



OUTSIDE



COMPETENCE FRAMEWORK & GUIDELINES





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Executive summary

Following the testing stages of the OUTSIDE programme, this report encompasses the research and findings by producing a comprehensive framework. This report details the importance of open schooling and project-based outdoor learning concerning EU objectives for creating entrepreneurial and sustainable societies. The report provides insight into how and why the framework was developed and how to adopt the OUTSIDE method. Written with educators in mind, this report supports and guides the implementation of the OUTSIDE programme in schools and institutions.

1. Introduction

The Open Communities for Sustainable Development (OUTSIDE) is an EU initiative that fosters collaboration among local entities such as schools, communities, and small businesses to promote the cultivation of entrepreneurial mindsets in young adults. This effort encompasses the importance of sustainable development values, skills, and competencies, in the context of innovative green business creation.

OUTSIDE is supported by the Erasmus+ Programme (Key Action 2) and operates within Europe. Its duration spans 30 months, from 01.10.2020 to 30.03.2023. The implementation of OUTSIDE involves five European countries, namely Italy, Belgium, Croatia, Lithuania, and the UK. The partnership consists of five schools and four organisations that are actively engaged in the domains of sustainable development and entrepreneurship.

The overarching goal of the OUTSIDE community is to assist schools throughout Europe in fostering the acquisition of innovative skills by creating sustainable development-based entrepreneurial projects. The OUTSIDE pathway to sustainable development and cultivating entrepreneurial mindsets is built upon three grounding principles (see **figure 1**) noted below:

- **Phase 1: OUTSIDE THE CLASSROOM** - Discovering the environmental needs, interests and opportunities of the community.
- **Phase 2: THINK OUTSIDE THE BOX** - Identifying green business ideas through research.
- **Phase 3: GO OUTSIDE** - Turning environmental issues into business opportunities.

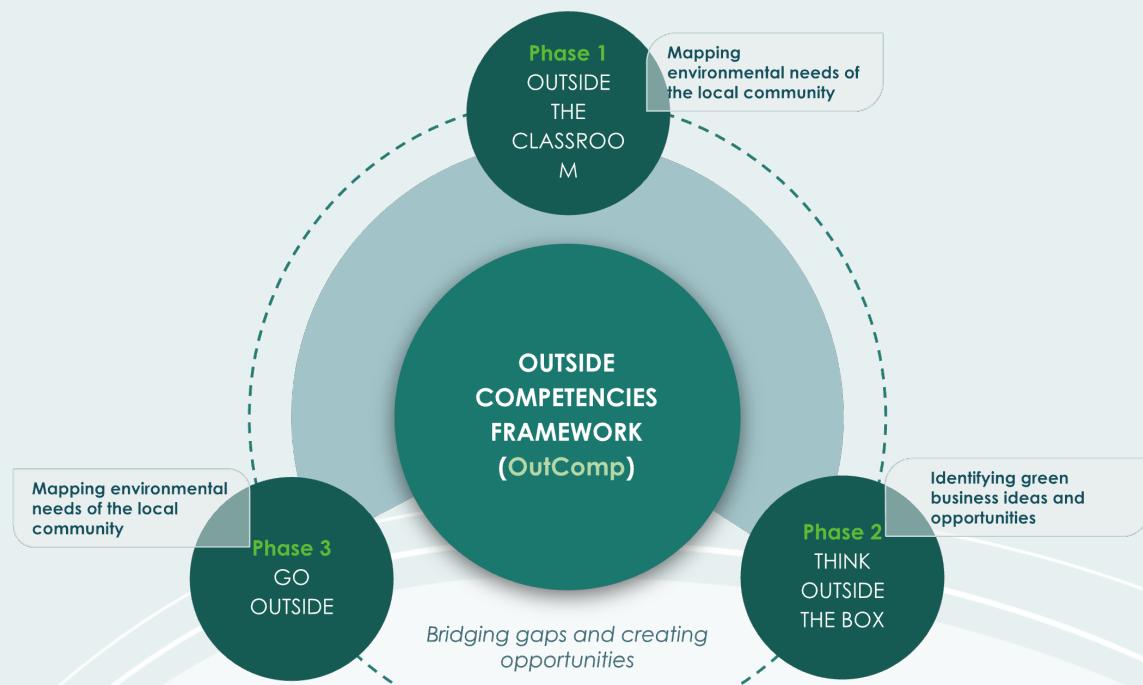


Figure 1: The Open Communities for Sustainable Development (OUTSIDE) principles

2. Background

In this day and age, when the world is rapidly changing, conventional education may no longer be enough to equip learners with the necessary tools to meet future challenges. Critics assert that customary academic programmes fail to provide learners with the skills and abilities they need to be triumphant in today's labour market (Trilling and Fadel, 2009). Such aptitudes as critical thinking, problem-solving, communication, collaboration, and entrepreneurship are indispensable in our contemporary society. Digital literacy is also becoming increasingly significant (European Commission, 2016).

Traditional approaches to education have been criticised for not being able to adequately ready learners for the difficulties of the 21st century. These methods may build a solid knowledge base but do not focus on developing essential traits such as creativity, innovative thinking, and taking risks (The National Research Council, 2010). This can leave people behind when it comes to attaining the necessary skills for success in today's workforce. In particular, according to Graff (2011), traditional education may not provide learners with the green skills they need to positively impact the environment and match the demands of a burgeoning green economy.

Incorporating traditional educational approaches to create chances for studying environmental sustainability has various merits. By including environmental sustainability in the syllabus, learners can sharpen their abilities in areas such as renewable energy,

waste management, and sustainable agriculture, giving them a better chance of succeeding in the ever-expanding green economy. In addition, it increases awareness and understanding of environmental matters among learners and can help form a more sustainable and resilient society (OUTSIDE project, 2020).

Progressive and hands-on methods can give learners the capabilities they require to succeed in the modern era. One such approach is project-based learning, which can improve critical thinking, collaboration, and problem-solving skills. Practical learning, such as internships and apprenticeships, can foster employability skills such as communication, collaboration, and problem-solving. Sustainability education involves instructing v about sustainability and environmental matters, and it has been found to have a beneficial effect on attitudes towards the environment (Edutopia, 2021; National Society for Experiential Education, 2019).

Environmental education is a key element of instruction that assists in forming environmentally aware people. By comprehending the causes and effects of environmental problems such as climate change, contamination, and deforestation, learners can become more conscious of their environment and take steps to encourage sustainability in their daily lives. Research indicates that environmental education can lead to a more profound understanding of environmental issues and instil environmentally responsible behaviours in individuals (Bengtsson et al., 2019).

Moreover, environmental education can contribute to the formation of a more lasting society. Educating v about sustainable practices and inspiring them to take action to reduce their ecological footprint can result in significant environmental benefits. By encouraging sustainable practices, schools can prepare learners for the difficulties of the 21st century, where sustainability is becoming ever more critical for economic and social development (McKenna et al., 2019).

Nevertheless, incorporating environmental education into customary educational practices can be challenging. Schools may need extra resources, training, and expertise for teachers, to include environmental education in their syllabi. Also, some stakeholders may prioritise traditional academic subjects over environmental sustainability education, resulting in financial constraints and reduced backing for educators. Despite these obstacles, the benefits of environmental education outweigh the costs, and efforts must be made to incorporate it into the education systems (Liu et al., 2020).

To meet the challenges of the 21st century, schools need to employ progressive and practical teaching approaches. Research has shown that project-based learning can strengthen critical thinking, collaboration, and problem-solving skills (Edutopia, 2021) as learners work on projects for an extended period of time, where they must identify and solve real-world problems.

Experiential learning is based on the theoretical framework of constructivism, which suggests that people learn by constructing their own knowledge and understanding of the world through experiences and reflection (Piaget, 1964). According to Kolb's experiential learning theory, learning occurs through a cycle of concrete experiences, reflective observation, abstract conceptualisation, and active experimentation (Kolb,

1984). Experiential learning has been successful in building entrepreneurial skills by allowing learners to participate in hands-on learning experiences, apply theoretical knowledge to real-world situations, and develop critical thinking and problem-solving skills (National Society for Experiential Education, 2019).

Sustainability education is based on the notion that teaching can play a vital role in stimulating sustainable growth by expanding consciousness, providing knowledge and abilities, and instilling values and attitudes that support sustainability (UNESCO, 2014). Sustainability education is grounded in a system thinking approach, recognising the interconnectedness of social, economic, and environmental systems and the necessity for integrated and holistic solutions to sustainability challenges (Sterling, 2012). Sustainability education has been found to be successful in enhancing environmental awareness and comprehension, promoting pro-environmental behaviours, and cultivating sustainability-related competencies (United Nations Environment Programme, 2012).

The OUTSIDE project is based on the principles of participatory learning and action, which involves the active involvement of learners, educators, and other stakeholders in co-designing and co-evaluating learning activities and the implementation of learning outcomes to real-world contexts (Reason & Bradbury, 2001). This approach is rooted in the theory of social constructivism, which underscores the role of social interaction and collaboration in learning (Vygotsky, 1978).

3. Aims & objectives

The aims and objectives of the OUTSIDE initiative are to empower young learners as agents of change, both within their local communities and beyond. The initiative seeks to identify local environmental needs, opportunities, and challenges and transform them into viable and sustainable business opportunities. Additionally, the program provides an online platform for networking with schools and organisations throughout Europe.

In creating the OutComp framework, OUTSIDE has found a way to leverage the acquisition and development of skills in environmental education through open schooling. OUTSIDE provides ways to bridge the gap between education, work, and society by empowering learners and educators to become agents of change and sustainable development in their local communities. The program is designed for learners between the ages of 11 and 16, and it seeks to equip them with the skills and knowledge they need to succeed in their future careers.

Ultimately, OutComp helps learners become active and engaged EU citizens who can contribute positively to various socio-economic conversations. In this way, OutComp provides learners with the tools and resources needed to turn innovative green-business ideas into action. As a framework, OutComp has two main priorities, a) to contextualise OUTSIDE methodology for educators and training centres, and b) to explain the OUTSIDE programme, its training content, and its learning outcomes, in relation to the grounding concepts of Open Community Learning.

4. Field research

The New Skills Agenda for Europe emphasises the pivotal role of skills in promoting Europe's prosperity and competitiveness (European Commission, 2016). To meet the fast-changing demands of the digital economy, innovation and entrepreneurship are increasingly essential skills (Commission, 2015). However, traditional teaching methods are ineffective in developing innovation competencies (Commission, 2015). Instead, practical, challenging, and innovative educational approaches, such as Open Schooling, can foster creativity, open-mindedness, and an entrepreneurial mindset (Arboux, 2009).

Open schooling allows learners to engage with real-life challenges and develop a sense of responsibility for their communities. Through this method, learners work on projects that meet real needs, are presented publicly, and benefit from local expertise and experience. According to situated learning theory, learning occurs best when situated within authentic contexts (Lave & Wenger, 1991). Open schooling provides such authentic contexts, enabling learners to challenge themselves first-hand instead of passively listening to teacher-led lessons.

OUTSIDE's goal was to experiment with the open school methodology and to promote innovative competencies among learners in the context of environmental issues. In today's world, environmental awareness is a key aspect of modern education, as it promotes a holistic and systemic approach to critical thinking and fosters responsible and active citizenship (Robottom et al., 2013). By combining innovative educational techniques with environmental education, OUTSIDE methodology will equip learners with the skills and mindset needed to tackle real-world challenges and drive innovation towards Europe's prosperity and competitiveness.

Right from the onset, OUTSIDE sought to understand outdoor learning, environmental education, and sustainable entrepreneurship by embarking on research conducted in four partner countries: Italy, Croatia, Belgium, and Lithuania, with the support of the UK. The desk research analysed the existing educational methods and strategies for promoting sustainable entrepreneurship in each partner country. Subsequently, the field research phase saw primary data collection through interviews and case studies that helped to gain a deeper understanding of the existing practices, gaps and needs in sustainable entrepreneurial education in each partner country.

At the time, the consortium focused on four main axes:

1. The identification and description of the existing project-based learning, open schooling, and sustainable development education knowledge in each country/region, and the methodologies, tools, and education material already used to promote such knowledge.
2. The identification of key and innovative competencies already acquired among learners.
3. Identifying ways to promote environmental and sustainable development education in the relevant education systems.
4. Identifying ways to improve learners' entrepreneurial, digital, and environmental skills in the field of sustainability challenges, including the 17 SDGs.

In each of the pilot countries, partners organised two focus groups each. The focus included at least five (5) but no more than 12 representatives selected from the target groups and stakeholders. The first focus group comprised young learners from partner schools, involving a minimum of 10 participants. In the second focus group, representatives were made up of at least five (5) participants, members of the local communities and stakeholders, such as environmental associations, green entrepreneurs, and experts in the field of education. See **figure 2** below.

