

# OUTSIDE Joint Report

IO1 – OUTSIDE Toolkit for Educators

*Brussels Outdoor School (Belgium)*



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## INTRODUCTION

This report outlines the results emerging from the desk and field research in the four partner countries: Italy, Croatia, Belgium, Lithuania.

Before presenting a focus on each country's result and a compared analysis from the four countries, the report briefly introduces what were the aims of the research and what has been the methodology put in place to investigate the state of the art in outdoor learning, environmental education and sustainable entrepreneurship.

The research has been indeed divided into two phases: desk research and field research. During the desk research phase partners were requested to fill in a questionnaire about the state of the art and the available resources in the field.

The second phase of the research described in this document presents the results from the field research where partners involved local stakeholders and students to investigate the current offer in sustainable entrepreneurship and the training needs.

The compared analysis of both desk research and field research is presented in this report and it constitutes the basis for the design of Training Modules and training Toolkit for teachers.



## THE OUTSIDE PROJECT

OUTSIDE - Open commUnitiEs for Sustainable DevelopmEnt project is implemented in 5 European countries (Italy, Belgium, Croatia, Lithuania, UK). The partnership is made up of 5 schools and 4 organisations active in the field of sustainable development and entrepreneurship.

OUTSIDE aims at responding to two fundamental needs:



*Promoting the acquisition of key and innovative competences among students.*

The European Council Recommendation on key competences for Lifelong Learning stresses the need for the development of key competences for learning, active participation, personal and social development. According to the New Skills Agenda for Europe (2016), new skills play a key role in Europe's prosperity and competitiveness: they are key to creating active citizens and driving Europe towards innovation. Several studies show that conventional ways of teaching make little contribution to the development of innovation skills (Commission 2015, Science Education for Responsible Citizenship). According to this document, students are more likely to participate in innovation processes if their studies involve working with practical knowledge and real problems.



*Promoting environmental and sustainable development education through the integration of the 17 SDGs into the relevant education systems.*

Environmental education has become crucial at all levels of education: it encourages new generations better perceive environmental problems and play an active role in safeguarding the planet. Environmental education encourages an approach aimed at developing critical thinking and a spirit of initiative, in order to create active and responsible citizens able to promote a more sustainable society. As underlined in the document Towards a sustainable Europe by 2030, education is crucial to create a culture of sustainability. Schools should be encouraged to embrace sustainable development goals as a guideline for their activities and should be helped to become places where sustainability skills are not only taught but also actively practiced.

Traditional educational methods cannot meet these needs: the skills needed by modern students involve creativity, problem-solving, entrepreneurship and green skills, which can hardly be developed within classic school contexts. In order to adapt educational processes to the challenges of the 21st century, schools must rely on innovative and practical methods, involving students in challenging activities and combining new educational needs with educational curricula. In order to respond to these needs, the OUTSIDE project will combine practical approaches to promote learning-based activities aimed to solve real problems related to environmental sustainability by involving the whole community (see below for details of the methodology).

Therefore, the OUTSIDE project has the following objectives:

- General Objective (GO): to promote students' acquisition of innovative skills through the creation of sustainable entrepreneurship projects.
- Specific Objectives (SOs):
  - OS1: Creation of an "Open community of learning" involving students, teachers, school staff, institutions, third sector, civil society and the business world, based on

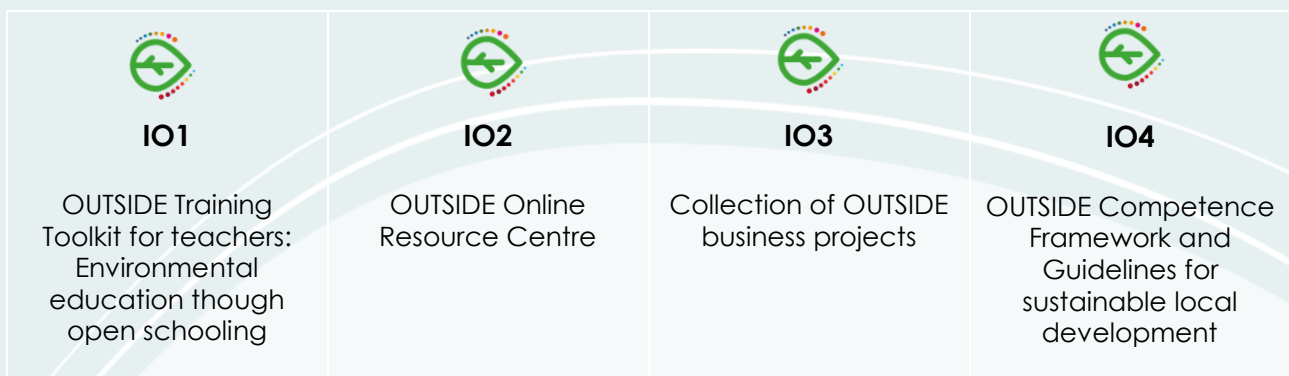
the development of an online platform;

- OS2: To promote the professional skills of teachers in the field of project-based learning, Open Schooling and skills for sustainable development through a specific training course;
- OS3: Promoting the role of students as agents of change, through the collection and promotion of sustainable entrepreneurship projects developed by the students throughout project;
- OS4: Map the new skills acquired by young students according to an innovative framework developed during the project inspired by the Key Competences Frameworks (LifeComp) and Entrepreneurship (EntreComp).

The main target groups of OUTSIDE are:

- o Students (aged 11-16) who will be involved in all phases of the project; they will be the key actors of the pilot action where they will be committed to develop their sustainable entrepreneurship projects
- o Teachers who will be trained on the OUTSIDE methodology.

