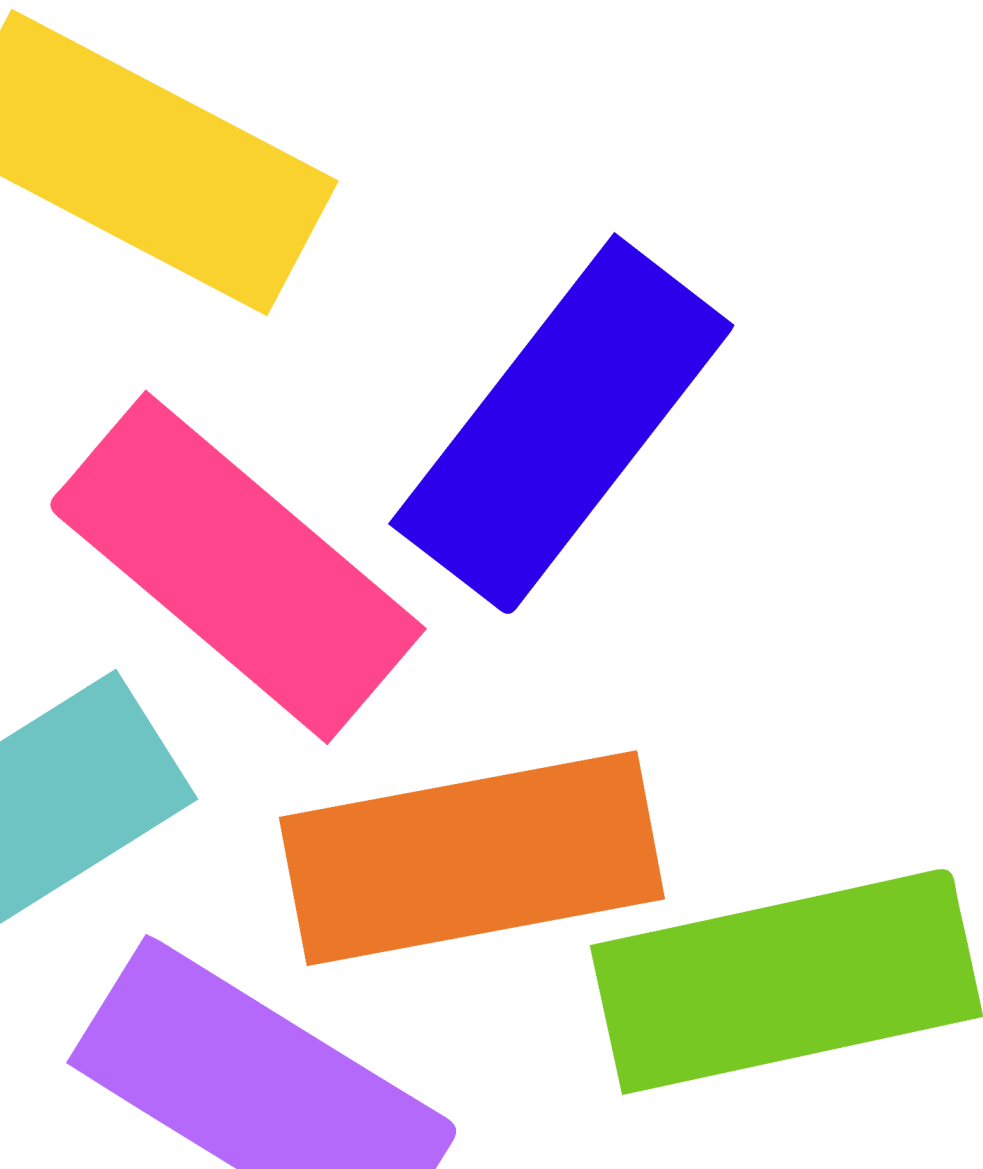


WP2 REPORT

September 2025



Contents

Introduction	4
1.1 Analysis and evaluation of the original GreenComp and its structure as an educational tool for the youth sector.	4
1.2 Mapping and desk research of the current use and reach of Green COMP in different EU countries in educational programmes for youth (formal or non-formal).	4
1.3 To research the needs of selected stakeholder groups related to youth field on the potential of a practical Sustainability Toolkit.	5
2. GreenComp at the moment	7
2.1 Non-Formal Education in the GreenComp Framework	7
Compatibility between GreenComp and Non-Formal Education	7
Youth/NFE Guidance in Official GreenComp Materials	8
Emerging Applications for GreenComp in Youth and NFE Contexts	8
2.2 EU-Level Mapping Analysis: Patterns and Implications for NFE	8
Dominance of formal and institutional actors	8
Resource types and orientation	9
NFE positioning	9
Exceptions and innovations	9
Alignment patterns	10
Implications for NFE	10
Gaps and Missed Opportunities at EU Level	11
2.3 Partner Countries-Level Mapping Analysis: Patterns and Implications for NFE	12
Key conclusions	13
2.4 Partner Countries' Insights from Focus Groups and Interviews: Implications for NFE	14
3. Adapting the GreenComp Framework to the Youth Field	15
3.1 Greencomp competences related to youth work (and what's good about the framework already)	15
3.2 Other relevant trends across the five partner countries regarding GreenComp related to the Youth Field	17
4. A GreenComp Toolkit for the Youth Field	22
4.1 Recommendations for a Toolkit to promote Greencomp, from 5 countries field research	22
4.2 Recommendations for the GreenComp Toolkit	28
AREA 1. Practical content and real-world application	28
AREA 2. Design, format, and engagement	28
AREA 3. Language and accessibility	29
AREA 4. Pedagogical guidance and structure	30
AREA 5. Addressing broader issues and context	30
AREA 6. Motivation and impact	31
AREA 7. Efficiency and usability	31

	3
4.3 Recommendations for the testing phase of the Sustain-Ability Toolkit	32
4.4. Responding to challenges: Pathways for building the Toolkit	33
4.4 Other resources/toolkits and activities from field research to build our toolkit on qualitative research findings from partner countries	35
Recommendations linked to resources	36
