



## WP3

# Table of competences /unit of learning outcomes

Definition learning outcomes for staff & VET learners based on WP2



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[scouts4greenapp.eu](https://scouts4greenapp.eu)

## IMPRINT

# Table of competences

This document is a result of WP3 of the Erasmus+ project Scouts4GreenApp.

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## 1. INTRODUCTION

The *Scouts for Green Apprenticeship (S4GA)* project aimed to integrate environmental, economic, and social sustainability into vocational education and training (VET). By qualifying and sensitizing VET learners and staff during VET learning mobilities, the project sought to prepare them for a labour market increasingly shaped by sustainable development and digitalisation.

Apprentices were recognised as the skilled workers of tomorrow, whose futures needed to be made more sustainable and climate-friendly through collective efforts, and who had to be equipped with skills enabling a long-term sustainable professional life.

The White Paper “*Green Apprenticeship – Sustainable Development in VET*” played a crucial role within the project. It operationalised existing frameworks such as the United Nations Sustainable Development Goals (SDGs) and the European Union’s Green Deal, making them applicable and ready for use in the context of VET and company-based mobility.

By translating these broad policy frameworks into practical applications, the White Paper bridged the gap between theory and practice and enabled companies and VET providers to effectively integrate sustainability into their operations.

The key takeaways from the research conducted for the White Paper provided a comprehensive understanding of the state of sustainable development in VET across Europe. These insights, drawn from both primary and secondary research, highlighted disparities, challenges, and opportunities in integrating the principles of the Green Deal and the SDGs into European VET ecosystems. The following points summarised the main findings that emerged from the analysis of country reports and stakeholder consultations:

- Uneven levels of awareness and understanding of the Green Deal and the SDGs across different European VET ecosystems
- Limited adoption of Green Deal- and SDG-related principles and practices within VET systems across Europe
- A lack of systemic and comprehensive training provision addressing the Green Deal and the SDGs
- Insufficient integration of the Green Deal and the SDGs into apprenticeship schemes and mobility activities

Based on the needs identified in the White paper, a corresponding set of competences for education for sustainable development was defined. This competence framework formed the foundation for the development of the structural macro planning, which outlined learning situations in relation to the identified competences.

This initial activity established the basis for curriculum development by clearly defining learning objectives in the form of competences. Once the competences for education for sustainable development in the VET mobility context had been defined, the macro planning ensured that these competences were not only integrated but placed at the core of the training activities.

## 2. Learning Outcomes, Competences, and SDGs

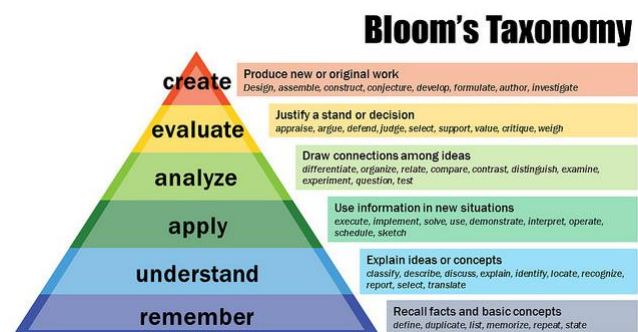
What are learning outcomes?

The **2017 EQF recommendation** defines learning outcomes as

*'...statements of what an individual should know, understand and/or be able to do at the end of a learning process, which are defined in terms of knowledge, skills and responsibility and autonomy'.*

The learning outcomes perspective is used for a number of different purposes:

- Qualifications frameworks and their level descriptors
- Qualification standards
- Curriculum development
- Assessment and validation
- Quality assurance
- Teaching and training



For all these purposes the learning outcomes approach strengthens the focus on the individual learner and the level of knowledge, skills and competence s/he is expected to achieve. (Source CEDEFOP)

- **Knowledge** means the body of facts, principles, theories and practices that is related to a field of work. It is described as theoretical knowledge.
- **Skills** means the ability to apply knowledge and use know-how to complete tasks and solve problems. They are described as cognitive or practical.
- **Competence** means the proven ability to use knowledge, skills and personal, social and methodological abilities in work or study situations and in professional and personal development. It is described in terms of responsibility and autonomy.

The learning outcomes and macro-competences pursued by the Scouts4GreenApprenticeship Curriculum are based on the initial aims for this product as well as on the results of the analyses of the project’s Whitepaper.