The abovementioned outcomes will be achieved by coordinated activities that will result in four intellectual outputs:



## OBJECTIVES AND STRUCTURE OF THE RESEARCH

The research phase of the project, as the first action of the Intellectual Output 1 (IO1), had the objective of analyzing the national contexts of the countries involved and providing clear understanding of the existing sustainable entrepreneurial education offering – looking at the country specificities of each partner, and to map out the gaps, the needs, and the common trends.

The results of this research, contained in this Joint Report, constitute the basis for the design of the training Toolkit for teachers with the overall objective to provide teachers and students with necessary skills to create innovative green business projects thus fostering environmental sustainability.

The research has been conducted during the first five months of the project (from November 2020 to March 2021) by the four piloting countries of the consortium: Croatia, Lithuania, Belgium, Italy.

The analysis used a qualitative approach and was divided into two phases: a desk research and a field research, in the following subsections the report will expand on these two phases of the research and explain the methodology used.

### **The desk research**

The desk research has been the first step implemented at a national level from January 2021 to February 2021. The desk research framework was agreed in the KoM in November 2020, following which three partners elaborated theoretical and methodological guidelines<sup>1</sup>, that helped the consortium carrying out the research itself.

The objective was to help OUTSIDE to understand the actual tools, curricula and methods that are currently enabling the development of sustainable entrepreneurial ideas in schools, the eventual gaps in the connection with schools and local communities for the promotions of sustainable entrepreneurship and the needs for every specific country.

Each partner country was asked to offer an overview not only on existing sustainable entrepreneurial education offering but also on other relevant aspects such as: methodologies, strategies, approaches that might be applicable to the OUTSIDE project in each partner country/region.

Four main axes were enquired:



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



identification of key and innovative competences already acquired among students



identification of ways to promote environmental and sustainable development education into the relevant education systems

<sup>1</sup> It is possible to consult the whole document "Desk Research Framework and Guideline" here: <https://drive.google.com/drive/u/2/folders/1iPEZihUDK4RwHvd70EJVdVGE0WzoKE2e>



identification of ways to improve students' entrepreneurial, digital, environmental skills, in the field of sustainability challenges (17 SDGs).

## **The field research**

The second phase of the research, from February 2021 to March 2021 have been dedicated to the organization of two focus groups per pilot country aimed at verifying and enriching the results gathered, by listening to national actors.

In each country, partners have been responsible for the organization of two focus groups as follows:

- 1) focus group with young students from partner schools, involving a minimum of 10 participants
- 2) focus group with representatives for local communities and stakeholders (environmental associations, green entrepreneurs, experts in the field of education, etc), involving a minimum of 5 participants.

The main objective of the focus group was to achieve a most shared possible vision on the actions to be undertaken and in particular:



identifying the training needs of students in the field of environmental sustainability and green entrepreneurship



identifying possible synergies at local level



mapping the local needs of the areas where the piloting action will be implemented.

The focus groups have been mainly focused on offering an overview on students' training needs and the Open Community of Learning (OCL) local needs reviewing the results achieved in the desk research and integrating them with information coming from the local stakeholders. Besides that, it also included questions on personal preferences and wishes related to a possible training opportunity, so to feed both the training modules and the toolkit and the piloting phase where students will develop business projects.

In total, a number of 66 students have participated in the national focus groups. A total of 18 local organizations participated.

Here the details per country:



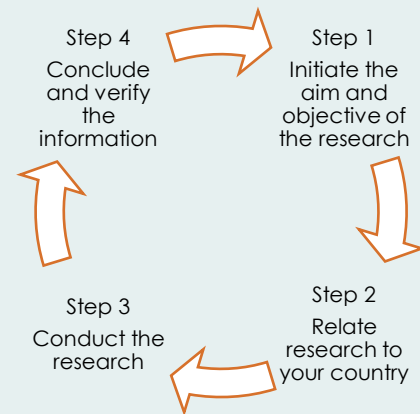
 <b>Italy</b>	 <b>Belgium</b>	 <b>Croatia</b>	 <b>Lithuania</b>
WWF Catanzaro	Vrije Universiteit Brussel (VUB)	Interkonzalting" d.o.	Dzukija National Park
Legambiente Catanzaro	Coren asbl-Coordination Environnement	K.A Zoological Garden of Zagreb	Innovative Generation
OFFICINA GBS	WWF Belgium	NGO Biom	Baltic Environmental Forum
Libera Catanzaro	Transition Durable	Scout Association of Croatia	
Riserva Valli Cupe	Good Planet Belgium	Borongaj and Public institution Maksimir	
		Maksimir park	

## The methodology of the research

Both desk and field research have been carried on using qualitative research methods. Every country has been considered as a case-study, though exploring and mapping exhaustively the entire educational context that was subject of analysis.

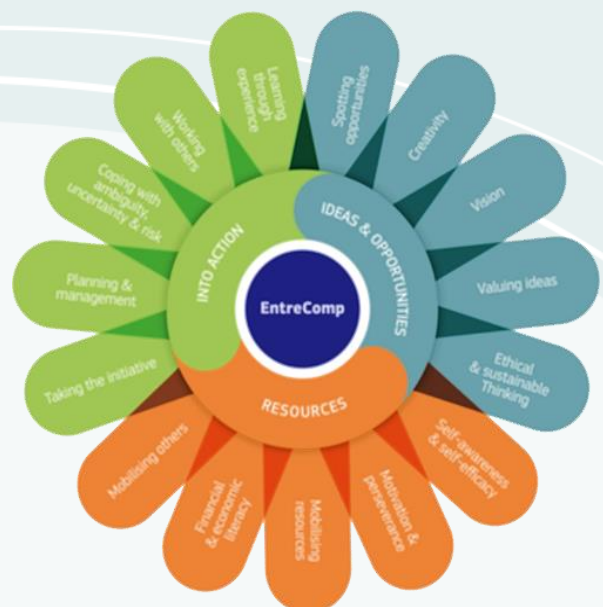
Figure 1 is a simple illustration of the desk research process that has been adopted and built upon.