Annex 1: National Reports	1
1.1 National report of Croatia	3
1. DATA SECTION	3
2. OPINIONS ON GREENCOMP	4
3. SUGGESTIONS ON GREENCOMP IMPROVEMENTS	6
4. EDUCATIONAL TOOLKIT - WHAT & HOW?	8
5. FINAL REMARKS - FIELD RESEARCH FEEDBACK	11
1.2 National Report of Germany	13
1. DATA SECTION /FIELDWORK OVERVIEW	13
2. OPINIONS ON GREENCOMP	14
3. SUGGESTIONS ON GREENCOMP IMPROVEMENTS	16
4. EDUCATIONAL TOOLKIT - WHAT & HOW?	18
5. FINAL REMARKS	20
1.3 National report of Italy	25
1. DATA SECTION	25
2. OPINIONS ON GREENCOMP	25
3. SUGGESTIONS ON GREENCOMP IMPROVEMENTS	27
4. EDUCATIONAL TOOLKIT - WHAT & HOW?	29
5. FINAL REMARKS	30
1.4 National Report of Romania	32
1. DATA SECTION	33
2. OPINIONS ON GREENCOMP	33
3. SUGGESTIONS ON GREENCOMP IMPROVEMENTS	36
4. EDUCATIONAL TOOLKIT - WHAT & HOW?	38
5. FINAL REMARKS – FIELD RESEARCH FEEDBACK	40
1.5 National report of Spain	42
1. DATA SECTION	42
2. OPINION ON GREENCOMP	42
3. SUGGESTIONS ON GREENCOMP IMPROVEMENTS	44
4. EDUCATIONAL TOOLKIT - WHAT & HOW?	46
5. FINAL REMARKS – FIELD RESEARCH FEEDBACK	50
References for chapter 2	56
Appendix: Sources of Quotations and Attributions for Chapter 3	57

Introduction

This report is part of the project Sustain-ability: Shaping Green COMP for the youth field. The main goal of the project is to increase the capacity of the youth work sector in Europe to use GreenComp – a European sustainability competence framework, and by that, to participate in supporting the overall green transition in the EU.

To fulfil the general goal, one of the project's objectives is the review and assessment of the relevance of GreenComp in youth work at the European level. For this, we ran several activities:

1.1 Analysis and evaluation of the original GreenComp and its structure as an educational tool for the youth sector.

GreenComp is a document that, with its content and the structure, enriches general green competences for diverse social actors. Its four main areas and 12 competences are very aligned with a deep and holistic education on sustainability. We consider this as a huge step forward in strengthening competences for sustainability based on the needed steps in knowledge, skills, values and attitude.

After the analyses of the document, we noticed the lack of a practical approach to the listed competences and their corresponding statements that need to be fulfilled.