First of all, the curriculum is based on a framework for competences for vocational training for sustainable development introduced by the German researchers Hahne/Kutt (2003) that defines six different **macro-competence** categories:

Makro competences (based on Hahne/Kutt 2003) linked to Sustainable Development are:

- Systemic, cross-linked thinking; availability of inter-professional knowledge
- Ability to deal with complexity (interaction of economic, ecological and socio-cultural components)
- Understanding of circular economic structures and life cycles
- Social sensitivity, intercultural competence and readiness for a global perspective of individual action
- Communication and counselling skills as well as the ability to deal constructively with conflicts and (apparent) contradictions
- Value orientations such as business ethics, solidarity, tolerance, sense of responsibility

Secondly, based on the findings and results of the Scouts4GreenApp Whitepaper, the partnership allocated the UN SDGs as follows to the three Learning Pathways:

SDGs featured in LEARNING PATHWAY 1: Ecological Sustainability			
	<b>SDG 6</b> Clean Water and Sanitation		<b>SDG 13</b> Climate Action
	<b>SDG 11</b> Sustainable Cities and Communities		<b>SDG 14</b> Life Below Water
	<b>SDG 12</b> Responsible Consumption and Production		<b>SDG 15</b> Life on Land

SDGs featured in LEARNING PATHWAY 2: Economic Sustainability			
	<b>SDG 1</b> No Poverty		<b>SDG 8</b> Decent Work and Economic Growth
	<b>SDG 7</b> Affordable and Clean Energy		<b>SDG 9</b> Industry, Innovation and Infrastructure

SDGs featured in LEARNING PATHWAY 3: Social Sustainability			
	<b>SDG 2</b> Zero Hunger		<b>SDG 3</b> Good Health and Well-being
	<b>SDG 4</b> Quality Education		<b>SDG 5</b> Gender Equality
	<b>SDG 10</b> Reduced Inequalities		<b>SDG 16</b> Peace, Justice and Strong Institutions

Finally, the following overarching learning outcomes are to be achieved in each of the three Learning Pathways. More detailed learning outcomes are provided within the individual Learning Pathways and lesson plans.

SCOUTS4GREENAPPRENTICESHIP CURRICULUM – LEARNING OUTCOMES		
ECOLOGICAL SUSTAINABILITY	ECONOMIC SUSTAINABILITY	SOCIAL SUSTAINABILITY
<i>Knowledge about...</i>	<i>Knowledge about...</i>	<i>Knowledge about...</i>
<ul style="list-style-type: none"> <li>● Climate system and ecosystems</li> <li>● Sustainable Practices (waste reduction ...)</li> </ul>	<ul style="list-style-type: none"> <li>● Economic Theory and concepts</li> <li>● Sustainable Business Models (Green deal; CSR; circular economy and life cycles; green supply chain management ...)</li> </ul>	<ul style="list-style-type: none"> <li>● Goals of social sustainability</li> <li>● How does social sustainability relate to the other aspects of sustainability?</li> <li>● How can social sustainability be advanced through the SDGs?</li> </ul>
<i>Skills</i>	<i>Skills</i>	<i>Skills</i>
<ul style="list-style-type: none"> <li>● Sustainability Assessment (evaluate the ecological footprint ...)</li> <li>● Green Technology</li> </ul>	<ul style="list-style-type: none"> <li>● Sustainable Resource Management (reducing waste ...)</li> <li>● Responsible consumption and production</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding how social sustainability can be advanced through the SDGs</li> <li>● Learning the significance of social sustainability for VET and business ecosystems</li> <li>● Arguing for the relevance of social sustainability</li> </ul>
<i>Attitudes</i>	<i>Attitudes</i>	<i>Attitudes</i>
<ul style="list-style-type: none"> <li>● Updated on the latest developments in ecological sustainability practices</li> </ul>	<ul style="list-style-type: none"> <li>● Ethical Responsibility and decision making</li> <li>● Staying updated on the last economic sustainability practices and trends</li> </ul>	<ul style="list-style-type: none"> <li>● Inclusivity and Diversity</li> <li>● Ethical Responsibility in addressing social sustainability issues</li> <li>● Awareness of the policies and actions that affect social sustainability</li> </ul>

More detailed learning outcomes are provided within the individual Learning Pathways