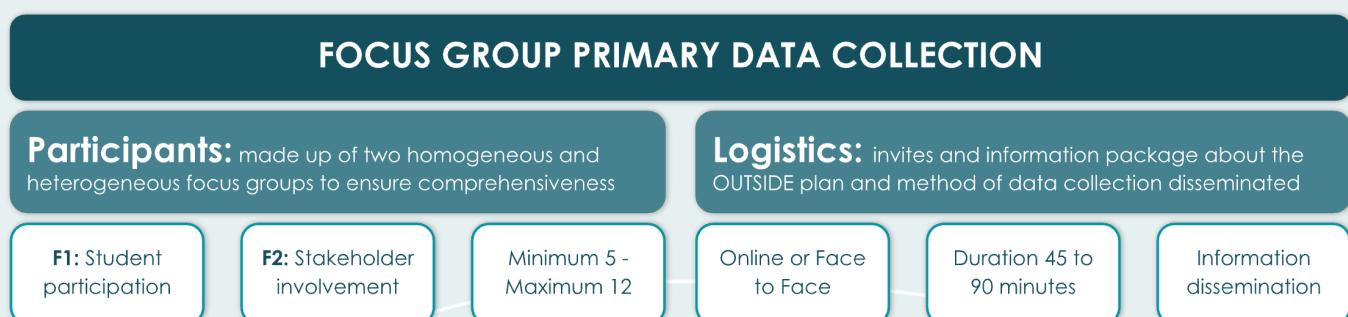


Figure 2: Field research plan and guideline

The focus groups aimed to develop a shared vision of the actions that needed to be taken, specifically to achieve the following objectives:

1. Identify learners' training needs in environmental sustainability and green entrepreneurship.
2. Identify possible opportunities for collaboration at the local level.
3. Map the local needs of the areas where the piloting action will take place.

The focus groups mainly focused on identifying the training needs of the learners and the local needs, reviewing the results from desk research, and integrating that information with input from local stakeholders.

Additionally, the focus groups included questions about personal preferences related to training opportunities. This information was then used to develop training modules, a toolkit, and business projects for the learners during the piloting phase. Overall, 56 learners and 18 local organisations participated in the focus groups.

Findings based on the research conducted by the focus group in **Croatia** observed that the Croatian education system had undergone a significant transformation called the "School for Life" reform. This reform includes teaching sustainability and civic education as essential topics with a quest for outdoor learning and connecting with local communities. This initiative is increasing among teachers and schools. However, most outdoor activities carried out with the community tend to be sporadic and not embedded in the school curriculum¹.

A further survey conducted in the primary school Dobriša Cesarić found that 58% of teachers organise outdoor activities with the community two or more times per year, 24%

¹ Interesting examples of project developing outdoor and environmental learning in schools are program [Oasis for kids](#), the [Green Fingers](#) project, [School on the Move](#) and [Classes at the zoo](#)

organise it only once per year, and 16% never organise such activities. The barriers to undertaking outdoor activities and connecting with the community are due to structural problems, logistical issues, and cultural beliefs, including parents' concerns about their children's safety.

The concept of open schooling, which emphasises cooperation among schools and local communities, is new in Croatia, but there is a growing interest in it. However, entrepreneurship education remains underdeveloped due to a lack of teacher competencies in this field. Therefore, there is a need for cross-curricular training for teachers to develop their entrepreneurial competencies.

Stakeholders and learners believed that open schooling and outdoor learning are essential for increasing green business actions. Learners also showed a great interest in outdoor learning and sustainable development and were willing to learn organisational skills, negotiation, ethical business, creativity, critical thinking, and emotional self-control.

A research study conducted by a focus group in **Lithuania** found that the country's education system is decentralised. This means that educational institutions and teachers are free to interpret the General Programs and Education Standards, leading to diversity in the reception of concepts such as outdoor learning and entrepreneurship among schools.

Outdoor learning is a relatively new concept in Lithuania, and although the country places significant importance on nature and green spaces, it is still not very popular. The lack of guidelines from policymakers and the government and limited media promotion might be the reason behind this. There is also no official training provided for teachers, which means that teachers are mainly trained through Erasmus Plus and Nord Plus programmes. Health and environmental experts could lobby to make outdoor learning a committed part of general academic or extracurricular learning.

However, there is a new trend in establishing "outdoor classrooms", and funding for forest schools is growing. Outdoor kindergartens are also being established in major cities such as Kaunas, Vilnius, and Klaipėda, and there is one primary field school in Vilnius based on the experience of Scandinavian field pedagogy and the principles of free play.

The concept of open schooling and sustainable entrepreneurship is also new and underdeveloped in Lithuania. Although there are different individual initiatives, there is no one strategy that encourages sustainable entrepreneurship. While the importance of entrepreneurship is expressed in strategic documents of the Republic of Lithuania, a separate subject is not consistently² available in Lithuanian general education schools.

Despite this, both national surveys and field research conducted in the OUTSIDE project framework shows great interest from learners in learning more about environmental sustainability. Furthermore, external surveys show that young people in Lithuania are

² There many projects carried out in Lithuania on outdoor and environmental education such as "Exploring the World, Exploring Myself", "Learning Without Borders", "Learning Different", "Project Weeks", "Experience Days Weeks", "Spaceship Earth", „Mobile bioclass". One of them Erasmus+ KA2 School Partnership Project 2016 – 2018 „Learning Through Outdoor Experience“ (Senamiestis School, Plunge, Lithuania).

interested in starting businesses, with a particular focus on sustainable business. While there are limitations to the current education system, there is potential for growth and development in these areas.

The **Italian** focus group conducted research on the “Plan for Education to Sustainability” by the Italian Ministry for Education and Research. This plan aims to contribute to a more sustainable society by promoting knowledge and education. In 2019, teaching “civic education” became compulsory, which includes many topics related to sustainability literacy. The plan also includes investments in school infrastructure and extracurricular activities on various topics.

However, the research found that there is a superficial understanding of the project’s topics at the school level, with some topics being mixed up and a lack of understanding of Entrepreneurial Competence (Entrecomp). Despite this, resources are available from schools and training providers on outdoor learning, initiatives aimed at opening schools up to the community, and innovative processes in the educational system connected to entrepreneurship literacy. Regional networks such as the ‘Scuole Outdoor in Rete’ and the ‘Scuole all’aperto’ national network are also present.

The lack of a systematic approach to teaching the project’s topics leads to one-off events/initiatives with short-term impact, showing a mismatch between knowledge and practical application. Although Italy fully adopted a dedicated strategy to integrate entrepreneurship education into school systems in 2018, entrepreneurship education is still far from being systematically implemented by Italian schools³. The shortfalls are mainly due to the lack of an integrated approach, interdisciplinary approach, and confidence and support in experimenting with innovative approaches.

The research highlights the need for a more integrated, interdisciplinary approach to teaching sustainability and entrepreneurship topics in Italian schools, focusing on long-term, systematic engagement in these topics.

In **Belgium**, education is regulated and mostly funded by one of the three communities - Flemish, French or German-speaking. Despite the differences between these communities, there are similarities in the approaches to environmental education, outdoor learning, and entrepreneurship. The Agenda 21 for Schools has proposed a series of measures to promote sustainable development in schools. For example, a Cooperation Agreement has been signed to promote environmental education in schools and establish structures, associations, and goals to pursue sustainable development goals (SDGs) in the school curriculum.

Outdoor learning is becoming more popular in Belgium, with the growth of Forest Schools and networks like "Tous Dehors". Some public schools also participate in weekly outdoor classes⁴. While many resources are available for teachers about outdoor learning and

³ Aula Natura' (Nature Classroom), 'Lezioni in Spiaggia' (Classes by the beach) or 'Dove lo butto?' (Where do I throw it away?)

⁴ For an exhaustive list of training and resources, it is possible to consult the opposite page of Tous Dehors, the french speaking Belgian network of schools and organisations to promote outdoor learning (<https://tousdehors.be/?RessourceS>) and the Reseau Idée, a Belgian network organisation for sustainability, that has a special section on outdoor and environmental education training (https://www.reseau-idee.be/formations/liste_form.php).

environmental education, training in sustainable entrepreneurship is scarce. Most of the training available is provided by NGOs and networks that are directly or indirectly state funded. The lack of structural facilitation for teachers means that outdoor classes, environmental education, and green business classes are marginal and sporadic events rather than embedded in the curriculum.

The limited support for teachers interested in innovative teaching methods and legal and logistical constraints of schools, such as the problem of bringing children outside regularly and limited staff, are some barriers to integrating outdoor education into the school system. This lack of training and support has also resulted in a low entrepreneurial activity rate among young Belgians, the lowest in the EU.

The concept of "open schooling" remains unknown in Belgium, and little action is taken to connect schools with external organisations. There is also a lack of interdisciplinary views and support for innovative teaching methods, making incorporating outdoor education into the curriculum difficult. Despite the availability of many resources, outdoor learning and environmental education remain marginal and sporadic extracurricular events rather than being embedded in the school system.

4.1. Cross-country analysis

The OUTSIDE comparative study highlights common trends and differences in the education systems of four pilot countries. Despite some differences among these countries, such as Belgium, Italy, Lithuania, and Croatia, the research found several common trends in their education systems. All four countries have introduced national education reforms to incorporate environmental education, sustainable education, and entrepreneurship, but these aspects have not yet been fully integrated into the school curricula. This means that while there is some progress, more needs to be done to include these important areas of education in the curriculum.

There is also a general growth of outdoor learning across these countries, with the opening of forest schools, new programmes on environmental education, and networks for outdoor learning. However, creating outdoor school activities is still largely up to individual teachers and often happens as a one-off event rather than being fully embedded in the school system.

Entrepreneurial education is still missing as a fundamental component of the school curricula in these countries, and it is rarely linked with sustainability. The Entrecorp framework, a European reference framework for entrepreneurship education, is hardly ever considered in the training offered in these countries. This lack of emphasis on entrepreneurship education may contribute to the low entrepreneurial activity rate among young people in these countries.

Overall, while there have been some positive developments in the education systems of these four countries, there is still a long way to go to fully incorporate environmental education, sustainable education, and entrepreneurship into the school curricula. The report also identifies several barriers to this integration, such as rigid school curricula, a lack of interdisciplinary approaches, and legal and logistical constraints.

4.2. The structural analysis

The Sustainable Development Goal 4.7 underlines the significance of giving all learners the knowledge and expertise to advance sustainable development. Nonetheless, research indicates that national education systems have made minimal strides in incorporating SDGs into their curricula and teaching methodologies. This presents a significant hurdle in accomplishing the SDG objectives since education is crucial in propelling sustainable development and instilling values and attitudes essential for creating a fair and impartial world. Consequently, immediate action is imperative to prioritise the assimilation of SDGs into educational systems. This will ensure learners acquire the necessary competencies, awareness, and mindsets to contribute to a sustainable future.

Furthermore, evidence shows that there has been no institutionalisation of subjects such as outdoor learning, sustainable development, and sustainable entrepreneurship in the school curriculum. Although some of these topics have been included in the compulsory course of "civic education" (Italy and Croatia) or "education for citizenship" (Belgium), very few structural incentives have been developed by national administrations to help schools integrate more of these topics. Schools have great autonomy in deciding their curricula. Still, at the same time, the pressure to meet yearly learning objectives often results in excluding these subjects from the teaching experience.

Environmental, outdoor, or entrepreneurial education is often left to the independent and free choice of each school and is reliant on the interests and capacities of a single teacher. Most of the time, innovative and/or integrative activities and training are delivered through extracurricular activities, often relying on additional national and European funding.

In essence, the research shows that despite national education reforms, there is a lack of structural incentives to integrate topics such as outdoor learning, sustainable development, and sustainable entrepreneurship into the school curriculum. These subjects are often left to individual schools and teachers to decide whether or not to include them, resulting in them being treated as extracurricular activities rather than being fully integrated into the curriculum.

4.3. Outdoor learning analysis

Findings from the OUTSIDE research observed a positive increase in school initiatives, networks, and training in outdoor learning in all four countries. The COVID pandemic has also increased awareness of the benefits of being outdoors for children. However, outdoor schools are still rare, and the outdoor learning experience is limited to one-off school visits without long-term engagement.

The institutional barriers and lack of teacher training are the primary limits to the development of outdoor classes. Most teachers lack confidence and experience in having an outdoor class, as outdoor education is still not included as a topic studied to obtain a teacher's degree, except for some examples in Italy.

A cultural barrier also represents a significant limit in the four countries: stereotypes about unsafe, unhealthy living and a lack of outdoor learning are still prevalent for parents and teachers.

4.4. Entrepreneurial education analysis

The Entrecorp framework is a tool designed to help develop entrepreneurial skills, divided into three areas: Ideas and opportunities, Resources, and Into action, each containing five competencies that build the skills needed for entrepreneurship. The framework also includes 442 learning outcomes and an eight-level progression model.

The goal is to create curricula and learning activities that foster entrepreneurship skills. However, the research shows that the four countries involved in the study lack knowledge of Entrecorp, and the skills outlined in the framework need to be reflected in national education plans. This means that it's challenging to integrate the skills taught by Entrecorp, such as sustainability, outdoor learning, and green business, into the school systems.

Although some schools incorporate these skills, they often rely on the expertise of individual teachers, making it difficult to assess the skills' effectiveness. This is incredibly challenging as the skills are transversal and soft skills that don't always fit into traditional assessments. As a result, there is a need to introduce, develop and recognise entrepreneurial competencies in schools, and the Entrecorp framework offers a valuable tool to achieve this.