1.2 Mapping and desk research of the current use and reach of Green COMP in different EU countries in educational programmes for youth (formal or non-formal).

Two surveys were run and promoted through partner organisation networks. The first survey was internal with project partners (7 responses) and the other with external contacts (16 responses). This gave positive leads to further interview, and an understanding of some of the main needs and thoughts that could be used to refine interview questions. The main findings from the surveys for GreenComp were to **Make it practical** (eg. Develop a hands-on toolkit with clear instructions); **Simplify it** – Reduce jargon and make the language more accessible; **Measure it** – Create tools for assessing competence acquisition; **Connect it** – Link to Youthpass, ETS, and other existing frameworks; **Digitise it** – Add digital sustainability competences; and **Promote it** – Build awareness through ambassadors and peer learning.

As for the desk mapping, out of more than thirty initiatives on EU level analysed, only a small number were explicitly designed for youth workers or grassroots educators.

Most tools either assume formal-sector delivery or reference NFE only in passing, without offering concrete methods or recognition pathways such as Youthpass.

This leaves a gap between conceptual alignment and practice. On paper, GreenComp shares the same values as NFE: learner-centred, action-oriented, focused on life skills and agency. But in practice, youth actors are underrepresented in its implementation. National mapping in five countries that are part of the Sustainability project confirms this: Romania shows grassroots initiatives but little explicit use of GreenComp; Spain and Italy have innovative Erasmus+ projects linking competences to youth work, but these remain isolated examples; Germany highlights adaptation to adult and VET learning more than youth; and in Croatia there is also prevalence mostly in the formal sector.

1.3 To research the needs of selected stakeholder groups related to youth field on the potential of a practical Sustainability Toolkit.

Field research was carried out among relevant stakeholders for the youth field about their opinion on GreenComp and how they see the possibility to make it more close to the youth field. In total, the research involved 111 people across the five partner countries. This was done through 52 interviews and 23 focus groups. The participants included youth workers at local and international levels, young people aged 17–30, trainers in the field of youth, NGO staff, and some voices from outside the youth field such as school teachers. The numbers were fairly balanced across countries: Italy and Romania each worked with the target number of 20 participants, Germany with 22, Spain with 24, and Croatia with 25. Together, this gives a valuable picture of how different groups see the links between sustainability competences, and GreenComp specifically, and youth work.

Disaggregation of quantitative data per interviews/focus groups and stakeholders:

Country	Total No. interviewees	No. Interv.	No. focus groups	Youth worker local/reg	Youth worker int'l	Young people age 17-30	Trainer/educators of youth workers	NGO staff	Outside of youth field
Italy	20	13	1	5	2	2	5	3	3
Germany	21	11	2	4	4	1	4	3	4
Spain	24	6	4	5	3	5	4	4	3
Romania	20	10	2	4	2	3	5	4	2
Croatia	25	11	3	6	5	3	5	3	3
All countries	110	51	12	24	16	14	23	17	15

Acronyms used in the table: Pax (Participants) | No. (Number) | Interv. (Interviews) | FG (Focus groups) | YW (Youth workers) | Reg. (Regional) | Int'l (International) | YP (young people) | Ed. (Educator) | Youth Field (YF)

Youth workers, educators, and young people across the five countries recognised that the participatory and experiential principles of GreenComp reflect how they already work. However, they also stressed that the framework remains too abstract unless translated into practical activities, local realities, or validation tools. As we move towards developing the toolkit, it will be crucial to design approaches that actively involve young people and practitioners in shaping how these competences come to life.

GreenComp was designed for “all learners, in any learning setting,” yet the evidence from both EU-level mapping and the five national reports shows a clear imbalance: most existing resources have been developed primarily for formal education, vocational training, or higher education.

From here, the project's partners will initiate steps and actions toward the preparation of the toolkit and the training that will act as an educational tool for using GreenComp in the youth sector. Recommendations for these steps are also presented in this report.

2. GreenComp at the moment

2.1 Non-Formal Education in the GreenComp Framework

GreenComp is the European Commission's reference framework for sustainability competences, intended for "all learners, irrespective of their age and education level and in any learning setting – formal, non-formal and informal" (European Commission, 2022). It outlines 12 interlinked sustainability competences—across values, complexity, future visioning and action—to build knowledge, skills, and attitudes for living sustainably (European Commission, 2022). This universal design implies a natural fit with non-formal education (NFE): GreenComp emphasises systemic and critical thinking and learner agency (European Commission, 2022), goals that resonate with NFE's focus on experiential, participatory learning.

