	<p>I personally think it is a very interesting kind of training, focused on a very important topic, and everything is clear and well-structured.</p> <p>I acquired very interesting new knowledge.</p> <p>It was my first role-play workshop and it was challenging but nice experience to act differently of your actual thoughts.</p>
<b><i>Please summarise here some of the feedback you received from VET educators who were engaged in your piloting.</i></b>	<p>The subject of the training and the simulation is of a high relevance in our world today, being aware of how sustainability of the planet is on risk.</p> <p>In the simulation, the case flow and key contextual details are very clearly explained and the specific questions to facilitate the discussion are also very interesting to get immersed in the role.</p>

	<p>I found the tips for facilitator simulation training, briefing, actual role-play and debriefing are very useful and interesting.</p> <p>The debrief phase, where the people really express their feelings and the impact of the experience was very interesting.</p>
<b><i>How has your piloting helped to develop the skills of VET providers to support the professional development of the private sector stakeholders and entrepreneurs and those willing to effectively support Green Economy?</i></b>	It has helped the VET provider through acquisition of new knowledge and training/educational methods, apart from the whole set of educational material and resources available from the project.
<b><i>How will the GoGreen resources continue to be used in VET settings were the GoGreen project was piloted, after the project comes to an end?</i></b>	It will actually be when the project comes to an end, with all resources translated, when it will be a very useful resource to be used both by VET providers and SME owners and stakeholders in all the training techniques and versions (traditional, role-play, and online educational resources)
<b><i>Did you use any innovative tools or approaches in your piloting? If yes, please provide details of them here.</i></b>	No, just online platform for online meeting. (apart from the already innovative VR/AR and simulation included in the GoGreen package).
<b><i>What topic from the GoGreen training package was most popular among participants engaged in your piloting?</i></b>	<p>The VR and web-based activities</p> <p>The real-case and practical group work</p> <p>The simulation and role play (dialogue, discussions, negotiation, and decisions)</p> <p>The role play because you see other perspectives of the same action/issue.</p> <p>The negotiation process itself, to reach an agreement between opposed interested parts</p>

### National Best Practice/ Case Study

<b>Partner Organisation: CARDET</b>	<b>Country: Cyprus</b>
Summary of the training implementation in your country: <b><i>(Here please provide an overview of how the training was delivered, how many VET Educators were involved, what actions were</i></b>	<p>The training was delivered in online.</p> <p>Number of participants:</p> <ul style="list-style-type: none"> <li>• 10 VET educators</li> <li>• 1 Trainer</li> </ul> <p>Date: 29<sup>th</sup> of March 2022</p> <p>Duration: 2 hours</p>

<b><i>undertaken to engage educators, trainers, and other stakeholders in the implementation, etc.)</i></b>	
<b><i>What were the main highlights of this piloting in your country?</i></b>	<p>The main highlights were:</p> <ul style="list-style-type: none"> <li>• The different scenarios and role-playing</li> <li>• The productive discussions towards the identification of the solution</li> </ul>
<b><i>In your opinion, why was the piloting activities with VET educators in your country so effective?</i></b>	The piloting activities were very effective because the structure of activities is well-developed, and the content covers many areas of the business sector.
<b><i>In your opinion, why was the piloting activities with VET educators not so effective in your country?</i></b>	The online implementation of the piloting activities imposed some limitations on the overall process.
<b><i>Please summarise some of the main feedback you received from participants engaged in your piloting and local implementation activities.</i></b>	<ul style="list-style-type: none"> <li>• Exciting and vital information about climate change and other related topics. The role-playing was fun and motivating.</li> <li>• Everyone should access these resources and get informed about this topic. It is necessary to act urgently.</li> <li>• The content is rich and includes information about many aspects of climate change.</li> <li>• The resources are well-structured, and the content is rich with valuable information about climate change. The interactive and innovative tools were exciting.</li> <li>• The role-playing was very interesting and highly interactive. It helps you better understand the topic and is fun.</li> </ul>
<b><i>How has your piloting helped to develop the skills of VET providers to support the professional development of the private sector stakeholders and entrepreneurs and those willing to effectively support Green Economy?</i></b>	VET educators were offered the GoGreen interactive resources that entail the knowledge and tools to support private entities, entrepreneurs, and stakeholders develop green skills, which will lead towards greening the business sector.
<b><i>How will the GoGreen resources continue to be used in VET settings were the GoGreen project was piloted, after the project comes to an end?</i></b>	VET educators can freely access the resources through the GoGreen website and eLearning platform and use them for their training to support business owners/private sector stakeholders/entrepreneurs for the transition towards a greener economy.