There is a general lack of sustainable entrepreneurship education in the schools of the four European countries analysed. Although there has been an increase in entrepreneurship education activities in recent years, it has yet to be widely adopted into the study plan. The barriers to this adoption are the same as those mentioned in the structural analysis above, such as the lack of interdisciplinary teaching and difficulties involving local communities in entrepreneurship education.

Furthermore, teachers in all countries need more skills and knowledge to teach entrepreneurship. Even countries with experience in active teaching methods and non-formal learning fail to connect these skills with entrepreneurship education. In some countries, business is studied but not associated with sustainability, representing a further barrier to entrepreneurship education.

4.5. Sentiments expressed by learners

According to the field research involving learners in four European countries, there is a widespread interest in outdoor learning and sustainable development among learners. Although many learners had some experience with outdoor learning and sustainable development activities, these experiences were often short-term and needed long-term engagement. Learners also showed interest in learning more about sustainable development and green business, which is supported by statistics showing that young people in these countries have a natural inclination to create independent business ideas.

However, learners' level of awareness regarding Sustainable Development Goals (SDGs) was low. Still, they demonstrated a concrete understanding of real-life challenges, such as pollution, waste management, scarcity of resources, waste reduction, and management. Many learners were less aware of the possibility of connecting sustainability with entrepreneurship to build sustainable systems or projects.

Overall, learners expressed a desire to develop their knowledge in these topics and bridge that knowledge with practical activities in their local community. In this sense, the transversal skills identified as a priority were critical thinking, project writing, project planning, creative thinking, solving complex problems, adaptability, emotional intelligence, negotiating skills, and organisational skills.

4.6. Key findings of the focus group research

The consortium found that outdoor learning and environmental education training are widely available in Belgium, Italy, Croatia, and Lithuania. However, there is a scarcity of courses on entrepreneurship and almost no sustainable entrepreneurship courses. These courses were mainly provided by local NGOs and European projects rather than schools or national education administrations. Even when resources are available, they are not easily accessible in one place for interested teachers. The OutComp has been developed to address this deficiency by creating a structured learning approach and connecting it to training resources and a formalised framework.

The findings from the field research provided a clear overview of the current knowledge, status, and obstacles towards developing the OUTSIDE methodology. Despite the growing interest in outdoor learning, environmental education, and sustainable entrepreneurship, there are still structural, logistical, and cultural barriers to including these subjects in the school curriculum. More work needs to be done in integrating the development of skills and competencies related to sustainable literacy and assessing them in school curricula.

Eight OUTSIDE training areas were identified, scoped, and mapped against the OUTSIDE methodology. The earmarked modules were considered relevant and appropriate for the learner groups targeted by this framework. Three use cases were developed and used to evaluate the validity of the module topics and learning outcomes. It was essential to use these use case scenarios to review the scope of each module from the perspective of the learner, trainer, and the sector in general. See **figure 3** below.

OUTSIDE USE CASES

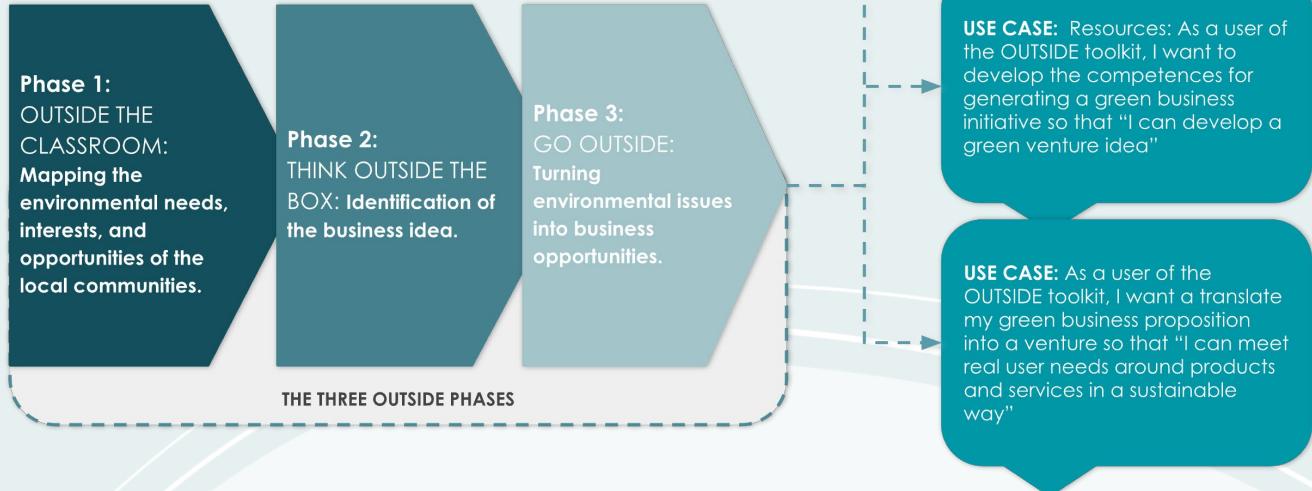


Figure 3: OUTSIDE use case scenario and modelling technique

5. Methodology

A literature review of various concepts, debates, policies, and regulations that were relevant to the domains of open schooling, entrepreneurship, and sustainable development was conducted. This critical synthesis of existing knowledge served as the foundation of all subsequent research efforts by the consortium.

As shown in **figure 4** below, the research efforts conducted for the OutComp were multifaceted and comprehensive, drawing from both existing knowledge and new research. The findings from the various Intellectual Outputs (IOs) have contributed to developing resources and frameworks that would be useful for promoting sustainable entrepreneurship among learners.

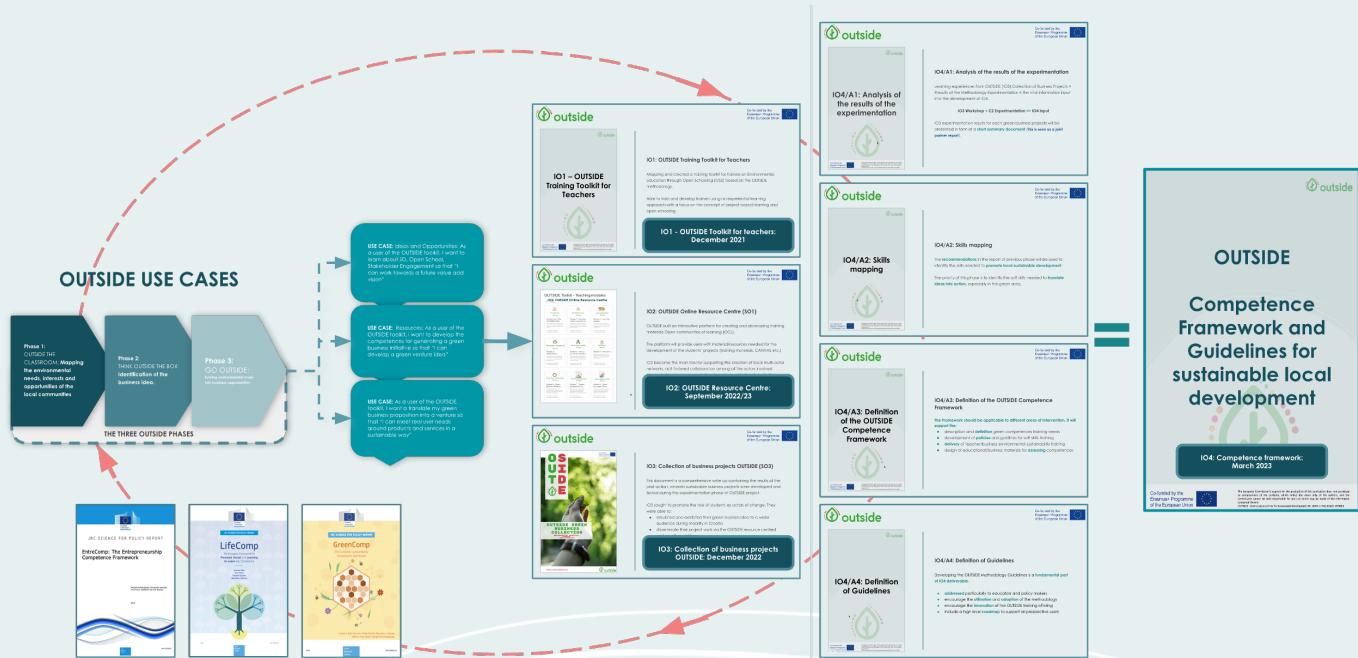


Figure 4: Scope of study that led to a formalised OutComp framework (see appendix for large images)

As shown in **figure 5** below, conducting a comparative analysis of the OUTSIDE principles against the ethos of EntreComp, LifeComp, and GreenComp was essential. The analysis helped to identify correlated topics and relationships between the OUTSIDE training resources, learning outcomes, and other similar EU frameworks. The learning outcomes of the individual OUTSIDE modules were then aligned, and areas of overlap were refined and converged to form holistic modules. This way, training can be mapped for learners to acquire the necessary OUTSIDE competencies and skills. This is vital for the success of the OUTSIDE training program.

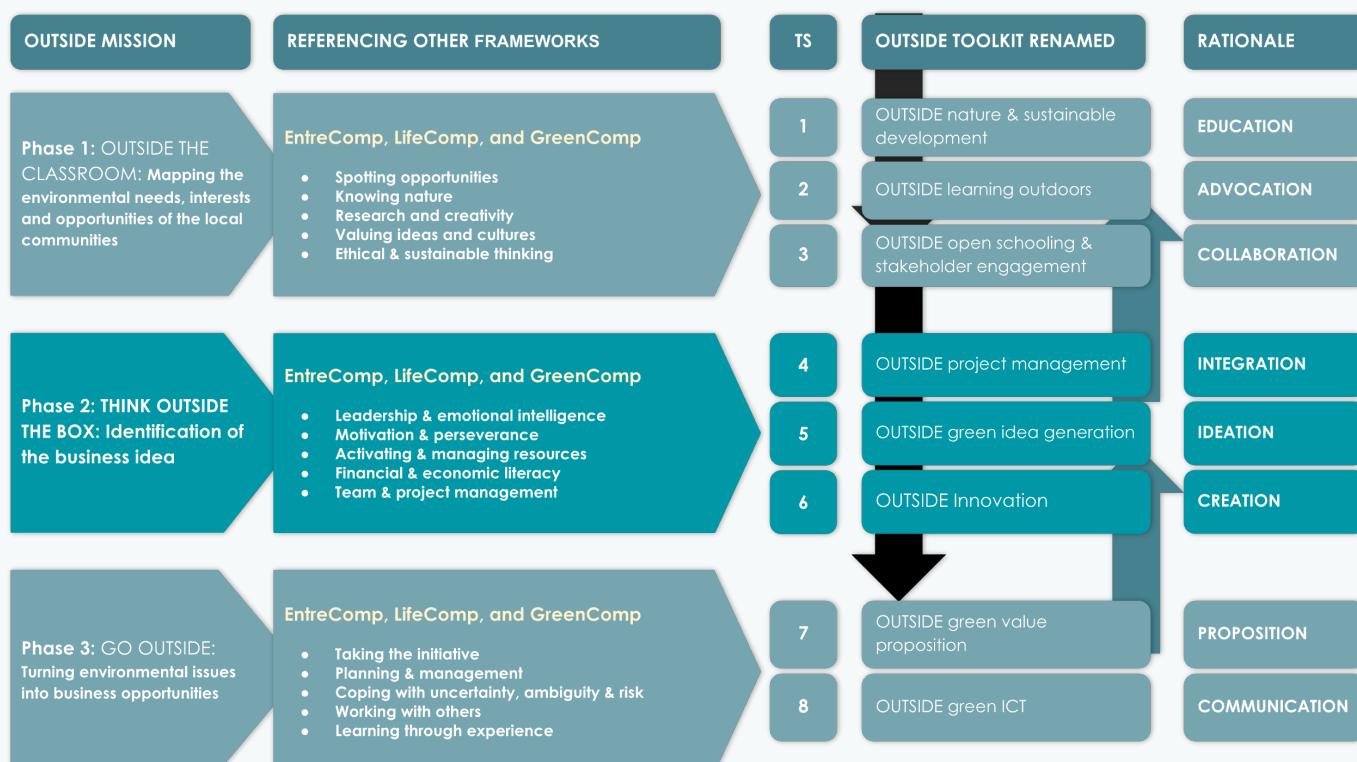


Figure 5: A comparative analysis of the OUTSIDE principles against the EntreComp framework

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Findings from the comparative study resulted (see **figure 6** below) in the refinement of the selected training modules. The training modules were evaluated against the LifeComp competencies to ensure learners develop the right set of life skills needed to succeed in the future in various works of life. The notion of continuous self-development and improvement in terms of professional and interpersonal civic engagement skills is strongly concerned here.