According to the Council of Europe, non-formal education is defined as a "planned, structured" process that is learner-centred and "based on experience and action" (Council of Europe, n.d.). In short, the values of NFE:voluntary, inclusive, youth-led learning that builds life skills and supports active citizenship, are conceptually aligned with GreenComp's ambitions.

Compatibility between GreenComp and Non-Formal Education

GreenComp mirrors the core principles of non-formal education in several key ways. Like NFE, which is designed to centre learners' needs through participatory approaches (Council of Europe, n.d.), GreenComp promotes learner agency and adaptability across diverse educational settings (European Commission, 2022). It supports experience-based and action-oriented learning, aligning with NFE's emphasis on learning by doing (Council of Europe, n.d.), and encourages collective engagement with sustainability challenges (European Commission, 2022). Both approaches share a holistic, values-driven foundation, aiming to cultivate competences such as empathy, responsibility, and systems thinking (European Commission, 2022; Council of Europe, n.d.). Moreover, GreenComp's open and non-prescriptive structure enhances its accessibility and relevance to youth groups and grassroots educators working in non-formal contexts (European Commission, 2022). This compatibility is evident in practical tools such as SALTO-YOUTH's Green Soft Skills Toolkit, which explicitly structures NFE learning activities around the 12 GreenComp competences (SALTO-YOUTH, 2023).

Youth/NFE Guidance in Official GreenComp Materials

Despite these synergies, the official GreenComp documentation does not provide specific guidance for youth work or non-formal educators. It should be acknowledged that GreenComp is presented as a centralised reference document intended to be adapted across educational fields in different ways. However, youth work and non-formal education are rarely mentioned explicitly or highlighted as examples, and representation from NGOs and youth work practitioners appears limited in the co-creation process. This may partly explain the lack of direct reference to these contexts. The JRC's core publications present the framework generically, with no references to Youthpass, youth-sector validation tools, or NFE pedagogies (European Commission, 2022).

Even though the GreenComp framework is described as suitable for all learning contexts (European Commission, 2022), Commission-endorsed case studies, policy briefs and community resources mostly highlight formal education examples, and the GreenComp Community of Practice, although structured for youth, NGOs and lifelong learning, with selection of learning methodologies (collaborative, community, experiential, play-based), does not currently feature a thematic stream dedicated to youth work, (JRC, 2024).

Emerging Applications for GreenComp in Youth and NFE Contexts

Despite the gaps identified above, several Erasmus+ projects and youth organisations have already begun to appropriate GreenComp effectively, developing toolkits, games, and training activities that translate its competences into participatory, learner-centred practices. These initiatives demonstrate the potential of non-formal education to bring GreenComp to life in ways that resonate with young people, and they will be further outlined and explored in the sections and chapters that follow.

2.2 EU-Level Mapping Analysis: Patterns and Implications for NFE

From just under 40 EU-level entries (Partner Mapping, 2024–25), the emerging picture broadly mirrors national trends, but with some clearer structural tendencies.

Dominance of formal and institutional actors

Most of the initiatives listed are coordinated by universities, research centres (including the JRC), national education agencies, or other stakeholders. Youth organisations are present in the dataset that we collected through mapping, but only

in a small number of cases, and very rarely as lead coordinators. In most instances, NGOs appear as project partners or beneficiaries in initiatives led by larger institutional bodies.

Resource types and orientation

Most entries are labelled as toolkits, frameworks, or research reports, most of which are designed with formal or vocational education in mind. Only a very limited part can be described as primarily targeted at youth or non-formal learning settings. The overall orientation leans strongly towards employability, teacher training, or adult/VET skills development, reinforcing the prominence of the formal sector in our mapping exercise.

NFE positioning

NFE is often referenced rhetorically (for example, in claims that resources are “for all learners”), but this is not always reflected in the design of the materials themselves. Very few outputs are explicitly tailored for youth workers or grassroots educators. In addition, GreenComp has not yet been systematically connected with validation instruments such as Youthpass or embedded in strategic frameworks like the EU Youth Strategy or SALTO’s European Training Strategy. While the European Commission’s online [GreenComp Community of Practice](#) is open to all, it currently does not provide a dedicated youth or NFE strand or channel, which may partly explain the underrepresentation of youth actors in its activities.

