

stream supporting traineeships
& employment apprenticeship
through micro-credentials

Task 3.1

STREAM Training Plans

Guidelines and Templates for STREAM Training Units

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Module & Unit Overview – Pre-filled Section





This section contains **pre-filled, non-editable tables** that provide key references and data from the **Training Plan**. Serving as a foundational framework, they ensure consistency and alignment in the development of training materials.




 Locked Table - Module Overview
 Module Title
GREEN COMPETENCY IN WBL ORGANIZATION AND MANAGEMENT
 Micro-credential to Certify
To perform the role of Transnational WBL Organiser in VET ensuring environmental sustainability in various industrial contexts and undertaking actions to minimize harmful impacts of WBL mobilities on environment
 Learning Outcomes
Organize mobility experiences with respect to sustainable practises in various professional contexts and minimizing environmental impact of WBL mobilities
 Total Module Duration
Duration: 12 hours Notional workload: 25 hours

 Locked Table - Unit Overview	
 Title of the UNIT	
UNIT 5 - Balancing environmental impacts in WBL mobilities	
 Learning Outcomes	
Assess and minimise the environmental impact of WBL and mobility activities	
 Unit Duration	
 Duration: 2 hours  Notional workload: 4.5 hours	
 Competence unit description	
It integrates knowledge on environmental assessment processes with attitudes oriented towards sustainability and reducing the environmental impact of work activities	
 Knowledge	<ul style="list-style-type: none"> - Environmental auditing process - Strategies for balancing economic, social and environmental factors (e.g.: digitalization).
 Skills	<ul style="list-style-type: none"> - Conduct environmental audits and assessments to minimise the detrimental impact of (international travel and work organisation on the environment)
 Attitudes	<ul style="list-style-type: none"> - Seek continuous improvement for future WBL and mobility learning experiences from experts and pedagogical peers in environmental sustainability and carbon reduction

Unit Development Template – Editable Section

This section provides operational guidelines for defining **learning resources**. To ensure consistency, completeness, and clarity in each training unit, it is essential to follow these instructions carefully. All educational materials must align with the **content, duration, and competencies (KSA)** specified in the [Unit Overview table](#).

 TOPIC N°1: Environmental Audit and Impact Awareness
Each unit can be divided into one or more topics, depending on its complexity. Every topic represents a structured segment that explores a key concept, introduces practical activities, and integrates relevant learning resources.
 TOPIC DESCRIPTION
<p>This topic introduces the environmental audit process and raises awareness about the environmental footprint of WBL mobilities.</p> <p>Learners will explore:</p> <ul style="list-style-type: none"> • What is environmental auditing. • How to assess WBL activities in terms of environmental impact. • How digitalisation can reduce negative impact.
 TASK & Learning Activities
<p>Task 1: Explore – Understanding Environmental Audits</p> <ul style="list-style-type: none"> • Type: Consumption activity • Instructions: Watch the video “What is an environmental audit?” and read “Balancing impact through digitalisation.” • Skills developed: Environmental assessment, Awareness building • Assessment: Completion + 4 MCQ quiz. <p>Task 2: Reflect & Calculate – Environmental Footprint</p> <ul style="list-style-type: none"> • Type: Practical activity • Instructions: Design greener WBL experiences • Skills developed: Reflection and management • Assessment: Submit reflection + optional peer comment.
 LEARNING RESOURCES
To support training activities, each topic should include a variety of resources, enhancing learning through multimedia materials.

 Videos	<ul style="list-style-type: none"> ● Title: What is an Environmental Audit? ● Duration: 3 minutes ● Description: This short video explains the basics of environmental audits and how they apply to WBL mobility planning. It covers what an audit measures, why it matters, and how to involve stakeholders in identifying high-impact areas. ● Link: https://public.3.basecamp.com/p/4bR7ZwNkjszGPhv1WFXxQDLe
 Podcasts	<ul style="list-style-type: none"> ● Title: Building Inclusive Mobility: Reflections on Welcoming and Being Welcome ● Duration: 6 minutes ● Description: In this podcast, participants share real experiences of entering new learning environments in mobility programmes. They reflect on the barriers they faced, the support received, and the strategies that made them feel included. The episode encourages listeners to think critically about how organisations can better prepare for and support learners from diverse backgrounds during mobility placements. ● Link: https://public.3.basecamp.com/p/K6hWF4RG38YQj1WFqvEbUVrk
 Documents	<ul style="list-style-type: none"> ● Title: Driving Sustainable Practices in Vocational Education Infrastructure: A Case Study from Latvia ● Duration: Estimated 20 minutes reading ● Description: This peer-reviewed article presents a comprehensive case study on implementing sustainable practices within vocational education infrastructure in Latvia. It details the integration of energy-efficient building systems, the adoption of renewable energy sources, and the incorporation of sustainability into the curriculum. The study emphasizes the importance of stakeholder engagement, including managers, teaching staff, and students, in achieving significant reductions in primary energy consumption and promoting environmental awareness. This document serves as a practical example for learners to understand the application of environmental audits and the development of eco-responsible strategies in educational settings. ● Link: https://www.mdpi.com/2071-1050/15/14/10998
<p>◆ Note: The examples above represent only some of the possible learning resources that can be integrated into the topic. For a complete list of available resources, please refer to the Methodological and Technical Guidelines section.</p>	
<p>◆ TOPIC N°2: Designing Greener WBL Experiences</p>	