## National Best Practice/ Case Study

**Partner Organisation:** University of Patras

**Country:** Greece

Summary of the training implementation in your country:

The piloting of the IO2 Training Package in Greece was implemented on Monday 28<sup>th</sup> of March 2022 at the premises of the University of Patras. It lasted approximately 3 hours. The scenario #4 was piloted. Two (2) trainers and ten (10) stakeholders (entrepreneurs and managers) participated in the piloting process. The participants showed exceptional interest and interacted actively in the discussion, both during the actual role-playing and the debriefing stage. They seemed to be reluctant and a bit hesitant at the beginning of the simulation training, but this is justified by the short time available for them to study the material. For example, it was pointed out that the role cards and the respective questions sheets for the learners could have been distributed some days before the actual role-playing, so that they have plenty of time available to better prepare their arguments and study their role. Yet, the trainers helped significantly the training and managed successfully to transmit their enthusiasm and passion to the trainees to fully engage and to grasp their role with a realistic sense.

***What were the main highlights of this piloting in your country?***

Among the main highlights of the piloting process was the exceptional commitment with which all the participants approached the role-playing simulation. They showed great passion, enthusiasm, and determination to support their arguments and engage actively in negotiations.

The participants acting the role of the business owners were spontaneously set at the centre of the discussion, since the rest roles (the Environmental Expert, the Local Community Representative, the Staff Representative) started posing issues and dilemmas concerning the business initiative to execute the hypothetical GREEN project of the scenario. The owners' motives for deciding strategic changes to benefit the environment have been well-challenged by the critical perception of the other three groups.

The local community demanded receiving information at a regular basis about the achieved objectives and milestones set for the development of the business and the success of its innovative GREEN project. Also, it has set strict criteria for fulfilling various requirements in the interest of the local community, in order to support the business within a local marketing direction.

The staff requested assurance about wages and jobs to keep supporting the business in its new endeavour and finally managed to get most of their demands satisfied, yet in a commonly agreed with the management (business owners) timeline that will be long termed to give the business the chance to be financially sustainable.

The environmental experts put also pressure mainly on business owners to start implementing the project. They claimed to be available for providing advisory

	support to the business owners and help with all the necessary documents and procedures to apply for an EU funding program.
<b><i>In your opinion, why was the piloting activities with VET educators in your country so effective?</i></b>	<p>The piloting held in Greece offered VET educators a precious chance to attend an open but also structured discussion for a very contemporary issue with multiple perspectives and impacts. While the need to become more familiar with the topic and include it in their educational courses is already identified, most VET educators did not have a clear view on how to do so. Until this piloting that offered valuable insight to participating VET educators with a specific methodology and good quality material ready to use. This made them engage and show remarkable interest on the process.</p> <p>Also, VET educators pointed out that there is generally a substantial shortage of knowledge among them about the philosophy of the Green Economy and its potential dynamic. Of course, the same shortage of knowledge exists across the business community and entrepreneurs as well. Thus, VET educators feel that their adult educational programs and online courses should be enriched with content, material, and tools similar to that of the GoGreen piloting, in order to fill the gap for their learners (who are actually their clients).</p> <p>VET providers evaluated the structure and the organization of the piloting workshop above average, while evaluated as excellent the performance of the trainers who delivered the piloting workshop. After their participation in the workshop, most of them felt more confident to practice green skills and agreed in that the content of scenario #4 was very useful for the development of such green skills. They also liked a lot the interaction, the delegation part and the opportunity given to negotiate and take decisions, listening to the views, thoughts and arguments of different stakeholders involved.</p> <p>The content developed and the material distributed for the GoGreen project is well designed and easy to read, as most participating VET educators noted. The piloting provided the required level of knowledge and information, practical usability, upskilling, useful additional links, case studies and examples for their own learners to study. VET educators pointed out that they could clearly discern its impact on practical level</p>