Exceptions and innovations

Although relatively few, several initiatives stand out as youth- or NFE-focused:

- [Green Youth Employability Toolkit](#) (a multilingual Erasmus+ resource structured directly around the 12 GreenComp competences)
- [SALTO-YOUTH Green Soft Skills Toolkit](#) (explicitly designed for youth work and mapped to GreenComp)
- [YouthProAktiv GreenComp Training](#) (uses simulations and group workshops to build competences in intercultural youth settings)
- [GameComp](#) (Erasmus+ Youth Project) (offers a gamified competence-assessment tool with trainer workshops)

- [Call2Nature Youth Toolbox](#) (provides unplugged sustainability activities designed for youth contexts)
- Grassroots organisations such as [Naturfreunde Jugend](#) and [Climate Alliance](#) (also contribute with non-formal education approaches, though these remain the exception rather than the rule)

Alignment patterns

- Fully aligned: A small cluster of projects (e.g. SALTO Toolkit, Green Youth Employability, Call2Nature, GameComp) structure their activities explicitly around GreenComp competences.
- Partially aligned: Several others (e.g. [EcoProvocarea](#), [Green Hive](#), [NBS EduWorld](#)) adopt experiential or participatory learning methods but without consistently referencing the GreenComp framework.
- Aligned with sustainability education, but not specifically with the GreenComp framework.: The majority address sustainability education in more general terms, often without explicit use of the GreenComp competences.

Implications for NFE

The analysis of the mapping at the EU level matches the trends highlighted in 2. as these findings suggest that GreenComp and NFE are conceptually well-aligned, and both emphasise learner-centred, participatory, and action-oriented approaches. However, this alignment is not yet fully operationalised in EU-level practice. The strongest examples of youth/NFE integration currently come from ad-hoc project-based initiatives, especially Erasmus+ partnerships and NGO-led pilots, rather than from top-down policy instruments.

The national findings and the trends identified in the mapping at the EU level reinforce the earlier observation that GreenComp and NFE are conceptually well aligned but only selectively operationalised in practice. Across the partner countries, youth and non-formal learning are present but marginal, with just a few initiatives (such as EcoProvocarea, Green Hive, and Green Youth Employability) explicitly engaging with the framework. These examples mirror the EU-level picture: NFE is acknowledged rhetorically, and in some cases brought to life through innovative Erasmus+ projects, yet it remains structurally underrepresented in policy instruments and official GreenComp guidance. The convergence of EU- and national-level evidence therefore points to the same conclusion: the potential of GreenComp in

non-formal education is clear, but its NFE potential depends on deliberate efforts to embed it in youth-sector structures and to scale the promising but still scattered project-based innovations.

Gaps and Missed Opportunities at EU Level

Despite the promising emergence of non-formal education (NFE) applications at project level, several structural gaps persist in how GreenComp is integrated into the broader EU youth and education landscape:

- GreenComp is not yet structurally embedded into key youth development instruments such as Youthpass, the EU Youth Strategy, or SALTO's European Training Strategy (European Commission, 2022; SALTO-YOUTH, 2023).
- Although the GreenComp Community of Practice (CoP) is open to all education stakeholders, it does not currently include a youth-specific working group or thematic track. Youth workers and organisations are technically welcome, but the absence of tailored spaces or curated content results in underrepresentation of the youth sector (JRC, 2024).
- Across the almost 40 EU-level entries analysed, the vast majority are led by formal education providers. Only a small subset involve youth-led or NFE organisations, and even fewer do so as lead coordinators (Partner Mapping, 2024).

These gaps suggest that non-formal education, while conceptually welcomed in GreenComp, has not yet been operationally embedded in EU-level structures. Bridging this divide would require guidance, resources, and a governance approach that recognises and empowers youth-sector actors.

2.3 Partner Countries-Level Mapping Analysis: Patterns and Implications for NFE

Romania

The Romanian set points to a lively, bottom-up ecosystem where schools, teachers and youth groups are mobilised through practical guides and community challenges. The materials emphasise participation, local action and behaviour change, very close to the NFE profile in 2.1, yet they are framed mainly by the SDGs and environmental citizenship rather than by GreenComp's twelve competences. In other words, the Romanian mapping shows strong pedagogic proximity to GreenComp (experiential, learner-centred, action-oriented) but limited explicit competence mapping. Examples in Catalin's entries illustrate this pattern: a national challenge format run through schools/communities, and accessible toolkits on sanitation, waste reporting and "Săptămâna Verde" that are easy for youth groups to use, even if not GreenComp-structured.