Each unit can be divided into one or more topics, depending on its complexity. Every topic represents a structured segment that explores a key concept, introduces practical activities, and integrates relevant learning resources.

TOPIC DESCRIPTION

This topic focuses on sustainable planning and design of mobility programmes, balancing learning goals and sustainability.

Learners will explore:

- How to create sustainable mobility plans.
- Strategies for reducing impact through checklists and guidelines.

TASK & Learning Activities

Task 1: Case Study – Eco-responsible Planning

- **Type:** Case analysis
- **Instructions:** Read the case study on eco-responsible WBL and discuss:
 - Sustainable strategies adopted.
 - Lessons for their context.
- **Skills developed:** Critical analysis, Transferability
- **Assessment:** 4 MCQ quiz + reflection question.

Task 2: Create – Sustainable Mobility Checklist

- **Type:** Practical activity
- **Instructions:** Create a checklist for organising an eco-friendly mobility.
- **Skills developed:** Planning, Eco-awareness
- **Assessment:** Upload checklist + optional peer feedback.

LEARNING RESOURCES

To support training activities, each topic should include a variety of resources, enhancing learning through multimedia materials.



Documents

CASE STUDY:

- **Title:** Eco-responsible WBL Planning
- **Duration:** Estimated 20 minutes reading
- **Description:**

This case study presents an example of a WBL mobility programme (Swansea City-Wide ILM Programme) that successfully integrated eco-responsible practices. The document highlights strategies used to reduce travel emissions (local placements, use of public transport), minimise waste (training in recycling and resource efficiency), and engage stakeholders in sustainable behaviours (community workshops and partnerships). Learners will analyse these measures to identify transferable practices for their own mobility programmes and reflect on how eco-responsibility can be embedded in WBL environments.
- **Link:** ESDGC Toolkit – Case Study Source: <https://www.gov.wales/sites/default/files/publications/2018-02/education-for-sustainable-development-and-global-citizenship-a-self-assessment-toolkit-for-work-based-learning-providers.pdf>

	<p>ACTIVITY:</p> <ul style="list-style-type: none"> ● Title: SMART Plan Template. ● Duration: Estimated 10 minutes reading + use during activity ● Description: This template guides learners step-by-step in creating a SMART plan for improving inclusive practices in WBL mobilities. It includes prompts and questions to help define Specific, Measurable, Achievable, Relevant, and Time-bound actions, ensuring clarity and feasibility of the proposed improvement measures. ● Link: https://public.3.basecamp.com/p/rgBLW96NzCX8anhgLO6WHXF2
<p>◆ Note: The examples above represent only some of the possible learning resources that can be integrated into the topic. For a complete list of available resources, please refer to the Methodological and Technical Guidelines section.</p>	

<p> SUPPLEMENTARY MATERIALS & BIBLIOGRAPHY</p>	
<ul style="list-style-type: none"> ● Additional Resources: List any supplementary materials (links, videos, podcasts, articles, etc.) that provide deeper insights into the topics covered in the unit. <p>Resource 1: Sustainability in Learning Mobility – Compendium of Practices</p> <ul style="list-style-type: none"> ● Duration: Estimated 25 minutes reading ● Description: This compendium presents a collection of best practices for integrating sustainability into learning mobility programmes. It offers a theoretical framework for sustainability in learning mobility and showcases concrete examples categorized into key domains, providing readers with practical insights and inspiration for implementing sustainable practices in their own programmes. ● Link: https://pjp-eu.coe.int/documents/42128013/129798510/Sustainability%2Bin%2BLM%2BCompendium%2Bof%2BPractices.pdf 	
<p> Resource 2: Driving Sustainable Practices in Vocational Education Infrastructure</p> <ul style="list-style-type: none"> ● Duration: Estimated 20 minutes reading ● Description: This study explores the implementation of sustainable practices in vocational education infrastructure, focusing on energy efficiency and greenhouse gas emission reductions. It provides insights into mandatory and optional measures that can lead to significant environmental benefits, offering valuable information for institutions aiming to enhance their sustainability efforts. ● Link: https://www.mdpi.com/2071-1050/15/14/10998 	