	and how their decisions during the role-playing simulation scenario influenced the results produced.
<b><i>In your opinion, why was the piloting activities with VET educators not so effective in your country?</i></b>	<p>At the beginning of the piloting process, VET educators had been admittedly a bit reluctant and faced the piloting phase training with some mistrust. This is due to that a brand-new learning methodology was applied and the simulation-based training technique was something not tried before with unknown results for the participating VET educators. Also, there is generally a substantial shortage of knowledge among VET educators in Greece about the philosophy of the Green Economy practices and its potential dynamic.</p> <p>What is worse, Greek managers and entrepreneurs face considerable financial difficulties and their business survival is often under serious threat. Under such circumstances, educating themselves or their business staff about the Climate Change and Green Economy practices is not among their highest priorities. This creates a hostile environment for VET educators to approach Greek entrepreneurs (as clients) and provide them with the proper knowledge and skills through educational courses.</p>
<b><i>Please summarise some of the main feedback you received from participants engaged in your piloting and local implementation activities.</i></b>	<p>Both trainees and trainers of the piloting highlighted that more time was needed for the studying of the supportive material and the implementation of the workshop. Also, the trainers and trainees found that the number of questions given to facilitate the implementation of the role-playing were too many and some were not so focused on the roles.</p> <p>The trainees playing the role of the business owners have wondered why they need to play a role where the decision about going green has already been taken. Perhaps, they could reach another decision after hearing all other groups and receiving pressures from the different stakeholders. They would prefer to have the opportunity to decide by themselves whether they will implement the project or abandon their initial idea. What is more, they felt that some other major business stakeholders have also interests but eventually they seemed to understand that engaging more roles in the activity would be an endless negotiating rounds process. However, this is the reality of most businesses and the more complicated the scenario is, the more it will reflect the pragmatic cases and realistic circumstances. Other than that, the simulation training achieved its goal to spread the knowledge and increase business awareness about the Climate Change issue.</p>

	<p>Most trainees evaluated the structure and the organization of the workshop above the average, while evaluated as excellent the performance of the trainers who delivered the piloting workshop. The majority of them felt more confident to practice green skills after the piloting. All agreed that the content of scenario #4 was especially useful and the majority of them believed that the material provided can facilitate the development of green skills. They liked a lot the interaction, the delegation part, as well as the opportunity given to negotiate and take decisions while listening the views and arguments of different stakeholders involved.</p> <p>The trainers also evaluated in a very positive way the structure and content of the workshop, along with the methodology and the distributed material. They felt very confident to apply a simulation-based training after their experience in the GoGreen piloting. They agree that the material of scenario #4 can facilitate the empowerment of VET educators to address the challenges of the private sector and foster green skills. In general, they would like to use the role-playing simulations in their training practice. They liked very much the dynamic of the negotiations and the debriefing process.</p>
<p><b><i>How has your piloting helped to develop the skills of VET providers to support the professional development of the private sector stakeholders and entrepreneurs and those willing to effectively support Green Economy?</i></b></p>	<p>The piloting held in Greece, facilitated VET providers in multiple ways. First, it provided a complete and good quality content with specific methodology, tools, and material ready to use either separately or mixed. This offers VET providers the chance to enrich their own training programs and educational courses available and make them more appealing for learners. In this way, VET providers have been helped to further attract more clients (businesses that need proper education for their staff, or entrepreneurs who wish to evolve their business idea through Green Economy and Climate Change practices). Also, the material of the GoGreen training package acted as an inspiration and offered ideas for many other programs of similar or distant thematic fields. This extends the spectrum of potential beneficiaries that can be educated or trained by VET providers and institutions. For example, the material and tools can enrich an educational program delivered to face unemployment among young people or educate the staff of the Small and Medium Enterprises.</p>