Both the desk research and the field research have been conducted by every pilot country via the use of a single template. The template was developed in order to reduce the cost of data handling, ensure consistency in the collection and analysis of the data, and assure the comparing exercise feasibility.



Both the template to collect the desk research results, and the template to collect field research results have been composed by semi-open research questions, mapped against a European common framework and its 15 levels of competence, namely the European Entrepreneurship Competence Framework (2018) and it fits with the most recent EntreComp publication "EntreComp in Action".

Figure 2 depicts the EntreComp competences as slices of a pie chart upon which the research questions have been designed.



## RESULTS OF THE RESEARCH

The following section includes the results from desk research and field research in the four countries, where the study has been carried out: Croatia, Lithuania, Italy and Belgium.

### Croatia

The Croatian educational reform called School for Life<sup>2</sup>, met a great deal of change in the national educational system as it included sustainability as an important topic to teach, as well as civic education. At the same time, the interest in schools and teachers for outdoor learning and connection with local communities seems to be gaining momentum.

Despite many activities carried out outdoors in connection with the community, most of these tend to be sporadic, without a long-term impact and not really embedded in the school curricula<sup>3</sup>. To obtain data for this research, twenty-nine teachers in the school Dobriša Cesarić have replied to a questionnaire, and they expressed that 58% of the teachers organize such activities two or more times per year, 24% organize it only once per year, and 16% never organize such activities.

In general, great importance in the drive for outdoor learning activities and training relies on external organization and European projects.

Still some barriers to undertake outdoor activities and links with communities are due to structural problems (teachers are not enough supported by the school) logistics (lack of time, lack of adequate preparation) and cultural (feeling of lack of security from parents), whereas creative and entrepreneurial workshop sees an exclusion of less talented students and disable students.

The concept of open school is a new one in Croatia, but there is a growing interest. The novelty is mostly on the term itself and its conceptualization, as cooperation among schools and local realities are in place, but not in a structured way, and not referred to as the term "open schooling".

Most importantly, Entrepreneurship seems to be still an underdeveloped subject, mainly due to teachers' lack of competencies in this subject. There is a need to organize teachers' training about entrepreneurial competencies with a cross-curricular focus.

Both stakeholders and students consider extremely salient the development of open schooling and outdoor learning in the view of increasing green business actions.

Students particularly showed great interest in outdoor learning and sustainable development, showing willingness to learn more organizational skills, negotiation, ethical business, creativity, critical thinking and emotional self-control.

<sup>2</sup> The full text of the New Croatian national education plan is available here: <https://skolazazivot.hr/english/>

<sup>3</sup> 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](#)

## Lithuania

The Lithuanian education system is decentralized, leaving educational institutions and teachers the freedom to choose the teaching methods of the General Programs and Education Standards. They provide guidelines but teachers can sometimes choose the content as well. This therefore creates a diversity in reception of concepts as outdoor, open schooling and entrepreneurship among schools.

Overall, despite the great importance of nature in the country, and the great prominence of green spaces, outdoor learning is not very popular, due to the fact that it is a very new concept in Lithuania as the first outdoor learning kindergarten was established in 2014. Many schools only limit themselves to organize sporadic outdoor activities<sup>4</sup> or programmes that last just one or few days over the course of the year. However, there is a new trend in establishing "outdoor classrooms" and funding forest schools is growing. Outdoor kindergartens are being established in major cities of Lithuania (Kaunas, Vilnius, Klaipėda), there is one primary field school in Vilnius, which is based on the experience of Scandinavian field pedagogy, experience and the principles of free play.

The major limits to this might be found in the lack of guidelines from the policymakers and the government side for school management teams to blend the outdoor learning with formal academic learnings, lack of advertisement and promotion on outdoor learning through media also lacks in the country.

Moreover, there is no official training offered for teachers on these topics, therefore teachers get trained mainly via Erasmus Plus and Nord Plus programmes. To be noticed is also the lack of assistance from health experts or environmental experts that could lobby for making outdoor learning a committed part of the general academic or extracurricular learnings.

Similarly, the concept of Open Schooling and Sustainable Entrepreneurship appear to be new and underdeveloped ones. There are different individual initiatives<sup>5</sup> but there is no unique strategy that would encourage sustainable entrepreneurship in Lithuania.

Concerning Entrepreneurship, the importance of the subject is well emphasized in strategic documents of the Republic of Lithuania. However, a separate subject is not consistently available in Lithuanian general education schools singled out, but only in specific studies.

This is mainly due to the lack of knowledge of teachers. Teachers possess a great array of techniques and tools to develop creativity, social skills and critical thinking, but this is not put at the service of entrepreneurial literacy yet.

Despite that, both national surveys and field research conducted in the framework of OUTSIDE project show that there is a great interest from students in learning more about environmental sustainability. Moreover, data for external surveys also shows that there is a great interest from young people in starting up businesses, with particular propension for sustainable business.

<sup>4</sup> 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).

<sup>5</sup> In 2020 November, the first sustainable entrepreneurship academy was opened to teach business sustainability. One of the examples where business can learn sustainability: <https://www.sustainacademy.lt/>. More, there are individual initiatives that encourages sustainable entrepreneurship <https://futurepreneurs.eu/about/>, <https://ija.lt/>, <https://www.emokykla.lt/titulinis/pradzia/svarbu-ne-tik-uzsidirbti-moksleiviu-verslams-rupi-ekologija-tvarumas-ir-socialines-problemos/39182>

## Italy

The «Plan for Education to Sustainability» from the Italian Ministry for Education and Research has outlined actions to be undertaken in the field of education with the aim of meeting the goal n. 4 of the Agenda 2030 and contribute to the transition to a more sustainable society with the support of knowledge and education. It is also remarkable to notice that since 2019 teaching “civic education” has become compulsory (many topics related to sustainability literacy are included). In addition to the pedagogic initiatives, several infrastructural investments are to be made to promote the energetic efficiency of schools and to implement extracurricular activities on several topics.