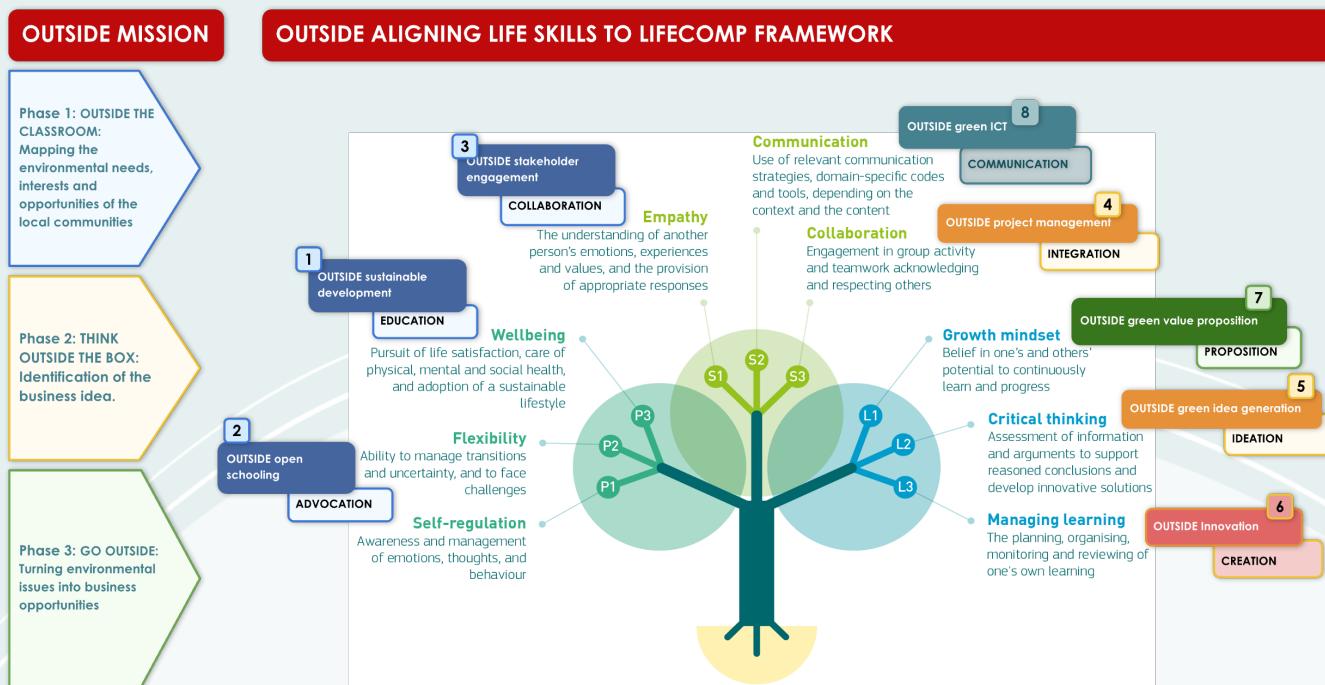


Figure 6: A comparative analysis of the OUTSIDE against the LifeComp framework

Values of the GreenComp were retrospectively considered as part of the study to inform the OUTSIDE concepts that enable learners to develop competencies and acquire the knowledge, skills and attitudes needed to truly value our planet and take action to protect it (GreenComp, 2022).

6. Mapping and aligning the OUTSIDE training modules

The outcomes of the extensive desk and field research culminated in the development of eight modules for the OUTSIDE Resource Center. Additionally, the consortium identified a collection of green business project ideas that could be used to foster sustainable entrepreneurship among learners.

Regarding **figure 7**, the three phases were broken down into module topics, forming the logical structure for the OUTSIDE Resource Center (the Toolkit). These modules have an unpinning key rationale linked to research methods, project management techniques application, value proposition development, communication and digital literacy.

| OUTSIDE MISSION | MODULE DOMAIN | TOOLKIT | MODULE NAME | RATIONALE |
|---|--|---------|---|---------------|
| Phase 1: OUTSIDE THE CLASSROOM: Mapping the environmental needs, interests and opportunities of the local communities | Knowing nature to protect the world | 1 | OUTSIDE nature & sustainable development | EDUCATION |
| | Taking learning outdoors | 2 | OUTSIDE learning outdoors | ADVOCATION |
| | The stakeholders' engagement | 3 | OUTSIDE open schooling & stakeholder engagement | COLLABORATION |
| Phase 2: THINK OUTSIDE THE BOX: Identification of the business idea. | Turning ideas into business opportunities | 4 | Environmental challenges & business opportunity | INTEGRATION |
| | Innovation and enterprise | 5 | OUTSIDE Innovation | CREATION |
| | Adopting green business approach | 6 | OUTSIDE green idea generation | IDEATION |
| Phase 3: GO OUTSIDE: Turning environmental issues into business opportunities | Project Management for sustainable development | 7 | OUTSIDE project management | PROPOSITION |
| | Green ideas and digital literacy | 8 | OUTSIDE green ICT | COMMUNICATION |

Figure 7: Training modules mapping, rationale and alignment.

7. Limitations

The research analysed various training programs available in different countries aimed at improving education and training for learners. This includes initiatives, policies, projects, networks, and communities that promote open schooling. The reason for analysing this is to understand each country's broader spectrum of activities and training opportunities.

During the research, it was found that there are many training programs available in outdoor learning and environmental education for educators and teachers. However, there needs to be more inclusion as a method or approach. Additionally, there is a shortage of training programs available for entrepreneurship, and often there is little or no reference to Entrecorp.

Furthermore, there is a lack of sustainable literacy combined with entrepreneurial education. Even if training programs exist, they are often not gathered in an accessible platform or advertised to teachers or educators. The leading providers of these training programs are non-governmental organisations (NGOs) and European projects.

The OutComp framework's development required several iterative refinements, pilot actions, mobility experimentation, and evaluation. The utilisation of a longitudinal approach, coupled with extensive research, underpins this framework. A sizable number of educators, stakeholders, learners, communities, and members of the general public have either participated or were consulted (both homogeneous and heterogeneous groups) for feedback to form a consensus about the appropriateness of OUTSIDE work and deliverables. Thus, the framework has gained a level of endorsement (mainly in education) and has been tested through mobility experimentation and multiplier events.

The framework may be recommended to educators and the education system in the EU. It is suitable for adoption and application within the education system; it can be embedded in training programmes or customised where necessary by training outlets but without prejudice to existing setups and modes of teaching.

However, it must be stressed that the framework has not yet been adapted to or tested in all educational programmes or settings. A subsequent step will be to try the OutComp framework in practice in as many educational settings as possible by implementing and evaluating it in a more specific context.

8. Structure of this report

To explain the OutComp framework, the content is structured as follows—

Chapter 8 introduces and defines the terminology and ideas that form the OUTSIDE theory, summarising the overall competence of the project objectives.

Chapter 9 details the framework's purpose, EU measures and priorities, and reviews related European competence frameworks that validate or correlate with the OutComp Phases developed.

The OUTSIDE Competencies are explained in **Chapter 10**. This section provides an in-depth review of the OutComp Phases, their definitions and learning objectives, while **Chapter 11** provides application resources and examples.

Chapter 12 discusses the transferability of OUTSIDE and OutComp in alternative teaching (or training) circumstances. Following this, **Chapter 13** provides guidelines for educators, and **Chapter 14** provides recommendations for successfully moving forward with the programme.

In **Chapter 15** the framework is concluded, followed by acknowledgements in **Chapter 16**, and references in **Chapter 17** complete the report.

8.1. Clarification of terminology

The table below highlights the common understanding of terms used in this framework.

| Term | Definition and source |
|----------------------------|--|
| Educator(s) | Educator is a broad term for teachers, instructors, facilitators and the like. |
| Enterprise | The application of innovative ideas and creative thinking to deliver value while taking calculated risks in various contexts. Quality Assurance Agency for Higher Education (QAA) Framework (2018) |
| Entrepreneurial education | To develop entrepreneurial mindsets and competencies through education by creating and acting upon opportunities, innovating within established organisations, and generating business ideas. Quality Assurance Agency for Higher Education (QAA) Framework (2018) |
| Entrepreneurship education | A process of developing entrepreneurial mindsets and competencies through educational activities by understanding entrepreneurial opportunities and risks and |

| | |
|------------------------------------|--|
| | generating business ideas. Quality Assurance Agency for Higher Education (QAA) Framework (2018) |
| Environmental education | According to the EPA (2018), environmental education enables individuals to examine environmental problems, develop solutions, and take action to enhance the environment. This process leads to a greater comprehension of environmental issues and equips individuals with the ability to make informed and responsible decisions. |
| Experiential learning | An active process which engages the learner by developing personal understanding, knowledge, skills and attitudes through the analysis of and reflection on the activity. |
| Green business strategy | According to Banerjee (2002), Green business strategy refers to the tendency to integrate environmental issues in business strategy across sub-business functions such as manufacturing, supply chain, finance, human resources and marketing in international markets. |
| Learner(s) | Learner is a broad term used to indicate the subject of lifelong learning. It refers to pupils, students, job seekers, employees, entrepreneurs and citizens alike. |
| Learner Resource Centre - LRC | Learner Resource Centre is the online digital repository that contains all OUTSIDE training materials developed. This is sometimes referred to as the Toolkit. Note: This digital solution is not a training course but a library of artefacts collected for the purpose of training and learning. OERs, reference materials, videos, and OUTSIDE content. |
| Open Communities of Learning - OCL | "Open Learning Community" denotes fostering an entrepreneurial mindset and raising awareness of environmental and sustainability matters among youth. This involves creating connections between the public and private sectors and engaging schools, corporations, and other interested parties. |
| Open Educational Resources - OERs | According to Wikipedia , OERs are teaching, learning, and research materials intentionally created and licensed to be free for the end user to own, share, and in most cases, modify. |
| Open Schooling | A democratic environment that supports innovative educational projects and creative activities. It offers a flexible structure for school leaders and teachers to manage and monitor change in school settings while ensuring it meets local needs. It encourages exploring the world in innovative ways that inspire, engage, and connect, rather than just automating processes. (Sotitou & Cherouvis, 2020) |
| Outdoor Learning | Outdoor Learning is an organised learning that takes place in, about and for the outdoors drawing upon the philosophy, theory, and practices of experiential education and environmental education. |
| OUTSIDE Resource Center - ORC | The OUTSIDE Resource Centre is a cross-media platform developed to host interactive training material for both learners and training facilitators |
| Stakeholders | Individuals, groups and organisations with a direct and indirect interest in value-creating activity and its impact. |
| Student-centred learning | Encompasses methods of teaching that shift the focus of instruction from the teacher to the student to develop learner autonomy and independence by putting responsibility for the learning path in the hands of the student. Student-centred learning focuses on skills and practices that enable lifelong learning and independent problem-solving. |

Table 1: OutComp terminology and explanation

9. OUTSIDE competencies framework (OutComp)

The ideas and concepts that form the OUTSIDE theory stem from a collection of primary and secondary data sources that have become the OUTSIDE Competencies (OutComp). To arrive at this, the project enlisted the expertise of four (4) organisations (technical partners), educators and 40 learners represented across five (5) schools and five (5) countries. As the development of the framework progressed, the team, schools and other stakeholders were required to provide feedback on the OutComp phases, their definitions and outcomes (where applicable).

There's been a lack of inclusion of outdoor learning, environmental education, and sustainable entrepreneurship in school curricula, and despite growing interest in these areas, barriers still prevent their integration into education systems. To promote sustainable development and entrepreneurship in education, OUTSIDE framework delivers a flexible approach for facilitating teacher training and for planning and engaging learners.

For more information about the detailed development process, refer to **Chapter 10** on **page 25**.

9.1. Purpose of the framework

This framework provides guidance for all sectors with education as their focus and where sustainable development and green entrepreneurship needs to be prioritised. It lays out learning outcomes and module descriptors for promoting sustainable development and entrepreneurship learning in education—in line with the United Nations Sustainable Development Goals (SDGs), particularly SDG 4.7.

9.2. European Commission measures and priorities

The OutComp framework responds to the European Commission's measures and priorities by promoting a project-based educational approach that stimulates learners' creativity and motivation to learn. It also promotes interdisciplinary learning, where learners engage in studying different disciplines to create their entrepreneurial and environmental projects.

The framework encourages learners' active engagement in the learning process through a problem-solving approach. Learners gain the opportunity to work to solve real-world problems linked to their community. The framework also aims to strengthen teachers' professional and personal skills and encourages the creation of local multi-actor networks involving schools, the key actors in the labour market, institutions, and civil society to support young learners' learning process.

With the OutComp framework, there is a complete approach to promoting sustainable development and entrepreneurship in education. This framework solves the problem of outdoor learning, environmental education, and the integration of green entrepreneurship in school curricula. It provides a roadmap for educators to facilitate learners' skill acquisition and promote their active engagement in the learning process. It can also be used to support the development of entrepreneurial competencies, creativity, and initiative among young people.

9.3. Related European competencies framework

The OutComp framework is a standalone reference document but can be used alongside other EU frameworks such as **GreenComp**, **LifeComp**, and **EntreComp**.

The framework is what trainers and educators will refer to, in conjunction with the resources in the OUTSIDE toolkit, to design, develop, and shape training centred around environmental sustainability and local stakeholder engagement. The difference between OutComp and the three frameworks noted above is their scope and focus.

Admittedly, OutComp aligns closely with the principles of the GreenComp framework in that they both define sustainability competencies that can be embedded into educational programmes, but the OutComp has learners, aged 11-16 as its target audience. OutComp acts as a reference framework for understanding the curricula, tools, and learning outcomes needed for facilitating sustainable entrepreneurial education in schools and how to bridge gaps between schools and local communities.