	<p>Second, VET providers experienced a new and innovative methodology of learning that fully engages learners in the process. Especially for adult learning, which is by nature a challenging task for any educator, such a new learning method with effective tools that magnify the desired educational results is great upskilling. What is more, the piloting of this project has really helped the development of VET providers and their educators, since they had the chance to use the handbook as a tool to study and upgrade their skills on how to use effectively specific educational techniques such as the role-playing, and how to design new material and content to support their simulation-based training.</p> <p>Another way the piloting helped to develop the skills of VET providers to support the professional development of the private sector stakeholders and entrepreneurs and those willing to effectively support Green Economy, refers to the chance to make online education even more interesting and effective. The possibility of the piloting to run online was presented to the participating VET providers and educators. Details, equipment requirements and explicit guidelines were provided in the piloting, which helped VET providers to be able to arrange and apply online effectively such a training technique, reaping the consequent benefits.</p>
<p><b><i>How will the GoGreen resources continue to be used in VET settings were the GoGreen project was piloted, after the project comes to an end?</i></b></p>	<p>As the participants of the piloting stated, having the chance to engage in such a role-playing process and get to know the GoGreen training package is a valuable experience that has great potential to change for good the mindset and beliefs, both at entrepreneurial and personal level. Projects like GoGreen are important and necessary to help our society take bigger steps towards Green Economy and its consequent impacts. Particularly, this project includes an interesting material that if embedded in other educational programs can facilitate educators and their institutions to have an enhanced library to use horizontally for educating and training various groups. Also, the participants and trainers of the piloting process who are HEI professors, were very enthusiastic and keen on encompassing this simulation-based training package at their undergraduate and postgraduate lessons with familiar thematic content.</p>

National Best Practice/ Case Study	
<b>Partner Organisation:</b> Future In Perspective	<b>Country:</b> Ireland
Summary of the training implementation in your country: The GoGreen testing of the Climate Action Simulation Training Package took place over two sessions on 8 <sup>th</sup> and 11 <sup>th</sup> March 2022.	
<b><i>Please describe the participants in your piloting, i.e., the profile, experience, areas of expertise, etc.</i></b>	The first session comprised 6 VET educators and stakeholders and the second session had four participants in attendance. In total 25 trainers, tutors, stakeholders, and business owners were invited to participate with 10 attending across the two sessions.
<b><i>What were the main highlights of this piloting in your country?</i></b>	The participants had the opportunity to acquire new knowledge and improve their digital skills by networking with other colleagues working in vocational training but in different sectors.
<b><i>In your opinion, why was the piloting activities with VET educators in your country so effective?</i></b>	Role play is an excellent way to engage learners and explore a series of points of view and opinions in relation to going green. The participants highly rated overall the training sessions and were actively engaging in the process, once the initial period of reluctance had passed. The debriefing debate at the end was lively and reaching a consensus was challenging.
<b><i>In your opinion, why was the piloting activities with VET educators not so effective in your country?</i></b>	It was challenging to stick to the story line of the role play in our pilot – Scenario 1: Business as Usual Scenario (No change in business policy or practices), as in today's world it is hard to resist impulses to "go green" – therefore we found that we were drifting into the other scenarios.
<b><i>Please summarise some of the main feedback you received from participants engaged in your piloting and local implementation activities.</i></b>	80% of participants stated that they would recommend the GoGreen simulation training to other colleagues and entrepreneurs and 90% of participants stated that the GoGreen materials fostered the development of green skills.
<b><i>Please summarise here some of the feedback you received from VET educators who were engaged in your piloting.</i></b>	The participants positively evaluated the structure and content of the workshop, along with the methodology and the support material developed to contextualise the role play activities. After some initial warm-up activities, they confident and keen to start the simulation-based training and agreed that the materials of all four scenarios address the challenges faced by businesses in going green but