At the school level, the research showed that there is a superficial understanding of the project's topics (entrepreneurship, open schooling, outdoor education, sustainable development): some topics are often mixed up, and in particular there is a scarce understanding of EntreComp. There are however several resources on OUTSIDE's topics (coming from schools or training providers). There are several synergies on outdoor learning, existence of initiatives aimed at opening up the schools to the community and innovative processes in the educational system connected to the development of entrepreneurship literacy. It is worth mentioning the presence of regional networks as the 'Scuole Outdoor in Rete' (Network of Outdoor schools)<sup>6</sup> the network agreement 'Scuole all'aperto' (Outdoor schools)<sup>7</sup>, a national network of schools born for the experimentation, innovation and research in the field of outdoor education.

The presence of a policy framework does not allow, however, a systematic application at the curricular level, showing a mismatch between knowledge and practical application. There is indeed a lack of systematic approach in teaching the project's topics, which lead to one-off events/initiatives with short term impact. There are indeed interesting initiatives, most of them are however addressed to primary schools<sup>8</sup>, but not embedded in the curriculum.

Regarding entrepreneurial literacy, although in 2018 Italy has adopted a dedicated strategy to fully integrate entrepreneurship education into school systems, the entrepreneurship education is still far from being systematically implemented by the Italian Schools. While an increasing number of entrepreneurship education activities exist today<sup>9</sup> compared to a decade ago, scalability and penetration remain key challenges.

These shortfalls are mainly linked to the lack of integrated approach (scarce systemic integration of innovative teaching/learning experiences in the curriculum), to the lack of an interdisciplinary approach and to the little confidence and support in experimenting innovative approaches (e.g. issues of safety for activities taking place outdoors), moreover there is a lack of knowledge, in particular on the topic of entrepreneurial competences.

The analysis of the students' perceptions reflects what observed in the desk research: they engaged in occasional outdoor activities, but not in a systemic long-term engagement. Despite this, students showed quite a large interest in the OUTSIDE project both for its European dimension and for the topics it tackles. Students linked environmental sustainability with the well-being of the future generations showing empathy and care for

<sup>6</sup> (<http://www.scuoleoutdoorinrete.net/index/>).

<sup>7</sup> (<https://scuoleallaperto.com/chiamo/>).

<sup>8</sup> [Aula Natura](#) (Nature Classroom), 'Lezioni in Spiaggia' (Classes by the beach) or '[Dove lo butto?](#)' (Where do I throw it away?)

<sup>9</sup> Interesting in this sense is Entrelern (<https://adiscuola.it/assets/uploads/2018/06/EntreLearn-IT-2.pdf>) a toolkit for teachers to promote learning entrepreneurial competences, and the [Syllabus for Entrepreneurship Education in Secondary School](https://www.miur.gov.it/web/guest/-/promozione-di-un-percorso-di-educazione-all-imprenditorialita-nelle-scuole-di-ii-grado-statali-e-paritarie-in-italia-e-all-estero) (<https://www.miur.gov.it/web/guest/-/promozione-di-un-percorso-di-educazione-all-imprenditorialita-nelle-scuole-di-ii-grado-statali-e-paritarie-in-italia-e-all-estero>)

the local community (mainly related to the topic of pollution, waste management, resources, waste, etc.). Several students said that they have taken part in outdoor activities related to environmental education.

Students showed a lack of vision on imagining how to build sustainable systems and projects and willingness to understand more in depth what environmental sustainability entails both theoretically and practically. The local challenges identified were the following: lack of green areas; environmental pollution, Lack of civic awareness, waste production. Students also highlighted possible green business initiatives to tackle these problems.

## Belgium

Education in Belgium is regulated and for the most part financed by one of the three communities: Flemish, French and German-speaking. Despite the sensible differences among communities, the research found similarities in the educational approaches towards environmental education, outdoor learning, and entrepreneurship.

The agenda 21 for schools proposed a series of instruments and helped to include sustainable development in their institutional project. For instance, a Cooperation Agreement between Walloon Region and the Federation Wallonie Bruxelles has been signed to promote Environmental Education in Schools and to establish a series of structures, associations, and goals to pursue the SDGs in the school curricula.

Outdoor learning is gaining popularity in Belgium, with the growth of Forest Schools, networks (the most important of which is "Tous Dehors", and the weekly participation of some public schools in outdoor classes. There is a vast availability of resources for teachers (more teaching modules than training toolkits for students) about outdoor learning and environmental education<sup>10</sup>, whereas there is a scarcity of training in sustainable entrepreneurship. The majority of these trainings are provided by NGO and networks of NGO, directly or indirectly state funded.

Despite the presence of a wide array of training, and the multiplication of activities on outdoor, the phenomena is still quite marginal and the acquisition of knowledge and the start of outdoor activities is however left to the interest of the single teacher, and not really embedded organically in the school system.

The absence of a structural facilitation for teachers, produces the fact that outdoor classes, as well as classes on environmental education and green business are a marginal sporadic extra-curricular event and not embedded in the curricula.

If only a minority of teachers are inclined to spend time in extra-school training on outdoor learning, there is an even greater lack of interest and knowledge about sustainable entrepreneurship, causing the entrepreneurial activity rate of young Belgians to be the lowest in the EU.

According to the research results, "open schooling", remains still an unknown subject, although in practice little actions are undertaken to link schools with external organizations.