Similar to the LifeComp framework, which focuses on the development of personal and social skills through education and lifelong learning, OutComp focuses on how to map training to learning outcomes that develop soft and interpersonal skills essential for the 21st-century citizen. The framework guides educators on how to encourage lifelong learning and professional practice at a local and multicultural community level.

A key objective of the EntreComp framework is to promote the development of entrepreneurial competencies through EU education systems. In a similar way, and without 'reinventing the wheel', the OutComp framework provides methods for embedding entrepreneurship in educational programmes.

9.4. Fundamentals of the OutComp

| | |
|---|---|
| Establishes learning outcomes: | It would help ensure that learners acquire the knowledge and skills they need to become agents of change. By aligning learning goals with the three EU frameworks, educators and training can more effectively design, facilitate, and deliver training that helps learners to achieve their goals. |
| Increases accountability: | It promotes effectiveness and holds educators and organisations accountable for the quality of education they provide. By tracking learners' progress against specific learning objectives, educators can identify areas where learners may struggle, as the case was during the mobility experimentation in Croatia and provide targeted support to help them succeed. |
| Enhances communication: | Having a systematised training strategy will foster better communication between learners, trainers, and other stakeholders. By using a common language and set of goals, all parties can more easily understand, appraise, and discuss learners' progress, needs, and achievements. |
| Greater transparency: | This can provide greater transparency into the education system and the learning goals that learners are expected to meet. This can help all parties better understand the OUTSIDE training commitments and the expectations for learning. |
| Better alignment with standards: | Helps to ensure that the OUTSIDE training and assessments process is benchmarked against EU standards stated in the GreenComp, EntreComp, and LifeComp frameworks. This will help to ascertain that learners are acquiring the skills and knowledge they need to succeed in a sustainable green economy. |

Table 2: Five fundamental pillars of the OUTSIDE Competencies

10. OUTSIDE phases, competencies, and descriptors

To ensure that the learners acquired the necessary skills and competencies, the consortium formalised the learning outcome descriptors. These descriptors helped outline the specific learning goals that learners were expected to achieve during their participation. The consortium also developed the OutComp framework, which provided a comprehensive overview of the competencies learners needed to acquire to succeed in the entrepreneurial domain.

The OutComp model provides an in-depth understanding of the learning outcomes achieved when implementing the OUTSIDE methodology. The model produces nine (9) measurable priority learning outcomes categorised into three (3) phases, as detailed in **figure 8**.

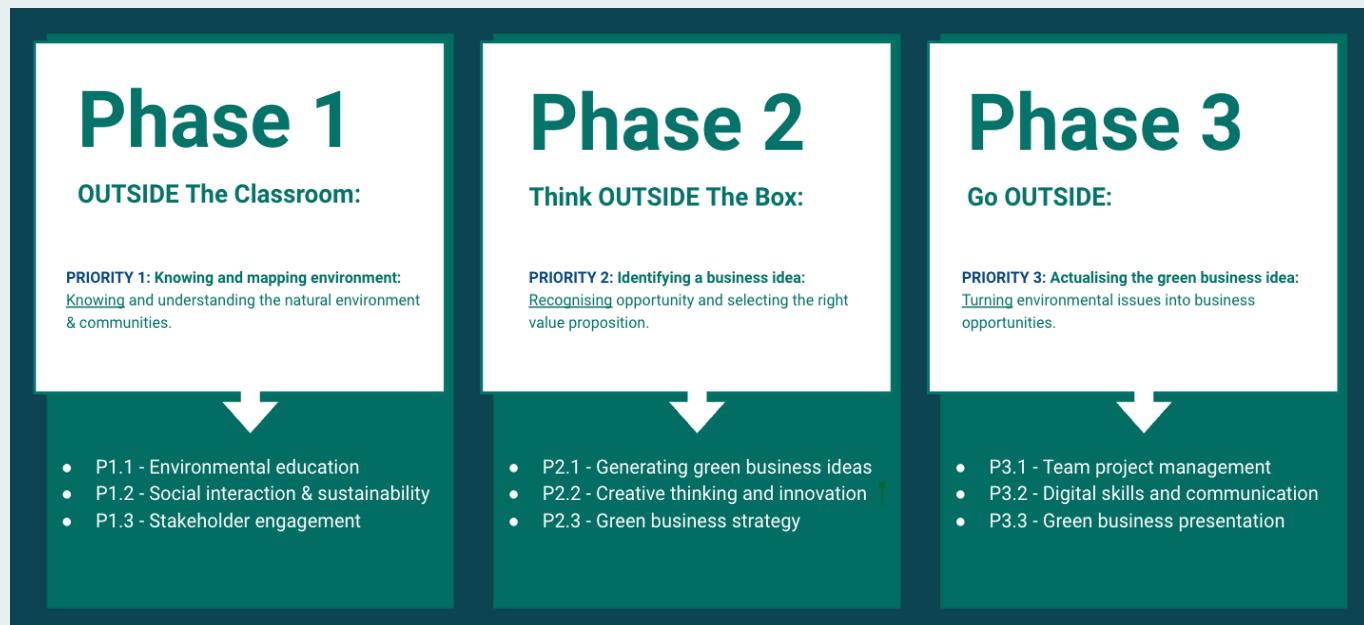


Figure 8: Classification of the OUTSIDE learning priorities

Each of the identified priority learning outcomes link back to the main objectives of the methodology, giving educators and institutions wishing to adopt the OUTSIDE values a clear view of which competencies are developed when specific modules are taught. By grouping the priority outcomes, educators can use the phases to evaluate the progress made and the programme's effectiveness with their learners.

| PHASES | COMPETENCE | DESCRIPTOR |
|--------|---------------------------------|---|
| P1 | P1.1 Environmental Education | To adopt an environmental education approach, teaching learners how to interact with the environment responsibly. |
| | P1.2 Sustainable Interaction | Social To develop social interaction within a learning and business development context, with awareness of sustainable impact. |
| | P1.3 Stakeholder Engagement | To actively communicate and collaborate with individuals or groups that have an interest or concern in sustainable development |
| P2 | P2.1 - Green business ideas | To adopt green operational strategies, produce or offer green products and services, or support green causes. |
| | P2.2 - Creativity & innovation | To adopt creative and critical thinking as a means to developing innovative ideas. Learners will know how to think beyond the 'obvious' using evidence and research to help them develop their ideas. |
| P3 | P2.3 - Green business strategy | To develop strategies that increase sustainability and reduce environmental risks and negative impacts. |
| P3 | P3.1 - Team project management | To manage resources, oversee timelines and project goals, and understand how to handle risk and contingencies that may impact the direction of their plans. |
| | P3.2 - Digital skills | To utilise various digital tools and channels to effectively communicate and promote a business's goals and objectives. |
| | P3.3 - Idea presentation skills | To successfully detail a business idea to others as a business pitch. |

Table 3: OutComp phases, competencies, and descriptors

10.1. Phase 1—OUTSIDE the classroom: mapping the environmental needs, interests, and opportunities of local communities.

By magnifying the importance of environmental education, this phase is a vital step in teaching learners how to identify opportunities that directly impact their local communities. The concept intentionally dispels the notion that environmental and sustainability issues are large-scale and often a global concern. By homing in on local communities, learners are exposed to realising that global improvements start locally; this phase increases their awareness of their environmental impact. The step also promotes community participation to discover environmental needs in their community. To achieve this effectively, open schooling methods and communicating with members of the community are requirements for gathering data that will later support business ideas the learners create.



Module 1: Research about nature and current climate and sustainable development issues.

EDUCATION



Module 2: Diversity of outdoor learning builds good connections with people, businesses, and the environment.

ADVOCATION



Module 3: Turn schools and learning centres into "open system" that engage stakeholders and local actors.

COLLABORATION

Phase 1

| Reference No. | OutComp: P1 |
|--------------------------|---|
| Short Description | This phase of the OutComp model teaches learners how to identify sustainable business solutions by assessing environmental needs, interests and opportunities for and within their local communities. |
| Target Audience | Primarily learners aged 11-17 but can be adapted to other target groups and business scenarios. |
| Aims | To teach learners the importance of research to develop ideas and solutions. To introduce learners to research methods. To encourage learners to participate within their communities as a means to gather data to advocate their solution ideas. |
| Learning Outcomes | P1.1 Environmental Education P1.2 Sustainable Social Interaction P1.3 Stakeholder Engagement |
| Related Modules | Module 1: Knowing Nature to Protect the World Module 2: Learning Outdoors Module 3: Stakeholders' Engagement into School Life |

| | |
|-----------------------|---|
| Delivery Hours | Module 1: 14 hours. Module 2: 4 hours. Module 3: 13 hours. Total: 31 hours |
| Keywords | Community; Empathy; Growth Mindset; Idea Generation; Open Schooling; Research. |
| Case Study | <p>Refer to Outside Green Business Collection Environmental Education Through Open-Schooling (2023)</p> <ul style="list-style-type: none"> Traditional Lithuania Toys: address people who care about nature, the community and tourists in Merkinė 3-D Souvenirs: Souvenirs from 3D printing plastic, which we will try to make and recycle ourselves Safe and healthy to school: Increase traffic safety around schools The Pastries: Create healthy green snacks and sweets, made with local products and plants, without plastic containers Possibilistic, All The Possibilities Of Plastic: Create objects with recycled plastic |

Table 4: Phase 1 descriptor and learning elements

10.1.1. Environmental education

Environmental education is a form of education that promotes awareness of environmental issues and focuses on developing the skills and knowledge required to solve the issues. It combines traditional education, i.e., sciences, emphasising understanding how human behaviour and actions impact the world. As an outcome of phase 1, the learners are empowered to make informed and responsible actions to protect the environment and promote sustainability.

Environmental education: To interact responsibly with nature by combining informed research, knowledge, skills, and sustainable lifestyle values in decision-making processes. While an overarching outcome for this phase, as a competence, learners can demonstrate their understanding of environmental issues and determine which issues matter to them most.

Research: To conduct research, query data, and prepare scientific findings. Learners will use research materials to shape their ideas and decision-making activities. The ability to discover supporting or countering evidence on the issues identified and research as a skill will enable learners to adopt a critical thinking approach to determining how they will approach environmental concerns.

Problem framing: To define and understand the impact of a problem issue. Analyse the problem's root cause and engage stakeholders or communities in the decision and solutions process. With this skill, learners are taught the importance of understanding how several factors may impact the environmental landscape and choices of their communities. By understanding the foundational cause of a problem, learners are better equipped to develop long-lasting and effective solutions.

Open schooling and communities: To explore innovative entrepreneurial ideas with input and collaboration from local businesses and communities and envision a sustainable society. The incorporation of this teaching style serves the purpose of helping learners improve their interpersonal skills and gain an in-depth awareness of their community and

its members. It fosters a unique knowledge-sharing experience—creating mutual interests and connections.

10.1.2. Sustainable social interaction

Sustainable social interaction refers to the practice of developing and maintaining mutually beneficial relationships to increase awareness of sustainability issues and causes. Coming together over a common cause is respectful and supportive whilst striving to learn and exchange information with consideration.

Empathy and active listening: To understand and appreciate the perspectives and feelings of participants, individuals, or communities to foster sustainable social interactions. This competency is a highly sought-after skill. From a business perspective, learners can provide the solutions their communities need, as opposed to running the risk of assuming an incorrect problem and thus providing unrequired solutions. Empathy and active listening increase their chances of increased support and interest in their projects. The ripple effect is increased confidence and focus on effectively helping their communities.

Environmental and cultural sensitivity: To understand and respect nature, different cultural perspectives, and values to maintain sustainable social interactions. This competence outcome will enable learners to develop awareness and considerations for the environment and cultural beliefs. The idea is that learners become willing to learn something new and assess how environmental issues and cultural values are regarded and may impact their business ideas. Beyond their business ideas, it also teaches the importance of tolerance and respect.

Sustainable thinking: To suggest ideas and make decisions while being aware of the sustainable and environmental impact. This allows learners to demonstrate their problem-solving skills to find the best and most sustainable possible outcomes. The goal is to encourage creative and unique ideas.

10.1.3. Stakeholder engagement

Stakeholder engagement is the ability to actively involve individuals or groups interested in an initiative, solution, or cause. The idea is that learners become confident with communicating and collaborating with stakeholders who share the same or similar concerns for sustainability and the issues the learners wish to address. By interacting with stakeholders, learners can garner support and information that will help in understanding and enhancing their ideas.

10.2. Phase 2—Think OUTSIDE the box: identification of the business idea.

At this phase, learners are expected to use their gathered information to generate innovative and creative business ideas that solve an environmental issue and target a specific audience. Their ideas must be sustainable and present viable options from an entrepreneurial perspective by applying business theories and processes to evaluate their options. This stage is designed to encourage learners to embody sustainability values throughout their process while understanding and navigating the complexities of sustainability within the context of business development. Learners are also expected to demonstrate the ability to think and plan for the future—they must be able to identify future opportunities and threats to their ideas and environmental developments in the future.