	that the debriefing sessions allowed participants to unpack these challenges and appreciate strategies for going green.
<b><i>How has your piloting helped to develop the skills of VET providers to support the professional development of the private sector stakeholders and entrepreneurs and those willing to effectively support Green Economy?</i></b>	Through the GoGreen project, we highlighted new approaches (AR) and methodologies (role-play) for working with VET students, to acquire new educational and digital knowledge, and to fully benefit from the project products developed by the partners.
<b><i>How will the GoGreen resources continue to be used in VET settings were the GoGreen project was piloted, after the project comes to an end?</i></b>	The resources will be used by the stakeholders to train students and young entrepreneurs who are interested in climate change and its effect on business operations.
<b><i>Did you use any innovative tools or approaches in your piloting? If yes, please provide details of them here.</i></b>	We used the tools of the project, which in themselves were innovated and evaluated as such.

## The Strengths, Weaknesses, Opportunities and Threats to the GoGreen Project & The Green Economy

As a part of our policy recommendations, each partner completed a SWOT analysis of the GoGreen project. The aim of the SWOT analysis is to fully assess the barriers and opportunities to implementing both the green economy and the GoGreen project in partner countries. The SWOT analysis was conducted through a short survey that was circulated amongst partners whereby they assessed their national policies and circumstances in relation to the green economy.

## Cyprus

### STRENGTHS

- Many businesses appeared in the environment and sustainability sector in the last 10 years, and there is an increasing towards the green economy.
- Multiple initiatives and EU-funded projects are running.

### WEAKNESSES

- Lack of information and awareness on essential environmentally related practices.
- Initiatives are not well-disseminated and thus have a lower impact.

### THREATS

- Cultural barriers that lead to slow progress on the implementation of environmentally related practices.
- The rapid increase of electricity cost, impose enterprises economic pressure and thus reduces the motivation for further investment in environmentally related practices.

### OPPORTUNITIES

- Possible synergies related to green industries such as hydrogen production association in Cyprus and circular economy alliance, etc.
- EU guidelines lead to the offering of courses that are entirely or to some degree funded to support enterprises towards these objectives.

## Czech Republic



## STRENGTHS

- In previous generations, Czech Republic was one of the world's manufacturing and technological leaders.
- Compared to 1990, carbon dioxide emissions have already fallen by more than 35% in 2019.
- The "Strategic Framework Czech Republic 2030" captures a consensus view of the the strengths and weaknesses of our state and articulates the goals for the long-term development of the nation.

## WEAKNESSES

- Czech Republic is the second largest coal producer in the EU, and about 50% of electricity is generated from coal-fired sources. A large part of the national economy is generated by the car industry which produces diesel and petrol burning cars.
- We have and use few renewable resources and, per capita, the Czech Republic is one of the largest emitters of greenhouse gases in the EU.
- Inadequate energy research and development, which accounts for only 0.1% of GDP.

## THREATS

- Large parts of the political representation in the Czech Republic have a negative or cold attitude towards the green economy and climate change.
- Reducing emissions is expected to have an impact on the social poorest. This means some people will oppose any measures.
- Climate neutrality will mean a complete restructuring of industry, infrastructure and energy, while Czech Republic has a logical interest in maintaining economic stability which makes implementing the complex Green Deal difficult.

## OPPORTUNITIES

- The government is taking the first steps to analyse possibilities of gradually reducing coal consumption in the country.
- Czech Republic will receive €7 billion from the EU Recovery and Resilience Facility to help support the green economy.
- The transformation of energy systems in line with climate protection objectives will be supported by approx. CZK 3000 billion as provided by the EU Next Generation Framework Programme.