<sup>10</sup> 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 organizations to promote outdoor learning (<https://tousdehors.be/?RessourceS>) and the Reseau Idée, a Belgian network organization for sustainability, that has a special section on outdoor and environmental education training ([https://www.reseau-idee.be/formations/liste\\_form.php](https://www.reseau-idee.be/formations/liste_form.php)).

Further barriers to the integration of the OUTSIDE's topic into the school education in Belgium is obligation to respect a rigid school curriculum the lack of interdisciplinary view, the lack of support for teachers that are interested in pursuing innovative teaching (outdoor, environmental education etc..) and legal and logistic constraints of the schools (problem in bringing children outside regularly, lack of staff, etc.).

Following the focus group that took place in Belgium, students were all well informed about environmental sustainability. They showed a true will to preserve their natural surroundings which represents their direct living space at school. Some students already have creative and IT skills such as communication on social media, website, app creation which can be useful for sustainable entrepreneurship.

## ANALYSIS OF THE RESEARCH RESULTS

Moving from every country's specific situation to a wider analysis, this section provides a compared study highlighting common aspects and differences emerged in the desk and field research.

It is first and foremost important to notice that in the four piloting countries we could identify several common trends, there summarised:

1

National education reforms have been put in place in the four countries, to include environmental education, sustainable education and entrepreneurship, but not enough has been done yet to include these aspects in the school curricula.

2

There is a general growth of outdoor learning: opening of forest schools, new programmes on environmental education and networks on outdoor learning are blossoming, but the creation of outdoor activities in schools remains a choice of the single teacher, and often as a one-off event.

3

Entrepreneurial education is still missing as a real component of the school curricula, and it is almost never linked with sustainability. Moreover, the EntreComp framework is hardly ever considered as a reference in the training offered in the countries analysed.

The following sections will expand on the major compared results.

### ***The structural level***

In recent years, the four countries witnessed national education reforms attempting to integrate the SDGs in the educational systems. With differences in the actual implementation, we can witness that these guidelines have not been followed by an institutionalization of subjects such as outdoor learning, sustainable development and sustainable entrepreneurship in the school curricula.

Despite the inclusion of some of these topics in the compulsory course of "civic education" (Italy and Croatia) or Education for Citizenship (Belgium), very little structural incentives have been developed from the national administrations to help schools integrate more these topics. The great autonomy of schools in deciding on their curricula, and at the same time, the pressure to reach yearly learning objectives, determines de facto an exclusion of these subjects from the teaching experiences.

Environmental, outdoor or entrepreneurial education represents an independent and free choice of each school, that often rely on the interests and the capacities of the single teacher. Most of the time, innovative and/or integrative activities and training are delivered through extracurricular activities which often find their place thanks to additional national and European funding.



## ***The growth of outdoor learning movement***

In all the four countries, the research observed a positive proliferation of school initiatives, networks and training in outdoor learning. Several “Forest Schools” have opened in Lithuania, Italy and Belgium, and many more schools are sensitive to the importance of reconnecting with nature.

The COVID pandemic seems to have also worked as an accelerator of the awareness of the benefit of being outdoors for children.

However, outdoor schools still represent a rare minority. In the classic school system, the outdoor learning experience is limited to one-off school visits (few times on the course of the year) without a long-term engagement. The public school's system, though getting slowly acquainted with new inspirations, is still very refractory to open up to the outdoors. The institutional barriers mentioned above are certainly the main limits to the development of outdoor classes, together with the lack of training of the teachers.

Most of the teachers might not find themselves confident to have an outdoor class, as they do not possess the adequate training experience. Indeed, in most of the analyzed countries outdoor education is still not included as a topic studies to obtain the teacher's degree, with the exception of some virtuous examples (in Italy) of university specialization in Outdoor Education.

Finally, a cultural barrier still represents a great limit in the four countries: stereotypes about unsafety, unhealthy, and lack of learning in the outdoors are still very difficult to be eradicated both for parents and teachers.

## ***Embedding entrepreneurial competences with the school curricula***

The EntreComp framework consists of 3 interrelated and interconnected competence areas: 'Ideas and opportunities', 'Resources' and 'Into action'. Each of the areas is made up of 5 competences, which, together, constitute the building blocks of entrepreneurship as a competence. The framework develops the 15 competences along an 8-level progression model and proposes a comprehensive list of 442 learning outcomes. The objective of the framework was also to be used as a basis for the development of curricula and learning activities fostering entrepreneurship as a competence.

Despite the clear definition, and the useful reference that EntreComp can represent, the research shows that there is a general lack of knowledge, when not misunderstanding, of EntreComp in the four pilot countries.

Moreover, the transversal skills that are enumerated in the EntreComp document are not mirrored into the national education plans. Given the lack of interdisciplinarity in the school curricula of the four counties, it is indeed very difficult to insert these transversal skills, and to assess the prerequisites to learning and the levels of proficiency regarding sustainable literature and entrepreneurship. This lack of effective integration of sustainability, outdoor learning and green business in a systematic way into the four school systems, determines that there is no specific strategy in the development of such transversal skills.

Each school develops some specific transversal skills contained in the EntreComp framework, based on the own competences of teachers, and on the school know-how.

The assessment of these skills also represents a great challenge, since those are transversal and soft skills that do not always fit with the classical students' assessments test, often by subject.

## ***Disconnection between Sustainable Education and Entrepreneurial Education***

As for the case of EntreComp, the research showed a general lack of engagement in sustainable entrepreneurship in the schools of the four European countries analysed. While in the last years, an increasing number of entrepreneurship education activities have been created in the four pilot countries, the diffusion of this subject in the study plan is still a key challenge.

Once again, the barriers are the ones enlisted in the structural analysis above, among which the lack of interdisciplinarity and the difficulties to open up the school system to local communities to allow interaction with entrepreneurship actors beyond the school.