Phase 2

| Reference No. OutComp: P2 | |
|---------------------------|--|
| Short Description | Phase two teaches learners how to choose the most suitable and viable business idea for the problem they want to solve. |
| Target Audience | Primarily learners aged 11-17 but can be adapted to other target groups and business scenarios. |
| Aims | To teach learners how to create and select a business idea. To teach learners how to incorporate forecasting and adaptability in the development and selection process of their ideas. To utilise critical thinking and empathy when creating new ideas. |
| Learning Outcomes | P2.1 - Green business ideas P2.2 - Creativity & innovation P2.3 - Green business strategy |
| Related Modules | Module 4: Challenge into a Business Opportunity Module 5: Innovation Module 6: Green Business Strategy |

| | |
|-----------------------|---|
| Delivery Hours | Module 4: 10 hours 45 mins. Module 5: 3 hours 30 mins. Module 6: 16 hours. Total: 30 hours 15 mins |
| Keywords | Business Opportunities; Environmental Challenges; Green Business Strategy; Innovation; Interpersonal Skills; Sustainable Development Goals. |
| Case Study | <p>Refer to Outside Green Business Collection Environmental Education Through Open-Schooling (2023)</p> <ul style="list-style-type: none"> • <u>Jewellery: Produce jewellery that will be environmentally friendly, and attractive to people</u> • <u>Resurrect for the second life: Using the material from things raised back to life for the second time</u> • <u>B&coB: Eco-sustainable hotels</u> • <u>Re-Generation</u> |

Table 5: Phase 2 descriptor and learning elements

10.2.1. Generating green business ideas

Generating green business ideas is the ability to develop business concepts and plans that are environmentally sustainable, ideal for the local community and viable in terms of operational costs and generating profit. Learners should brainstorm as many ideas as possible, from new products and improved services to strategising operational processes and the like. The objective is to be creative and innovative, reflect sustainability values and be cost-effective.

Innovative and sustainable solutions: To identify new opportunities and create innovative solutions for addressing environmental challenges is a key skill for successful green entrepreneurs. Here, learners are expected to demonstrate their process for identifying a problem, i.e., ensuring their solutions are evidenced-based. Following that, they should be expected to participate in brainstorming exercises to show teamwork and explain how their ideas could work.

Strategic risk management: To be able to assess and manage the green idea effectively, especially when the green business idea or community starts to grow. Introducing learners to the business world also includes management skills. This outcome focuses on the ability to assess potential [future] risks and discuss business and sustainability scenarios considering growth. This equips learners with the ability to forecast and confidently address the 'what-ifs'; the aim is to prepare learners to be forward-thinking in their approach to developing ideas.

Networking and relationship building: To build and maintain stakeholder relationships and leverage them to drive growth and success. This outcome supports the stakeholder engagement outcome in Phase 1, in that learners will develop strategic networking skills to learn from and educate stakeholders about their ideas. The focus is to encourage learners to build their confidence and allowing them to experience the benefits of networking.

10.2.2. Creative thinking and innovation

To adopt creative and critical thinking as a means to developing innovative ideas. Learners will know how to think beyond the 'obvious' using evidence and research to help them refine their ideas. Learners will also understand how to use innovation to engineer their products/services through brainstorming exercises and ideation and prototyping their ideas.

Idea generation: To generate and develop new and unique ideas. Able to think outside the box and create creative solutions to problems. Here, learners should develop the confidence to share their ideas within their groups. It is an opportunity to encourage participation from all learners and to create an environment where ideas are heard, received, and assessed objectively. Learners should also be able to identify concepts that complement each other or could be merged for a better outcome. The goal is to be able to identify cost-effective and sustainable opportunities.

Flexibility and adaptability: To adapt to changing circumstances and be open to new ideas. Able to pivot or change direction when necessary whilst thinking creatively when faced with obstacles. Here, learners will learn the importance of having contingency plans for their ideas. Where strategic risk management plans for the future, this outcome measures how learners respond to the present need for adaptability in the case that their plans change (for good or bad). This outcome considers if learners welcome change or resist it, and how their responsiveness affects the progress they make in developing their ideas.

Embracing risk: To take measure risks and try new things. Able to deal with uncertainty and ready to take on a new challenge, willing to experiment, and to learn from failure. Learners will learn how to embrace calculated risks. Embracing risk works well with developing flexibility and adaptability, as it often requires quick decision-making. This outcome focuses on teaching learners how to learn from the unexpected and how to find alternative advantages when dealing with uncertainty.

10.2.3. Green business strategy

Strategy is the ability to create a detailed plan for achieving business goals. Green thinking comes into play at the planning stage, where learners should question if their processes and plans promote sustainability at the application and output stages.

Identify and prioritise sustainability opportunities: To identify areas where sustainability can be integrated and prioritise opportunities based on potential impact and feasibility. This learning outcome will challenge learners to prioritise sustainability before other business goals. They will be able to demonstrate an effective thought process that justifies their choices, for example, choosing to work with an expensive contractor over a cost-effective one due to having a transparent, sustainable, and ethical production model.

Green strategic thinking skills: To develop and implement a comprehensive green business strategy using OUTSIDE green business strategies and account for short-term and long-term goals. Here, management and critical thinking skills are utilised most. Learners should be able to discuss their strategies and explain the rationale behind the actions they wish to take. By doing so, they learn how to question and refine their processes for the best possible environmental result.

Analytical and problem-solving skills: To analyse basic data, identify patterns, and solve problems related to sustainability and environmental issues for resource efficiency and cost savings. Learners will be able to use data to support, change or halt the development of their idea. The outcome aims to enable learners with analytical skills to not only know what the data says but also express why and how the data impacts their concepts.

10.3. Phase 3—Go OUTSIDE: turning environmental issues into business opportunities.

Here, learners will learn, improve, and showcase vital interpersonal and technological skills that support developing their selected business idea. They must be able to demonstrate management capabilities and continue to encompass sustainability and collaborative values as they develop their operational strategies. This phase aims to build competencies that increase the chances of turning green business ideas into live ventures that effectively meet the needs of their local communities.



Phase 3

| Reference No. | OutComp: P3 |
|--------------------------|---|
| Short Description | This phase introduces learners to the processes and strategies needed to bring their Green Business to life. |
| Target Audience | Primarily learners aged 11-17 but can be adapted to other target groups and business scenarios. |
| Aims | To encourage learners to think about the impact their personal and business decisions have on sustainability at a local and global level. Critical thinking and learnings from local business owners to develop business processes for their ideas. Learn and implement project management skills to plan and organise their business. To create effective communication strategies. |
| Learning Outcomes | P3.1 - Team project management P3.2 - Digital skills P3.2 - Idea presentation skills |
| Related Modules | Module 7: Project Management for Sustainable Development Module 8: Boost your green ideas through ICT |
| Delivery Hours | Module 7: 9 hours. Module 8: 3 hours 30 mins. Total: 12 hours 30 mins |
| Keywords | Communication; ICT; Project Management; Social Media; Team Building; |
| Case Study | Refer to Outside Green Business Collection Environmental Education Through Open-Schooling (2023) <ul style="list-style-type: none"> • ChiArt: We would make and set up collectors for cigarette butts • E-permission: Online e-consent form • Gumbeki: Up-cycling buttons • BioReacy: Decrease waste thrown away unnecessarily • The Journal of Possibilities: School l'Arbre des Possibles Journals • A Nest of Recycling: Design and sew with recycled old clothes and fabric |

Table 6: Phase 3 descriptor and learning elements

10.3.1. Team project management

Planning: Learners will learn how to identify the tasks necessary for their project goals, how to plan for potential risks, and how to use critical thinking to adjust their plans as needed. Alongside creating a green business strategy, learners also need to include their organisational (team) structure that indicates the roles of each member and how their roles support their business plans. Learners will be assessed on how they work in teams, designate a team lead, delegate tasks, collaborate and set deadlines for their tasks. They will also be assessed on the creative ways they work to stay on track with their task goals and deadlines.

Development: The process of managing progress and completing tasks towards launching a product or service. To measure progress, identify missed steps, and take corrective action. For learners, the development outcome is about documenting the progress made at each stage of their plans and increasing their awareness and ability to identify opportunities to improve their concepts. This outcome teaches learners how to reiterate their concepts when compelling opportunities are identified.

Implementation: To implement green strategies correctly. Learners will manage projects effectively by using tools and techniques provided in the OUTSIDE Toolkit. The implementation outcome is a simulation exercise that enables learners to apply the theories they are learning into practice. This approach ensures that learners experience what entrepreneurship is and also see their ideas' impact on the local community. The implementation stage is intended to spark creativity and expose learners to business thinking and sustainability concepts.

10.3.2. Digital skills and communication

Digital literacy: The ability to use technology and digital tools effectively and efficiently for communication, information management, and problem-solving. Here, learners will showcase their understanding of digital platforms and devices in ways that support their green business ideas and goals. This outcome enables the learners to build on their digital skills and familiarise themselves with new methods related to how businesses operate and utilise digital mediums in the real world.

Communication skills: The ability to effectively convey information and ideas through written and oral communication, including the use of traditional media, digital tools, and relevant platforms (i.e., local community meetings). Learners are required to create and implement communication and marketing strategies to effectively promote their green business, build awareness in their local communities and generate support from stakeholders. The goal is to help learners build their communications skills and learn how to craft effective messages for their target audience.

Networking: The ability to build and maintain professional relationships using digital tools and platforms, such as social media and professional. While implementing their marketing and communication strategies, learners also need to consider how they will develop and maintain relationships with stakeholders through effective communication. This teaches learners how to expand their reach for stakeholder support and engagement.

10.3.3. Green business presentation

Knowledge of sustainability practices and principles: To articulate and demonstrate a strong understanding of sustainable business practices and communicate the value of a green business model. Here, learners are expected to discuss their ideas in relation to green business principles and theories. The objective is to assess the learners' understanding of these principles and their ability to apply them to their business idea accurately.

Strong data analysis and presentation skills: To effectively analyse and present data related to a sustainable development project and communicate the impact of green

business initiatives to stakeholders and decision-makers. At this stage, learners will present their findings and discuss their processes supported by evidence (i.e., research and the results of implementing their business plans). The goal is to teach learners how to interpret data—explain what the data says and decipher what their findings show and how the data impacts their business idea moving forward.

Strong communication and collaboration skills: To effectively communicate and collaborate with these stakeholders and build support for and implement green business initiatives. The communication here considers how learners present their business concepts during and after implementation. The objective is to communicate effectively with stakeholders for collaborative purposes. Learners must be able to explain what they need from their stakeholders and identify the benefits stakeholders will enjoy from their partnership.

11. Applying OUTSIDE to environmental sustainability

The OUTSIDE framework expounds on the outcomes of the eight (8) modules developed based on the OUTSIDE methodology. Educators and teachers can find the modules on the online Open Education Resources (OERs) as created by OUTSIDE.

Materials include content about outdoor learning, open schooling, sustainable development, and entrepreneurship education. Teachers and educators can access the content freely and use the toolkit as a whole or some of the modules.

The platform is not a training course but a methodology and a learner approach. By using this Toolkit, educators and teachers can help their learners develop critical thinking skills, problem-solving abilities, and a deeper understanding of the world around them.

11.1. OUTSIDE resource centre (Toolkit)

| Module 1 Name | Module introduction |
|---|--|
| Module 1 - Knowing nature to protect the world | The importance of nature protection has become a priority in 21st-century education. What we want to protect, we need to know well so that our protection can be effective. What is ecology? How to explore nature? How to become a better teacher and researcher thanks to knowing Nature? What can we learn from Nature? What is biomimicry? How can every teacher support learners in the research process? This first Module aims at helping teachers and educators become aware of nature protection. |
| Module 2 - Learning Outdoor | The aim of this training module is to train teachers and other people working with teenagers to be able to support them being in interaction with society and life around them and to develop their understanding about how important it is that they can relate to a diversified environment. |

| | |
|--|--|
| Module 3 - Stakeholders' engagement into school life | <p>This module is built to help teachers and school staff to turn their school into an "Open schooling system". By using this module, practitioners will learn how to create cooperation among schools and the local community, to interact and attract local stakeholders. The overall goal is to be able to build local communities where learners, teachers, education policymakers, parents, and other interested members of society are included to expand the learning environment beyond the school walls and expand opportunities for learners learning.</p> |
| Module 4 - How to turn an environmental challenge into a business opportunity | <p>An environmental challenge could become a great business opportunity, but it is important to include the local community in every step of the process. The first step is mapping the environmental challenges. How to do it? What resources do we already have in the local community? How to support learners to create an entrepreneurial mindset and become sustainable entrepreneurs?</p> |
| Module 5 - Innovation | <p>Success as an innovator doesn't just happen. The best innovators are lifelong learners who think outside the box.</p> |
| Module 6 - Green Business Strategy | <p>This module examines ways of promoting green entrepreneurship as part of a green business strategy for sustainable development. Participants should be taught how to develop a green business plan that focuses on making positive contributions to the environment. They should be introduced to various types of green businesses, shown how to generate a green business idea, be taken through the process of developing a green business strategy and write a green business plan.</p> |
| Module 7 - Project Management for Sustainable Development | <p>The module aims to provide links between the concept of project management and sustainable development. It helps learners develop the skills needed to manage green projects.</p> |
| Module 8 - Boost your green ideas through ICT | <p>Currently, Information and Communications Technology is an integral part of human lives. We depend upon ICT for almost everything. The worldwide upsurge in the use of Information and Communications Technology enabled us to make the exchange of information faster and easier; reduced our need to move people, products, and information physically, which also allowed us to cut road traffic. Interestingly, ICT is a tool that can help to invent and implement environmentally friendly business ideas, but it can be useful as a green idea itself. Therefore, there is a need to spread awareness - of how ICT can be utilised as a green idea and how it can help further to boost new green ideas.</p> |

11.2. OUTSIDE learning & teaching model

The OutComp framework provides educators with a learning and teaching model that encourages learners to be fully engaged, receive enriching learning experiences, and develop skills and competencies needed as 21st-century citizens. The model is based on four teaching techniques but is not solely exclusive to these, as illustrated in **figure 9** below.