## Greece

## STRENGTHS

- Existence of appropriate natural resources and conditions such as sun and wind that can be used as renewable sources of energy.
- Willingness of entrepreneurs to have a positive attitude toward green economy.
- Increasing the use of digital technology and its various applications to support the shift to green economy.

## WEAKNESSES

- Shortage of knowledge within the business community about the philosophy of the Green Economy and its potential dynamic.
- Entrepreneurs and businesses are missing the proper tools and are hesitant to invest their own capital in Green Economy practices.
- Not clear and direct enough incentives offered for businesses to engage and contribute to the Green Economy.
- Absence of appropriate regulatory regime.

## THREATS

- Budgetary aspects and job-saving dimension of any green development policies dominate discussions around the Green Economy.
- Absence of advocacy and consultation with public bodies.
- Environmental policy concerns have appeared on the Greek government's agenda.
- Low level of diffusion of green technologies.
- Fragility of the national economy.

## OPPORTUNITIES

- There are a growing number of environmental NGOs to cooperate with.
- Opportunity of new job creation.
- Potential economic benefits from green entrepreneurship such as access to new markets, competitive advantage creation, innovation and product differentiation.

## Italy

### STRENGTHS

- Italy is a strong manufacturing country where high quality and designer products are created.
- Geographic location of Italy makes it a great strategic logistics hub.
- Italy invests billions into R&G, innovation incubators, and technology parts for integrating the digital technologies for the circular economy.

### WEAKNESSES

- Lacks a consistent strategy for environmental education and communication in schools and VET institutes.
- Regional regulatory disparities: businesses who wants to turn green must be aware that local regulations and procedures for the same business activities will be different in each municipality.

### THREATS

- A fragmented law framework with excessive bureaucratisation.
- Shaky and unstable policy making, with constant changes of position.
- Reluctance of small family businesses to become green businesses, because they do not know the regulations and bureaucratic steps to follow.

### OPPORTUNITIES

- To use strategically the several resources offered by the EU through the approved Italian Recovery Plan which will strengthen the cruciality of green business transition.
- To apply to several EU and international funding programmes to invest more in the environmental education of the Italian entrepreneurs.

## Ireland

### STRENGTHS

- Opportunities for growth and new business development.
- Policy and funding support available to enterprise.
- Growing community of actors and leaders emerging in Ireland that are inspiring a new generation of business owners and entrepreneurs.

### WEAKNESSES

- Still gaps in policy and funding supports.
- Shortage of skilled labour and expertise in some sectors.
- Greater incentives are needed to support businesses to transition to the green economy - investment supports to upgrade equipment, manufacturing systems and processes.

### THREATS

- Recession and downturn in economic activities may result in some entrepreneurs deviating from going green as it is seen as too expensive and the payback period too long.
- Change in government policy and cuts in funding schemes & rising interest rates that make green loans unaffordable to enterprise.
- Existing high level of bureaucracy associated with some funding schemes

### OPPORTUNITIES

- Growing sectors with positive policy initiatives in place.
- More investment is anticipated into the future.
- It is supported at EU and national level as the way to build back better from the pandemic.

## Spain

### STRENGTHS

- Increased competitiveness.
- Increased marketing image.

### WEAKNESSES

- Concern for the cost of implementation.
- Lack of skills/knowledge of how-to do it.

### THREATS

- Lack of knowledge and awareness about the green economy.
- Perception of that there are more important things for business than a green economy.

### OPPORTUNITIES

- Great general public environmental consciousness.
- Sustainability is very trendy in the news and on social media.