Moreover, teachers in all the countries -with different degrees of intensity- witnessed a lack of competences in this subject, and the lack of knowledge about possible training. Even in countries like Lithuania, where there is a high know-how of active teaching methods, and non-formal learning, these methodologies to develop transversal skills are rarely connected to entrepreneurship skills.

Even in the countries where business is a subject of study, it is hardly ever connected with sustainability.

## ***Students' view of the Connection Between Sustainability and Entrepreneurship***

Students involved in the field research confirmed the results obtained in the other phases of the research process. In the four countries students showed a generalised interest for the topics of OUTSIDE. Some of them had already experienced outdoor learning and sustainable development activities, much less had experiences in sustainable entrepreneurship. However, the experiences that they had were short term, not long-term engagements.

Students showed willingness to know more about sustainable development and green business. This, combined with many statistics in the four European countries that shows a natural inclination for young to create independent business ideas, confirms the real interest in students to acquire such fundamental knowledge for the future job market.

The level of awareness regarding SDG was however quite low but mirrored by a more concrete understanding of the real-life challenges. In particular, students understood sustainability as an activity to contrast the human footprint, and connected it with local challenges such as pollution, waste management, scarcity of resources, waste reduction and management, etc.

Students were less aware of the possibility of connecting sustainability with entrepreneurship, in a way to build sustainable systems or projects.

Generally speaking, most of the students showed great deal of interest in developing their knowledge in these topics, and to bridge this knowledge with more practical activities in their local community. The transversal skills that were identified as priority in this sense were:

critical thinking, project writing, project planning, creative thinking, solving complex problems, adaptability, emotional intelligence, negotiating skills and organizational skills.










## THE EXISTING TRAINING OFFERS

When analyzing the existing training offers the research took into account single initiatives, educational policies, national and international projects, communities, movements and existing networks dealing with education and training.

The main reason for this being the need in each country to analyse the broader spectrum of activities promoting open schooling. It is indeed quite common that within those initiatives it was possible to find training offers, conceived as learning material and opportunities, rather than in structured courses offered by training organizations.

The compared analysis of the actual existing training offers focus on OUTSIDE topics (outdoor learning, environmental education, open schooling, environmental sustainability) highlighted seven main findings:

 Existence of numerous training offer in outdoor learning and environmental education addressed to educators and teachers	 Lack of inclusion of Open schooling as method or approach
 Shortage of trainings offer on entrepreneurship	 The scarce or often missing reference to EntreComp
 Scarce combination of sustainable literacy with entrepreneurial education	 Even if there are training, these are not gathered in an accessible platform, and advertised to teachers or educators
 The main providers are NGOs and European projects	

To generalize, from the research we observed that the training offered in Belgium, Italy, Croatia and Lithuania is quite large on outdoor learning and environmental education, whereas it is scarcer when dealing with entrepreneurship, and almost nonexistent in terms of sustainable entrepreneurship courses.

The main providers of courses are local NGOs and European projects, whereas very limited production of courses comes from the schools itself, or from the national education administration.

Moreover, even where there is a great deal of resources available, these are not united in a visible and accessible platform that would allow easy access to teachers interested.

Given the aims of the OUTSIDE project, those general findings prove the necessity of a structured response to an educational deficiency and the importance of connecting the existing resources available and to spread them widely.




Those general findings can be translated and summarized as the lack of three elements: a systematic approach that can link the different components of OUTSIDE, a framework of reference regarding the acquired competences (EntreComp), and a virtual platform to unite all the available material and to disseminate it.

In the next and last section, we will translate these needs into educational resources that the project will develop in the next phases.

## FROM RESEARCH TO ACTION: TRANSLATING RESULTS INTO EDUCATIONAL MODULES

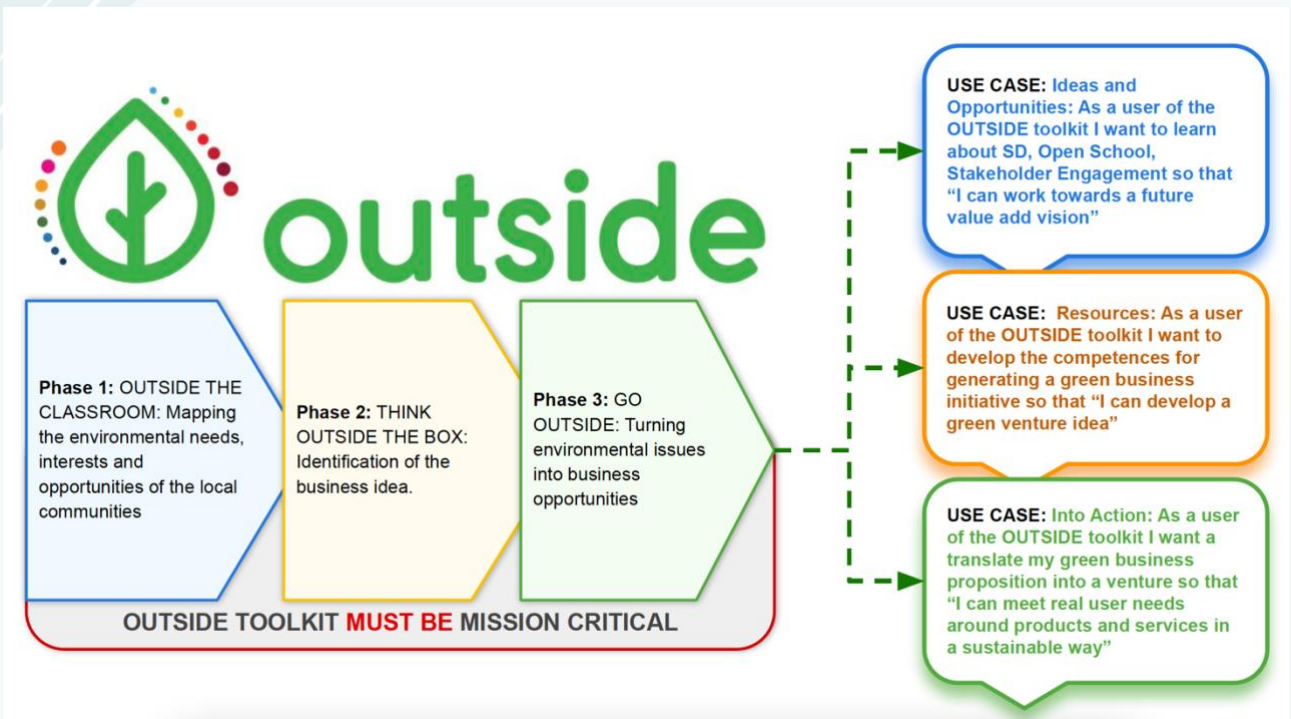
Based on the result of both phases of the research, and on the study of the training offer and needs, we drafted a preliminary syllabus for the training modules that will be created, and that will be all incorporated in the Teacher Toolkit.