Four learning and teaching methods (**figure 9**) are encouraged in this framework. The OUTSIDE model encourages learners to become independent thinkers and problem solvers while also enabling them to develop the ability to collaborate with peers and

learn from each other. Thus, learners are given the opportunities to think creatively, explore their own interests, and develop meaningful relationships with communities, networks, and people from all walks of life.



Figure 9: Strategy for the OUTSIDE learning and teaching models

12. Transferability of OUTSIDE and OutComp

OUTSIDE methodology, competencies, and strategies are transferable to other educational institutions worldwide. It is an educational resource that can be embedded in educational programs and learning curricula, including for not-for-profit organisations (NGOs) that specialise in open schooling and outdoor activities. These resources can be used to promote sustainable development and environmental awareness, as well as to develop key skills such as leadership, problem-solving, and collaboration.

Not-for-profit organisations (NGOs) that specialise in open schooling and outdoor activities for social impact can also benefit from the OUTSIDE methodology, competencies, and strategies. This approach can be used to develop educational programs and learning curricula that promote sustainable development and environmental awareness. It can also be used to develop key skills such as leadership, problem-solving, and collaboration that are essential for promoting social impact and positive change.

In the table below, four main reasons have been identified as to why OUTSIDE methodology can be transferable and adaptable for use in educational, commercial, and non-commercial institutions:

- 1. Interdisciplinary approach:** OUTSIDE is focused on sustainable development and adopters of OUTSIDE will benefit from the holistic and interdisciplinary approach to open learning to understanding how environmental, economic, and social factors intersect and impact each other.
- 2. Problem-solving skills:** Like OUTSIDE, sustainable development training often focuses on solving complex, real-world social and environmental problems. Problem-solving is part of OUTSIDE programme and can be transferable to other sectors or academic institutions, such as in the field of urban planning, disaster management, and resource management.
- 3. Leadership and collaboration:** OUTSIDE emphasises the importance of leadership and collaboration in achieving sustainable outcomes. These skills can be transferable to other sectors or academic institutions, such as in the field of community development, public policy, and

business management.

4. **Data analysis and critical thinking:** OUTSIDE methodology includes analysing and interpreting data to make informed decisions. These data analysis and critical thinking skills can be transferable to other sectors or academic institutions, such as in the field of research, data analytics and decision-making.

Table 7: Transferability of OUTSIDE and OUTSIDE competencies

13. OUTSIDE guidelines

The OUTSIDE Guidline is intended to support you in your preparation to deliver the training using the OUTSIDE methodology. It has been developed to assist various types of educators across Europe to gain a quick start using the OUTSIDE methodology, framework, and toolkit to feel confident in facilitating OUTSIDE to engender value-adding experience for learners and participants.

13.1. Why use the OUTSIDE methodology?

OUTSIDE advocates for establishing Open Communities of Learning (OCL) to foster an entrepreneurial mindset and awareness of environmental and sustainability issues among youth. This involves collaboration between schools, businesses, and other interested parties to facilitate connections between the public and private sectors.

The primary expected outcome is the creation of OCLs at a local level to support the learning process of young learners. In addition, OUTSIDE aims to positively impact the quality of training services provided by schools throughout Europe. Educators and project partners can work together using this methodology with local and transversal sustainable development project networks to make a real positive impact on society and in relation to environmental and climate issues.

The ORC platform is content rich and underpinned by case-based scenarios tested, analysed, and recorded from the efforts for comprehensive pilot action and mobility experimentation.

13.2. Definition of the OUTSIDE guidelines

The Guidelines are addressed mainly to educators and policymakers who wish to adopt the OUTSIDE methodology in their organisation or training programme. This document should be regarded as a training roadmap that can support educators, training centres, schools, and non-formal training centres to implement the OUTSIDE and exploit its innovative advantages.

13.3. Development of the OUTSIDE toolkit (or ORC)

The results of the OUTSIDE methodology experimentation, along with other Intellectual Outputs from an earlier stage of the project, cumulate and serve as a collection of tools and techniques, along with the OUTSIDE ORC. All materials used or derived from the project are open source and can be used and adapted to fit the needs of different audiences.

13.4. The OutComp Framework

The development of the OutComp Framework started with the results of the experimentation in schools to map the competencies developed by students during the design, experimentation, and exhibition of their green business project ideas. In addition, references to known frameworks such as the EntreComp, LifEComp, and GreenComp were considered. The OUTSIDE framework defines the skills needed to develop entrepreneurial skills, focusing on environmental sustainability. It highlights the skills and competencies that young students can develop by adopting the OUTSIDE methodology in schools and in association with their local community and interested stakeholders.

The framework provides theoretical and professional directives on the skills needed for learners to analyse the needs from a local community perspective, identify environmental issues and propose or create sustainable business opportunities. At the same time, making a positive environmental impact adds value at the local community level.

The framework document is the tool for translating the OUTSIDE methodology into a conceptual model that links transversal and entrepreneurial competencies with competencies related to environmental sustainability. The intellectual property in the framework is innovative; it attempts to bridge the gap between traditional teaching methods by responding to current challenges of how to embed sustainable development protocols in formula and traditional education systems.

13.5. ORC - Toolkit

The ORC platform is crucial in encouraging other European educational communities beyond the partnership to adopt innovative educational approaches. It offers guidance and resources, based on the first-hand experimentation of the participating schools, to other schools. It is the go-to place for all schools and training centres to know how to utilise the OUTSIDE Toolkit, framework and guidelines to initiate or facilitate open community learning, open schooling, or sustainable development mobility workshops.

13.6. Structure of the ORC platform

The OUTSIDE Toolkit includes eight (8) modules developed according to the OUTSIDE methodology. The Toolkit explores the main topics behind the OUTSIDE project: outdoor learning, open schooling, sustainable development, and entrepreneurship education. Teachers and educators can access the content freely and use the toolkit as a whole or some of the modules. As a digital solution, the ORC provides trainers and learners with on-demand, anytime remote access to OUTSIDE training content, an advantage over traditional methods.

13.7. Three main applications of the ORC strategic positioning

Short-term joint staff training events: The training is addressed to teachers and focuses on navigating and understanding the OUTSIDE ORC. Users will find that the toolkit has been designed to support the training transferability across countries and make the knowledge gained applicable in various forms of training centres or educational that target young adults,

Blended mobility of learners: Encouraging interactive debates and discussions among peers, and even with multicultural student groups and from different countries, when it comes to problem-solving, designing, and co-creation engagements for a new green business generation.

Long-term collaboration: Involves using all forms of digital engagement and online collaboration for project networking and problem-solving. Trainers and facilitators could devise a process of utilising the toolkit for synchronous and asynchronous online project engagement nationally and internationally.

13.8. ORC content type

1. ORCs include material related to open schooling applied, environmental education, and entrepreneurial skills development:
2. OutComp Framework and Guidelines
3. Full complement of the OUTSIDE modules
4. Case study: OUTSIDE Green Business Idea Collection
5. A good collection of OERs

13.9. Quick Start

Audience: It is essential to know your programme participants, understand why they are interested in your programme and what will make it a success for them. Conduct training needs analysis.

Your community: Build your networks by encouraging collaboration at local and institutional levels and possibly beyond the programme's scope. Establish good lines of communication beforehand, provide opportunities for the group to build good relationships during delivery, and provide follow-up and online activities to cement impact.

Structure and resources: Get familiar with the OUTSIDE ORC structure, content, and supporting resources. There are eight (8) modules, each with its own learning outcomes, lesson plans, top tips, supporting information and a comprehensive set of slides. Each module is underpinned by theory or policy, including practical learning activities and opportunities for participants to reflect on their own learning.

Project management: Adopt a well-structured project management process, possibly an agile methodology, from managing all aspects involving participants, volunteers, trainers, and technical and non-technical partners.

Preparation: Prepare and adapt training OUTSIDE materials to fit the audience's age group. You could deliver the modules sequentially or want to deliver a particular module discreetly, depending on the program activity and learning outcomes.

Module guide: Refer to **Chapter 6** of the outcome framework. Use the training module mapping table to formulate your training plan. Ensure that the training objective fits the outside phases and the relevant module domain and link that to the modules' rationale to ensure completeness.

OUTSIDE teaching and learning approaches: Select suitable OUTSIDE teaching and learning techniques that promote an environment conducive to open learning, collaboration, and success-oriented learning. Such an environment nurtures learners to become self-reliant critical thinkers and creative problem solvers and cultivate teamwork and peer-to-peer learning skills. Refer to **Chapter 11.2**.

Case study: In conjunction with each module, refer, study, and discuss the OUTSIDE [Green Business Collection case studies](#) and the [OUTSIDE Green Challenge case studies](#), to create more awareness and a deeper understanding of the value of adopting the OUTSIDE methodology.

OUTSIDE canvas: Trainers and all participants should aim to develop their business idea, using the green business strategy module and producing a 'green business model' using available tools and techniques in module 4 and module 8 on ORC.

Venue: Consider using a space that is appropriate for group activities and safe.

Trainers/educators: Facilitators are encouraged to take ownership of the materials and adapt them to meet training needs and outcomes. OUTSIDE trainers and educators should have enthusiasm, desire, and commitment to supporting others to develop as enterprise educators.

Note:

As most of the content on the ORC are newly developed by OUTSIDE or readily available in the public domain as OERs, users are welcome to adopt and adapt materials to suit their training needs.

Although OUTSIDE encourages some experience of open schooling, enterprise and entrepreneurship, sustainable development, and green business value creation, it is not compulsory.

All OUTSIDE programmes are interactive, project and workshop based rather than lecture based. It is vital to lay out theory concepts, regulations, policies, and strategies to some degree when engaging learners. Still, facilitators do not have to be experts to deliver OUTSIDE methodology successfully. This guidance should be referred to in conjunction with materials and general information hosted on the ORC.

14. Way forward

Gathering all the data and research that informed the structure of the OUTSIDE Competencies, there are a few areas of development recommended to enhance the project further.

Financial & Economic Literacy: Educators are encouraged to emphasise the importance of this area, so learners have a full view of business development. Teaching finance and economic literacy could be an opportunity for educators to invite professionals in these fields to facilitate group activities whilst teaching financial principles in business. This supports the involvement of local stakeholders and expands networking opportunities for learners.

Marketing Strategy: Like financial and economic literacy, marketing strategy is a part of the business cycle that needs to be highlighted throughout the idea collection and development stages. Marketing strategy as a topic could be expressed alongside financial and economic literacy to effectively demonstrate the impact a robust marketing strategy can have on a business idea. Learners must establish a balance between finding sustainable solutions and developing a viable product or service that generates profit. Again, this proves to be an opportunity to engage marketing specialists in the local community to lead workshops to enable learners to understand and apply the theories to their projects.

Developing engagement skills: The project is designed to allow learners to display their natural abilities in business development and interpersonal skills; however, facilitators must incorporate activities that boost and develop engagement skills. In promoting flexibility, care, a growth mindset and managing emotions, the activities should also emphasise the importance and implications of building these skills for effective business development and growth. These skills also translate into vital life skills.

Teaching OUTSIDE: Teachers and facilitators must be clear and comfortable with interpreting the OUTSIDE methodology, so learners receive and engage with the content positively. It will prove favourable to the facilitator and learners that facilitators are well-equipped to successfully teach the material to achieve learning outcomes. Considering that the teaching material is in English, it is advised (where possible) to include business educators or entrepreneurial advocates in the team to teach technical terms and theories.

Promoting good practice and engagement: In line with teaching OUTSIDE, educators need to take a proactive approach to ensure and manage participation from all learners. It will be helpful for educators to establish their roles and responsibilities for aspects that require working with other learners from other schools and/or countries and ensure that learners also are aware of the processes.

15. Conclusion

It is clear from the research conducted for this framework that participatory learning and action have successfully fostered engagement, motivation, and ownership of the learning process, as well as sharpening critical thinking and problem-solving abilities (Reason & Bradbury, 2001). The OUTSIDE project additionally incorporated project-based and experiential learning, offering learners the chance to apply their learning to real-world contexts, cultivate entrepreneurial skills, and make a positive contribution to their communities (Edutopia, 2021).

The analysis of learners' perceptions reflects what was observed in the desk research. Learners engaged in occasional outdoor activities but not in a long-term, systematic way. Despite this, learners showed an immense interest in the OUTSIDE project, its European dimension, and the topics it tackles. Learners linked environmental sustainability with the well-being of future generations and showed empathy and care for the local community. They also highlighted local challenges, such as a lack of green

areas, environmental pollution, and waste production and suggested green business initiatives to tackle these problems.