Learning Outcome Pathway 1 Ecological Sustainability	Learning Outcome Pathway 2 Economic Sustainability	Learning Outcome Pathway 3 Social Sustainability
<ul style="list-style-type: none"> <li>• Comprehend the key concepts of ecological sustainability and how they relate to the Sustainable Development Goals (SDGs),</li> <li>• Identify the challenges and opportunities for small and medium-sized enterprises (SMEs) focused on ecological sustainability</li> <li>• Evaluate practical ways to integrate ecological sustainability into personal and professional routines,</li> <li>• Demonstrate understanding of how to implement SDGs in both individual behaviours and organisational operations;</li> <li>• Analyse the environmental impact of SMEs on biodiversity, ecosystems,</li> <li>• Assess the water footprint of a business and propose strategies to reduce its ecological impact;</li> <li>• Understand the latest green technologies and their applications in improving ecological sustainability</li> <li>• Gain practical skills in assessing ecological footprints and environmental performance metrics for individuals and businesses;</li> <li>• Critically analyse and reflect on the future of ecological sustainability,</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concept of economic sustainability</li> <li>• Recognize the principles and practices of sustainable business</li> <li>• Recognise the limitations of traditional economic growth models</li> <li>• Know the dimensions of the Doughnut model and their implications for decision-making</li> <li>• Apply the principles of Doughnut Economics to real scenarios within business management</li> <li>• Understand the key principles of Circular Economy</li> <li>• Recognise Circular Economy practices</li> <li>• Evaluate the potential benefits, limitations, and trade-offs associated with Circular Economy</li> <li>• Develop problem-solving skills and critical thinking</li> <li>• Know about affordable, reliable, sustainable, renewable and modern energy for all</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to social sustainability</li> <li>• Sustainability in the Built Environment &amp; Sustainable Communities</li> <li>• Cultural Diversity &amp; Intercultural Understanding</li> <li>• Peace, Security and Conflict &amp; Citizenship, Government and Democracy</li> <li>• Realizing Social Sustainability through Policies and Actions</li> <li>• Climate system and ecosystems</li> <li>• Sustainable Practices (Waste reduction,...)</li> </ul>

### 3. Learner’s Learning Outcome Matrix

The learner’s matrix is a comprehensive instrument to monitor the learning outcomes

. On the next pages, a template is provided as well as an example based on personas. The empty template is available as separate resource that can be adapted to individual needs.

The matrix can track 5 learners at a time, but it can be printed/copied for as many learners as needed. There are spaces to note the name of the evaluator as well as the timeframe, in which the learning pathways are implemented.

On the left, the available learning content is listed. In the top row, the learner’s name and ID can be inserted. It is recommended to either use an internal ID (if applicable) or number the participants for a transparent monitoring process.

SCOUTS4GREENAPPRENTICESHIP MASTERCLASS						
LEARNER’S MATRIX - EXAMPLE						
Name of Evaluator	Andrew Bird	Timeframe	September 2024 – March 2025			
	#01 Josh Turner	#02 Caroline Smith	#03 Frankie Walker	#04 Eva Achiever	-	
Unit 0	x	x	x	x		
Green Talk 1	x			x		
Green Talk 2		x		x		
Green Talk 3			x	x		
LEARNING PATH 1	x			x		
Unit 1.1	x			x		
Unit 1.2	x			x		
Unit 1.3	x			x		
Unit 1.4	x			x		
Unit 1.5 & Unit 1.6	in progress			in progress		
Assessment				x		
LEARNING PATH 2		x		x		
Unit 2.1		x		x		
Unit 2.2		x		x		
Unit 2.3		x		x		
Unit 2.4		x		x		
Unit 2.5 & Unit 2.6		in progress		in progress		
Assessment				x		
LEARNING PATH 3			x	x		
Unit 3.1			x	x		
Unit 3.2			x	x		
Unit 3.3			x	x		
Unit 3.4			x	x		
Unit 3.5 & Unit 3.6			in progress		in progress	
Assessment						
Stacked micro-credential “Scouts4 GreenApprenticeship”						
Host company of internship	NGO Eco Now, Malta	Accounting4, Ireland	Planet Green, Germany	NGO Eco Now, Malta	-	

For more detailed information please check our Scouts4GreenApprentices Curriculum!