The table below represents a preliminary proposal of the modules that will be developed, with a link to the OUTSIDE funding principles (Outdoor Education, Environmental Education and Sustainability, Open Schooling, Entrepreneurship) and to the EntreComp Areas.

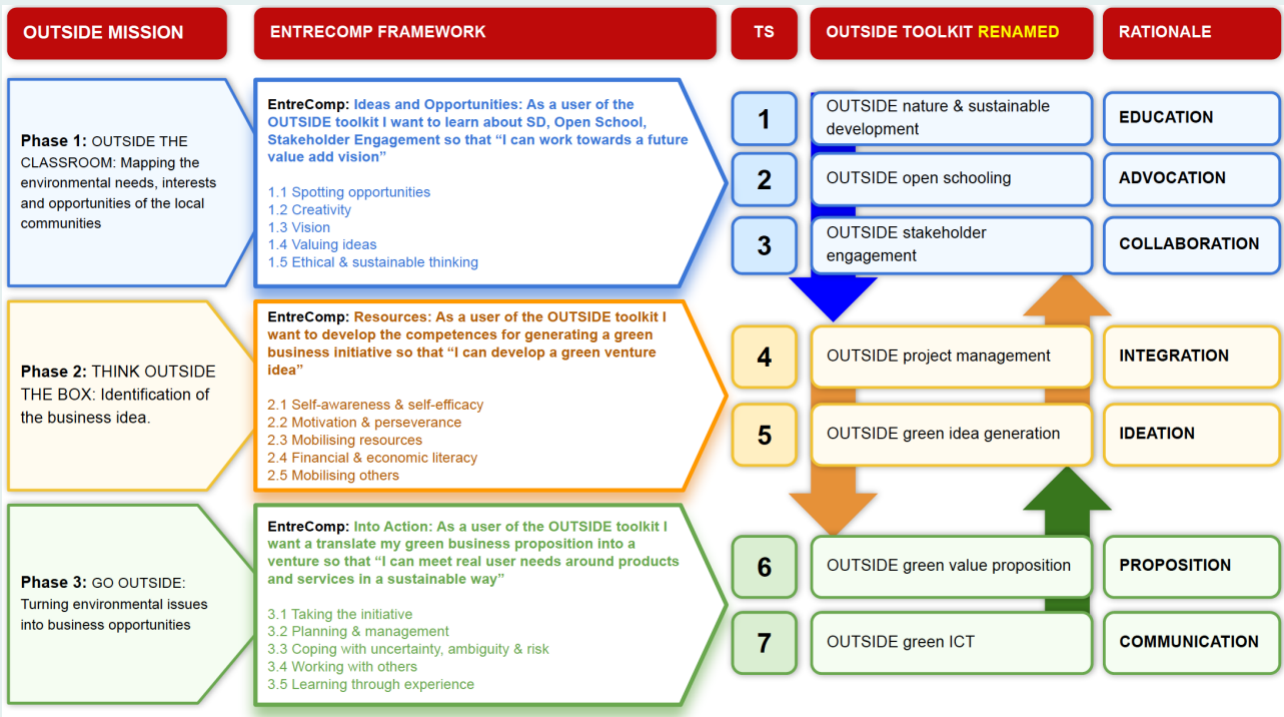
 <b>MODULE TITLE</b>	 <b>OUTSIDE PRINCIPLES</b>	 <b>EntreComp COMPETENCES</b>
<b>1. Knowing nature to protect the world</b>	Outdoor learning	<ul style="list-style-type: none"> <li>○ Taking the initiative</li> <li>○ Planning &amp; management</li> <li>○ Coping with uncertainty ambiguity &amp; risk</li> <li>○ Working with others,</li> <li>○ Learning through experience,</li> <li>○ Creativity</li> <li>○ Ethical and sustainable thinking</li> <li>○ Self-awareness &amp; self-efficacy</li> <li>○ Motivation &amp; perseverance.</li> </ul>
<b>2. Taking learning outdoors</b>	Open Schooling, Sustainable development	<ul style="list-style-type: none"> <li>○ Spotting opportunities</li> <li>○ Ethical and sustainable thinking</li> <li>○ Learning through experience</li> </ul>
<b>3. The stakeholders' engagement into school life</b>	Open Schooling	<ul style="list-style-type: none"> <li>○ Mobilising resources</li> <li>○ Mobilising others</li> <li>○ Taking the initiative</li> <li>○ Working with others</li> </ul>
<b>4. How to turn environmental challenges into a business opportunity</b>	Sustainability, Entrepreneurship	<ul style="list-style-type: none"> <li>○ Spotting opportunities</li> <li>○ Creativity</li> <li>○ Vision</li> <li>○ Valuing ideas</li> <li>○ Ethical and sustainable thinking</li> <li>○ Taking the initiative</li> <li>○ Planning and management</li> <li>○ Mobilising others</li> <li>○ Taking the initiative</li> <li>○ Working with others</li> </ul>