In summary, developing the framework and the OUTSIDE competencies has validated the OUTSIDE methodology as an effective educational tool. The extensive development process required an in-depth understanding of the research findings to form the learning outcomes that meet EU standards and align with the OUTSIDE methodology and modules. Furthermore, by establishing the OutComp phases, educators and facilitators are better equipped to prepare teaching materials for desired learning outcomes.

By linking the OUTSIDE objectives with the findings to shape the competencies, the framework also proves to be a transferrable tool for other organisations and institutions to adopt and modify to meet their training needs. In addition, the framework guides facilitators on how to implement the OUTSIDE programme, with supporting case studies, examples, and resources.

16. Acknowledgement

After 30 months of research work, the list of organisations that deserve gratitude has grown with a focus on the following.

Appreciations to the Italian team including IIS Enrico Fermi (Project Coordinator) and Associazione Sportiva dilettantistica Trekkify, the Belgium team as well, including QUEST and L'Arbre des Possibles, for your passion and commitment, the Croatian team, including Osnovna skola Dobrise Cesarica and O.A.ZA. - ODRZIVA ALTERNATIVA ZAJEDNICI, the Lithuania team, Varėnos r. Merkinės Vinco Krėvės gimnazija and Vsl "Inovatyvi karta", and the UK team, Ezratech.

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18. Appendix

18.1. OUTSIDE Methodology development at a glance



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IO1 – OUTSIDE Training Toolkit for Teachers

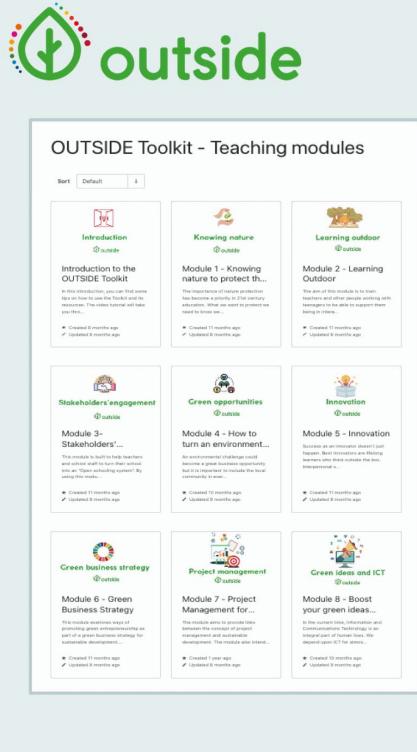
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OUTSIDE - Open commUniTies for Sustainable DevelopmEnt Nr. 2020-1-IT02-KA201-079803

IO1: OUTSIDE Training Toolkit for Teachers

Mapping and created a training toolkit for trainers on Environmental Education through Open Schooling (OS2) based on the OUTSIDE methodology.

Able to train and develop trainers using an experiential learning approach with a focus on the concept of project-based learning and open schooling.



OUTSIDE Toolkit - Teaching modules

Sort Default

| | | |
|--|--|---|
| Introduction @outside | Knowing nature @outside | Module 1 - Knowing nature to protect it... The importance of nature protection has become a priority in the 21st century. This module aims to provide the knowledge we need to know what we need to know. |
| Module 3 - Stakeholders'... This module is built to help teachers and students to understand what is an "Open schooling system". By the end of this module, you will be able to: | Green opportunities @outside | Module 4 - How to turn an environment... An environmental challenge could become a business opportunity, but is it important to include the local environment? |
| Module 6 - Green Business Strategy This module presents ways of approaching business strategy as part of a green business strategy for sustainable development. | Project management @outside | Module 7 - Project Management for... The module aims to provide ideas, methods and tools for effective project management and sustainable development. |
| Module 8 - Boost your green ideas... In the current time, innovation and entrepreneurship are key factors of integrated and human-based, sustainable development. | | |

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IO2: OUTSIDE Online Resource Centre (SO1)

OUTSIDE built an interactive platform for creating and developing training materials Open communities of learning (OCL).

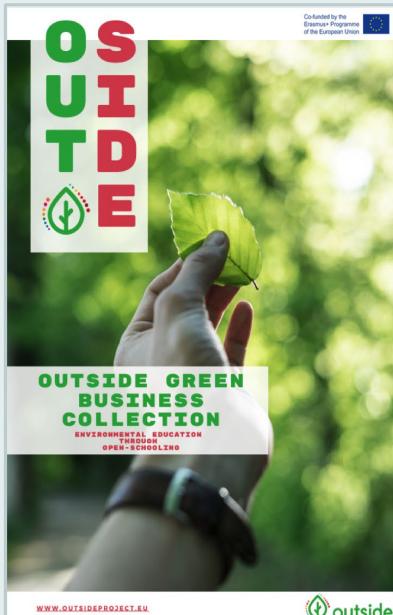
The platform will provide users with material/resources needed for the development of the students' projects (training materials, CANVAS etc.).

IO2 became the main tool for supporting the creation of local multi-actor networks, as it fostered collaboration among all the actors involved (students, teachers, representatives from the world of work, institutions and civil society), assisting and supporting students' learning process.





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IO3: Collection of business projects OUTSIDE (SO3)

This document is a comprehensive write-up containing the results of the pilot action, wherein sustainable business projects were developed and tested during the experimentation phase of OUTSIDE project.

IO3 sought to promote the role of students as actors of change. They were able to:

- simulated and exhibited their green business idea to a wider audience during mobility in Croatia
- disseminate their project work via the OUTSIDE resource centred and on other platforms.
- present their final idea to stakeholders during the multiplier events in Belgium.



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IO4/A1: Analysis of the results of the experimentation



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IO4/A1: Analysis of the results of the experimentation

Learning experiences from OUTSIDE (IO3) Collection of Business Projects + Results of the Methodology Experimentation = the vital information input into the development of IO4.

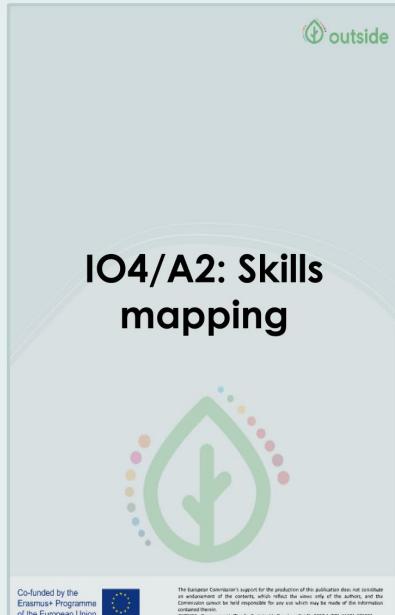
IO3 Workshop + C2 Experimentation => IO4 input

IO3 experimentation results for each green business projects will be presented in form of a **short summary document** (this is seen as a joint partner report).





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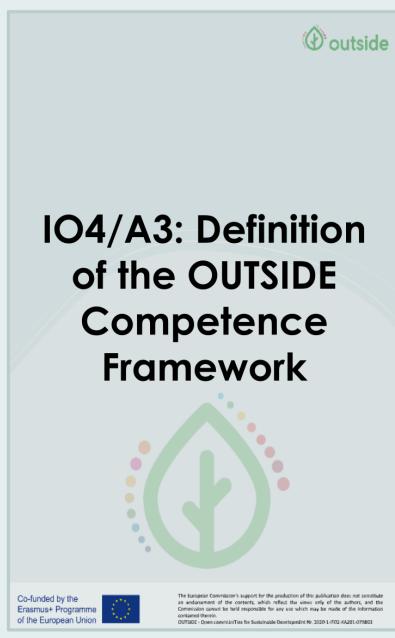
IO4/A2: Skills mapping

The **recommendations** in the report of previous phase will be used to identify the skills needed to **promote local sustainable development**.

The priority of this phase is to identify the soft skills needed to **translate ideas into action**, especially in the green area.



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IO4/A3: Definition of the OUTSIDE Competence Framework

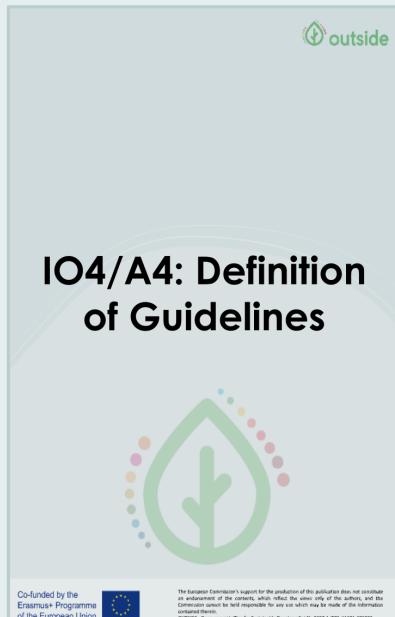
The **Framework should be applicable to different areas of intervention. It will support the:**

- description and **definition** green competences training needs
- development of **policies** and guidelines for soft skills training
- **delivery** of teacher/business environmental sustainability training
- design of educational/business materials for **assessing** competences





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IO4/A4: Definition of Guidelines

Developing the OUTSIDE Methodology Guidelines is a **fundamental part of IO4 deliverable**.

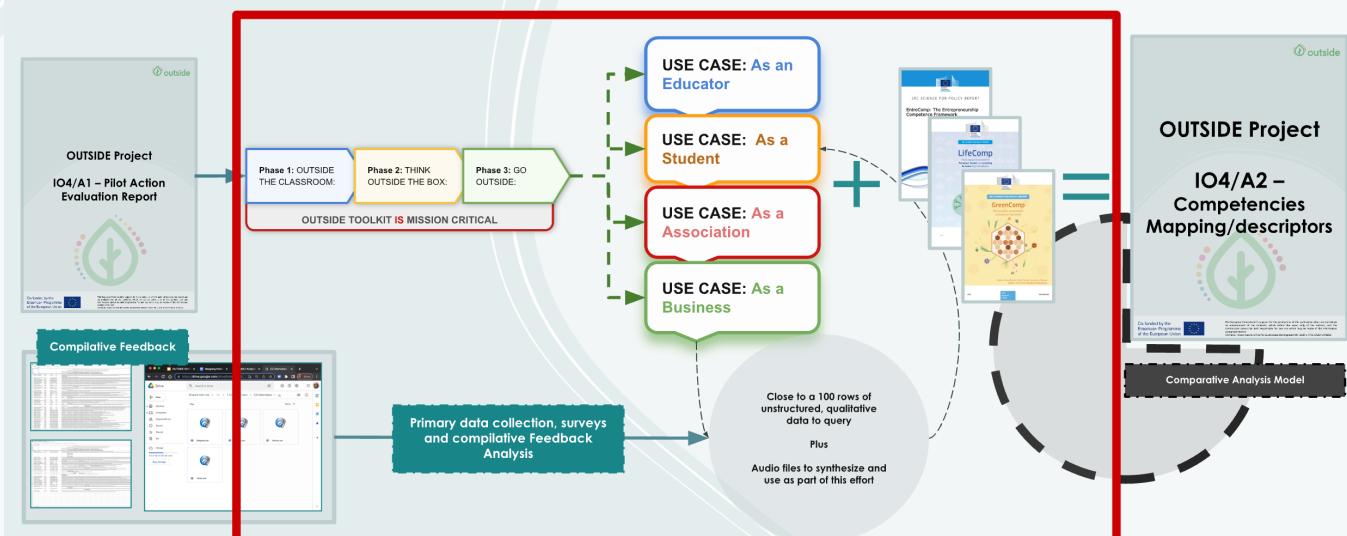
- **addressed** particularly to educators and policy makers
- encourage the **utilisation** and **adaption** of the methodology
- encourage the **innovation** of the OUTSIDE training offering
- include a high level **roadmap** to support all prospective users

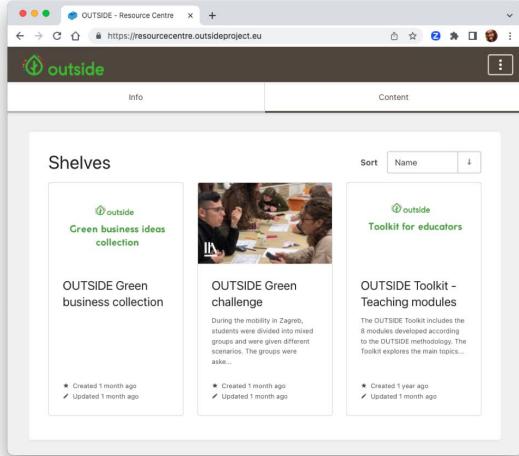


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OUTSIDE | Competencies Development





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OUTSIDE methodology (OM) Equation:

$$\text{OM} = ((\text{DEF} + \text{OCM} = \text{TD}) + \text{LTE} + \text{GIC} + \text{GCC})$$

$$>> \text{OEM} = \text{OCF} + \text{OGD} \times \text{OME}$$

Desk & Field Research (**DFR**), OUTSIDE Content Mapping (**OCM**), Toolkit Development (**TD**), Learning & Teaching Events (**LTE**), Green Ideas Collection (**GIC**), Green Challenge Cases (**GCC**), OUTSIDE Experimentation Mobility (**OEM**), OutComp Framework (**OCF**), OUTSIDE Guidelines Document (**OGD**), OUTSIDE Multiplier Events (**OME**).



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