- **Bibliography:**

- **Education for Sustainable Development and Global Citizenship (ESDGC) – Self-Assessment Toolkit for Work-Based Learning Providers**

Welsh Government (2018).

<https://www.gov.wales/sites/default/files/publications/2018-02/education-for-sustainable-development-and-global-citizenship-a-self-assessment-toolkit-for-work-based-learning-providers.pdf>

- **Sustainability in Learning Mobility – Compendium of Practices**

Partnership between the Council of Europe and the European Commission (2023).

[https://pjp-](https://pjp-eu.coe.int/documents/42128013/129798510/Sustainability%2Bin%2BLM%2BCompendium%2Bof%2BPractices.pdf)

[eu.coe.int/documents/42128013/129798510/Sustainability%2Bin%2BLM%2BCompendium%2Bof%2BPractices.pdf](https://pjp-eu.coe.int/documents/42128013/129798510/Sustainability%2Bin%2BLM%2BCompendium%2Bof%2BPractices.pdf)

- **Driving Sustainable Practices in Vocational Education Infrastructure**

Caeiro, S. et al. (2023). *Sustainability*, 15(14), 10998.

<https://www.mdpi.com/2071-1050/15/14/10998>



UNIT SUMMARY

This unit focuses on equipping learners with the skills and knowledge needed to critically assess and minimise the environmental impacts of Work-Based Learning (WBL) mobility programmes. Through two structured topics, participants will explore sustainable practices and design strategies to reduce the ecological footprint of international mobility without compromising learning quality.

Learners will begin by understanding the role of environmental audits and how digitalisation can support greener mobility. They will assess the footprint of typical mobility activities and learn how to introduce environmentally responsible measures. Through real case studies and hands-on tasks, they will then apply this knowledge to design practical and eco-friendly solutions.

By the end of the unit, learners will have developed skills to integrate sustainability principles into mobility planning, promote environmentally responsible behaviours among stakeholders, and contribute to a greener future for international WBL programmes.



Topics Covered

Topic 1: Environmental Audit and Impact Awareness

- Understand what an environmental audit is and why it matters in mobility.
- Explore how digitalisation and planning can reduce ecological impact.
- Engage in practical activities, including a footprint calculation and quiz.

Topic 2: Designing Greener WBL Experiences

- Analyse real case studies of eco-responsible mobility.
- Create a sustainable mobility checklist tailored to your professional context.
- Final self-assessment and peer feedback.

Key Learning Objectives and Competencies

- Be able to identify needs and organise environmental audits for mobility.
- Apply strategies to reduce emissions and ecological impact.
- Design and implement sustainable mobility plans.
- Engage and collaborate with stakeholders to support eco-friendly practices.

Learning Resources and Planned Activities

- Videos and podcasts introducing key concepts.
- Reading materials on eco-responsibility and best practices.
- Practical activities including footprint calculators and checklist creation.
- Quizzes and self-assessments to reinforce learning.
- Real case studies showcasing successful eco-responsible mobility initiatives.

ASSESSMENT FRAMEWORK

The assessment components provided in this section of each unit will be gathered and integrated by CIOFS-FP ETS to develop the comprehensive PRL (Prior Learning Recognition) and Final Assessment for each module.

The evaluation process consists of two key phases:

1 PRL - Prior Learning Recognition: This initial phase identifies the learner's **pre-existing knowledge**, enabling a personalized learning path and potentially the issuance of badges (to be confirmed).

2 Final Assessment: At the end of the module, learners will undergo a **structured evaluation to assess their level of achievement**. This phase includes final tests and practical activities, allowing them to apply acquired competencies in real-world scenarios.

Both phases incorporate specific activities designed to objectively measure theoretical and practical skills, ensuring a comprehensive assessment of the learner's progress.

1 PRL - Prior Learning Recognition

Case Study

Scenario:

Maria is a mobility organiser in a vocational education centre. She is preparing a WBL mobility programme where 15 students will spend three months in different companies across Europe.