<p><b>5.Green Business Plan</b></p>	<p>Sustainability, Entrepreneurship</p>	<ul style="list-style-type: none"> <li>o Ethical and sustainable thinking</li> <li>o Financial &amp; economic literacy</li> <li>o Planning &amp; management</li> </ul>
<p><b>6. Business Strategy</b></p>	<p>Outdoor learning, Environmental education</p>	<ul style="list-style-type: none"> <li>o Mobilising resources</li> <li>o Financial &amp; economic literacy</li> <li>o Planning &amp; management</li> </ul>
<p><b>7. Project Management for Sustainable development</b></p>	<p>Entrepreneurship</p>	<ul style="list-style-type: none"> <li>o Spotting opportunities</li> <li>o Creativity</li> <li>o Ethical and sustainable thinking</li> <li>o Motivation and perseverance</li> <li>o Mobilising resources</li> <li>o Financial and economic literacy</li> <li>o Working with others</li> </ul>
<p><b>8. Boost your green ideas through ICT</b></p>	<p>Entrepreneurship</p>	<ul style="list-style-type: none"> <li>o Creativity</li> <li>o Mobilising resources</li> </ul>

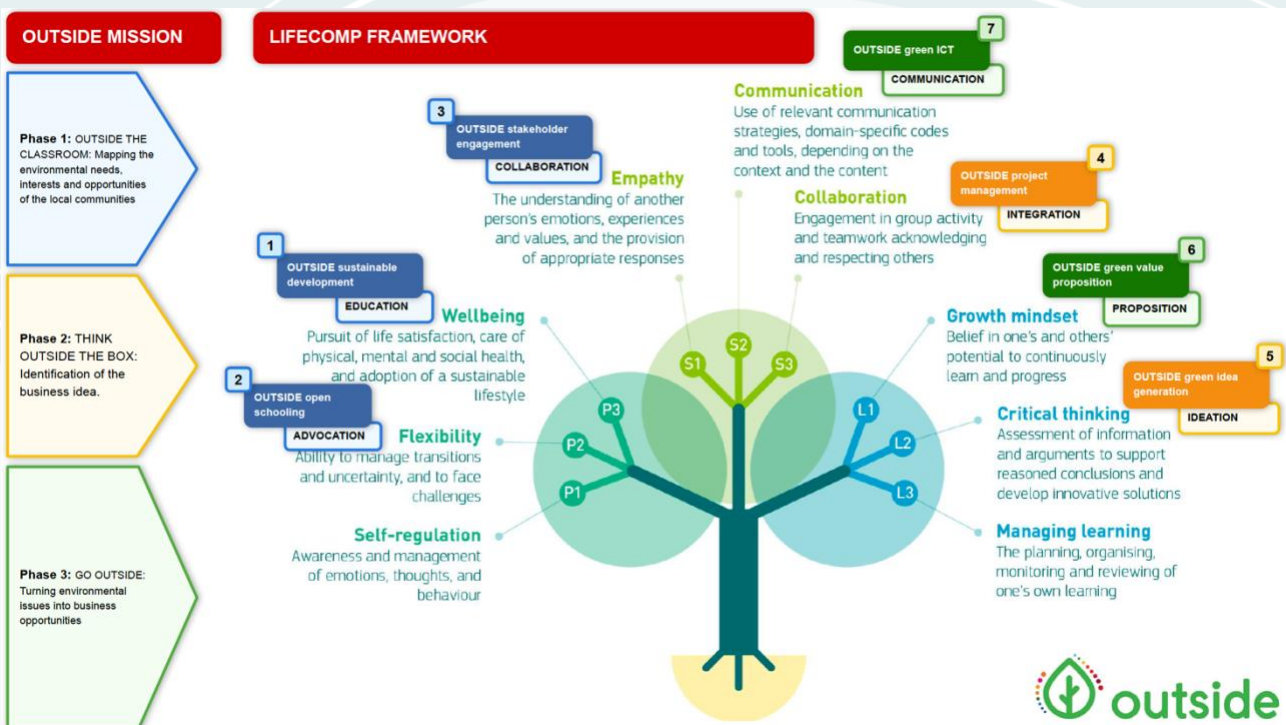
The above proposition has been outlined following a careful mapping of the needs emerging from the research and the two reference frameworks on which the OUTSIDE methodology builds upon, i.e. EntreComp and LifeComp.



The mapping carried out on the EntreComp framework is visually represented here below.



In the same way, partners under the guidance of EzraTech mapped the proposed modules against the LifeComp framework:



## CONCLUSION

The overall research presented a quite clear picture of the knowledge, state of the art and barrier to the development of the OUTSIDE methodology.

In this report it has been observed that despite the rapid interests that topics such as outdoor learning, environmental education and sustainable entrepreneurship gained in the last years, there are still structural, logistic and cultural barriers to a holistic and systematic inclusion of these subjects in the school curricula.

More has to be done in integrating the development of transversal and specific skills and competences related to sustainable literacy and their assessment in school curricula.

Given the research results, OUTSIDE project's purposes seem to meet an educational deficiency and attempt to set some guidelines to produce a structured response to the training needs of teachers towards an OUTSIDE methodology.

Indeed, the need for an integrated approach that promotes sustainability and entrepreneurship, lead to the creation of school modules. These school modules, identified in the last section of this research, will be developed in the following phases of the OUTSIDE project.



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