## Our Policy Recommendations – Lessons Learned from Each Partner Country

In forming our Policy Recommendations, the next step from partners was to reflect on how the GoGreen project was delivered in each country, and to identify the main successes that were enjoyed in each partner country, but also to identify what challenges the partners faced in developing and delivering this project, and how these challenges were overcome. These successes and challenges are included in this Policy Recommendations Report to support other VET providers and practitioners from across Europe in delivering the GoGreen training package to parents in their local communities.

### Recommendations for practitioners

The following recommendations are provided for practitioners who wish to deliver the GoGreen training package in their own local context:

1. For the material to be used as an introduction to the green economy.
2. Focus the attention of the learners on the topic of the importance of climate change starting from the basics.
3. The materials can be used with secondary school students (not just entrepreneurs) to inform them about climate change and the impact on business companies.
4. Trainees can be prepared for the simulation game a few days beforehand so that the learners can better understand the role to be played during the simulation.
5. Practitioners should lay down the ground work on the knowledge of participants on the topic before the training is implemented.
6. Identify the needs of the participants and their expectations of how these needs might be met.
7. Ask participants in which area they expect to apply the learnings and what outcome they expect to achieve by applying those learnings.
8. Use only the parts of the package that correspond to the felt needs according to their expected fulfilment in terms of methodological adaption.
9. If possible, practitioners should aim to implement the training face-to-face.
10. Prepare some practical examples and real case studies to your audience (make it local and national to increase engagement and interest).
11. For simulation-based training, test it before you implement at a professional level (delivering and managing a role play simulation can be difficult first time if never done before).
12. Combine the theoretical part with the practical part by onsite visits to related Green Economy businesses.
13. Adjust the resources to the trainees according to their business needs.
14. Apply the interactive resources to the employees to enhance the learning process and increase the impact.

15. The trainees' handout and extended information sheet is to be distributed some days before the implementation of the role-playing simulation workshop.
16. Increase the number of roles or implications within the scenario and test whether it is possible to run smoothly within the same time.
17. The role-play case could be adapted so that the business owners present the plan/project to other roles but having a limited budget that allows them only to implement a limited number of actions.
18. Include the "Key Contextual Details" part in the trainees' handout to allow all the participants to know what they are going to negotiate about, depending on their given role.
19. Utilise the roleplaying simulations to upgrade the training practice in terms of quality and increase both the level of interaction and interest of their trainees.
20. Explore the participants knowledge on the topic in the first instance and tailor the training programme based on their preferences and requirements.
21. Spend time with participants in preparing for the role play activities - allowing them to conduct some independent research on the "back stories" of the characters so that they can enrich and get the most from the experience.
22. Use the enhanced library of material resources to further facilitate the education and training of various groups.

### Recommendations for policymakers

Throughout our experience of developing and delivering this GoGreen project, and in conducting research and consultations to inform the development of this Policy Recommendations Report, we have gathered a lot of rich insights and experiences which should be transferred to policy-makers at regional, national and European levels to affect change in policy that supports private companies and entrepreneurs in implementing and engaging in the Green Economy. As such, partner organisations have compiled the following key recommendations that we would like to share directly with policy-makers on a regional, national, and European level:

1. The training materials developed by the GoGreen project can be unpacked and used in different ways with different target groups who want to learn more about the topic of climate change and the importance of the green transition for companies.
2. The course can also be used to train administrative staff of the environment and local development departments of public authorities to provide introductory information on the core concepts related to the topic of climate change and companies, in particular through the online training course.
3. It is important to focus the attention of citizens to the topic of climate change especially amongst future entrepreneurs, and to this point the material developed within the GoGreen project is perfect for this objective.