During the preparation phase, Maria starts thinking about how to make this experience more eco-responsible, as the organisation is now committed to reducing its environmental footprint.

Some questions she faces:

- How can she reduce the travel emissions generated by the mobility?
- What criteria should she use to select accommodation and daily transport options?
- Can she integrate more digital elements to reduce printed materials and unnecessary trips?
- How can she involve students, companies, and staff in adopting greener behaviours?

Maria's goal is to develop a mobility plan that reduces emissions and waste while ensuring a quality learning experience for all students.

OPEN-ENDED QUESTIONS

1 In your opinion, what should be the first step Maria takes to ensure the mobility programme is more environmentally sustainable?

2 What eco-responsible strategies would you suggest for reducing travel emissions during the mobility?

3 How can digitalisation help Maria reduce the environmental impact of this programme?

	<p>4 How could Maria involve the host companies and students to promote sustainable behaviours during their stay?</p>
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	<p>Question 1: Which of the following options is a good strategy to reduce travel emissions for a WBL mobility programme? A) Encourage students to fly whenever possible B) Use local placements or promote train/bus travel C) Avoid mobility altogether D) Book individual taxis for each student</p> <p>(Correct Answer: B)</p>
<p>Closed-ended questions</p>	<p>Question 2: Which of the following is NOT a sustainable practice during mobility planning? A) Selecting accommodations near work placements B) Printing materials for each meeting C) Using digital tools to communicate D) Encouraging walking or cycling when possible</p> <p>(Correct Answer: B)</p>
	<p>Question 3: Involving host companies and students in eco-responsible actions is: A) Not necessary if emissions are already calculated B) Essential to ensure behavioural impact C) Optional and only for very motivated participants D) Impossible during short-term mobility</p> <p>(Correct Answer: B)</p>
	<p>Question 4: Which of the following is an example of digitalisation supporting eco-responsibility? A) Organising a welcome dinner B) Using virtual meetings for preparation activities C) Providing printed guidelines D) Sending reminders by post</p> <p>(Correct Answer: B)</p>

2 FINAL ASSESSMENT

Assessment Method

Case Study

Scenario:

Anna works as a mobility coordinator for a vocational institute in Italy. She has been asked to plan a mobility experience for 25 apprentices who will be travelling to Germany for a 2-month WBL programme in companies related to hospitality and tourism.

The organisation recently adopted a new eco-responsibility charter, and Anna's goal is to design a greener and more sustainable mobility plan that respects the environment while maintaining a valuable educational experience.

In her plan, Anna has already decided on some eco-friendly measures:

- Participants will travel by train instead of plane whenever possible.
- Accommodation will be booked near the workplaces to allow walking or cycling.
- All learning and administrative documents will be digital.
- A checklist of sustainable daily actions will be provided to all participants and partners.

However, she still needs to refine some elements and ensure that **stakeholders (host companies and students)** really embrace eco-friendly behaviours during the mobility.

OPEN-ENDED QUESTIONS:

1 What additional actions could Anna take to further minimise the environmental footprint of the mobility programme?

2 How can Anna ensure that host companies actively participate in promoting sustainable behaviours?

	<p>3 Suggest two ways Anna could monitor and evaluate the environmental impact during and after the mobility.</p> <p>4 Reflecting on your own WBL experience or context, what would be the biggest challenge in implementing such a sustainable plan?</p>
<p>Closed-ended questions</p>	<p>Question 1: Which of the following strategies BEST contributes to reducing travel emissions? A) Allowing participants to choose their preferred means of transport B) Using flights only if necessary and prioritising trains or buses C) Renting private cars for each student D) Booking taxis for daily commuting</p> <p>(Correct Answer: B)</p>
	<p>Question 2: Why is booking accommodations near the workplace an eco-responsible action? A) Because it's cheaper B) Because it improves cultural immersion C) Because it reduces daily transport emissions D) Because it is mandatory in mobility programmes</p> <p>(Correct Answer: C)</p>
	<p>Question 3: What is the purpose of providing a Sustainable Mobility Checklist to students? A) To make them sign an agreement B) To encourage them to reflect on and adopt eco-friendly behaviours daily C) To prepare them for exams D) To verify their attendance</p> <p>(Correct Answer: B)</p>

	<p>Question 4: Which of the following digitalisation actions helps reduce the environmental impact of mobility programmes?</p> <ul style="list-style-type: none">A) Using paper brochuresB) Distributing printed maps and guidesC) Conducting virtual preparation meetings and providing digital learning materialsD) Sending post cards from the host country <p>(Correct Answer: C)</p>
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