4. The training materials can also be adapted to the expected practical knowledge and needs of specific target groups. These materials should be tested and professionally evaluated.
5. The topic of consumption, resource management, environmental attitudes and, above all, the transformation of SMEs to better help reduce the burden of climate change is well chosen.
6. A national curriculum should include topics such as possible policies for socio-economic transformation, imagining possible future scenarios, climate sustainable cities (mitigation and adaptation measures), needs-based society etc. This curriculum should also cultivate the capacity for imagination to propose and implement bold systemic changes.
7. Raise awareness towards non-growth, towards a society-wide transformation, towards a society based on needs and non-violence. It is substantial and sometimes more valuable than a green economy that just greenwashes some unsustainable paradigms of today's capitalism.
8. Policy-makers should prepare an educational administration (at regional level) official set of resources (or resources repository, where GoGreen materials could also be included) to be available to be used by all VET teachers and providers.
9. Interactive resources that incorporate innovative tools are highly effective in the learning process. Thus the GoGreen resources should be assessed carefully and used in the National VET curriculum. It offers the opportunity to use innovative technologies such as augmented reality to support people to realise the real effect of climate change.
10. Projects related to Green Economy, such as the GoGreen, are very beneficial to the transition into a greener economy. Thus, more similar projects should be funded, and more synergies should be promoted.
11. There is a great need to increase the promotion of ongoing initiatives. People should be aware of all projects and actions happening in their country to increase their impact.
12. VET providers, educators and their institutions are vital for achieving an enhancement on how the topic of the GoGreen project is being taught within VET settings. It could be easily included in the educational courses organized by the local chambers of commerce and its members nationally.
13. If the associations and unions of VET providers have access to the GoGreen training content, then it will be easier for VET professionals and entrepreneurs to include this package into their own training courses. There is already past experience from similar projects on how to implement such an attempt with success.
14. The use of the material in educational courses regarding health and safety at the workplace, quality management systems, funded training programs that are provided to unemployed people, and many more courses that lead businesses to get officially certified by the state or local authorities.



15. The GoGreen training package can be targeted to specific professionals directly influenced by the Green Economy (e.g., farmers). Despite, most private enterprises certified for environmental responsibility and application of green practices have already specific tools that use, they need new educational courses and training especially for their staff. That is the exact point where the GoGreen training package can fit and fill this gap.
16. More needs to be done to ensure that VET institutions recognise the importance of integrating green curricula into their mainstream education provision. It is essential for the future growth and prosperity of Europe.
17. There is a need for further training and investment in relation to the upskilling of VET professionals in relation to green education. Training should be both general and specific to the sectors in which they teach.
18. Initially, to review the current status, i.e., identify problems and then map the best practices that will allow them to conclude possible local solutions.
19. Be open to projects such as GoGreen and carefully assess the material developed in the project. These materials are important and can be used in different settings in the private and public sectors. They should examine the use of the material in the VET trainings.

## Conclusion

The Green Economy has become increasingly more popular at both a national and European level across all Member States of the EU. This increase in popularity is due to the increased pressure to implement successful climate action across all sections of society including businesses. The green economy encourages more sustainable business practices and requires a moderate understanding of the need for climate action as well as the functioning of sustainable business practices from all business owners, big or small. The easiest way to support businesses in their learning is to provide them with resources and educational materials that they are able to participate in during their own time, as well as variety of different best practices and case studies that will enable them to apply learned knowledge to their own everyday business practices.

In order to support this current need for green education amongst private sector businesses, the GoGreen project aimed to increase the knowledge of climate change and the green economy amongst VET providers who in turn will use this knowledge to educate a wide range of businesses across all seven partner countries. By using new technologies such as augmented reality, the GoGreen training materials have provided an innovative and exciting new way for VET providers to engage business owners in the green economy and sustainable business practices.

Through the policy recommendations included in this report, our intention has been to make an argument for policy changes in how the green economy is introduced and presented to business owners by making provisions for further VET education that can be provided in regions where the GoGreen project has been implemented as well as further afield in other

EU countries. Beyond the policy recommendations for policy-makers, the Policy Report makes recommendations to practitioners looking to implement the training materials in other European countries. We hope that by sharing our experiences and the lessons we learned along the way, that the impact of the GoGreen project can go beyond the participants who took part, but to reach to more and more business owners and achieve a positive impact on the implementation of the green economy.