Italy

Italy's mapping provides the clearest operational link between GreenComp and NFE among partners. Carlotta's entries include a youth-worker toolkit that maps activities directly to all twelve GreenComp competences, evidence that the conceptual fit set out in 2.1 can be translated into concrete, participatory practice. There is also evidence of competence-oriented resources for skills, entrepreneurship and systems thinking, plus formal-sector analysis confirming GreenComp's role in curricula. The national picture therefore echoes the EU-level pattern in 2.2 (formal/VET prominence), but with a notable countertrend: a fully mapped, NFE-specific tool already in use for youth work.

Spain

Spain shows a dual track. On one end, Anna and Oscar document youth-facing experimentation that brings GreenComp into participatory formats (e.g., a gamified competence-assessment tool co-designed with youth workers; workshop scenarios and micro-learning that reference GreenComp and can run as community sessions). On the other, much activity sits in VET and sectoral training (culinary, wine, service-learning in HE), where GreenComp or broader sustainability competences are embedded for professional audiences. This mix aligns with 2.2, i.e., innovation pockets that are promising for NFE, alongside a larger formal/sectoral presence.

Germany

Germany's entries reflect strong institutional uptake of GreenComp: framework documents, EU case studies and large resource hubs, mostly within schools, adult learning or general audiences, however. Alongside that, there is select NFE-relevant practice in circulation (including the youth-worker toolkit used across countries), and practitioner articles/platforms that stress lifelong and life wide learning. The result is the same asymmetry highlighted in **2.2**: awareness and availability are high, but youth-specific, competence-mapped materials are comparatively few. The gap is not conceptual (as Germany's mapping evidences significant presence of GreenComp) but is mainly operational for the youth field.

Croatia

In Croatia practice of the GreenComp framework is not very widespread. If it is in use, it is mostly done by schools or higher education institutions, like it was shown by the mapping on EU level. A good example is Erasmus+ LEAF project where as a partner from Croatia participated in the Parents' [Association Step by Step](#). Within the project they have created The LEAF handbook Competence Framework which is based, among others EU competences frameworks, also on the GreenComp. In the line with 4 main GreenComp areas they prepared 9 educational modules. In addition to this, they also produced the Teacher's Handbook and the LEAF Academy Toolkit.

Also, as part of the "green" training organized by National Agency for Mobility and EU Programmes, GreenComp framework is used in NFE approach, but this is happening from time to time and it is not strictly regulated.

Key conclusions

- In several countries, particularly Romania and Spain, initiatives and the resources found to adopt participatory and learner-centred methods, with grassroots engagement and experiential activities. However, this is more a matter of practice than of explicit alignment with GreenComp, the principles resonate, but are not consistently labelled or framed that way.
- The structural imbalance described in 2.2 also appears nationally. Across the five partner countries, most initiatives are led by formal education, VET providers, or research bodies. Resources designed specifically for youth work or non-formal education are far fewer, and even fewer are systematically mapped to the GreenComp competences. Italy stands out as the clearest exception, with dedicated youth-sector toolkits explicitly tied to GreenComp. Spain shows selective innovation (e.g. youth mobility curricula, gamified tools),

while Germany has relevant resources but thinner youth-specific application. In Romania, much activity occurs at grassroots level with schools and community groups, which implies non-formal practice but rarely makes the link to GreenComp explicit. In Croatia, GreenComp is almost invisible to the youth sector, with the exception of very valid and interesting materials made through the LEAF project mentioned above.

- GreenComp and non-formal education are conceptually aligned, and grassroots actors are already using the framework in participatory, youth-led ways. However, the lack of structural support, institutional recognition, and youth-focused materials means that the potential of GreenComp in the youth sector remains underdeveloped.

2.4 Partner Countries' Insights from Focus Groups and Interviews: Implications for NFE

Across the five partner countries, focus groups and interviews reveal a striking convergence: stakeholders broadly recognise the conceptual compatibility between GreenComp and non-formal education, yet they emphasise that this potential is not fully realised in practice.

Youth workers, trainers, and NGO representatives in Romania and Spain highlighted that GreenComp's participatory, learner-centred philosophy resonates with the ethos of NFE. They stressed that experiential, action-oriented approaches already exist in their contexts (e.g. community-based sustainability projects in Romania, intercultural youth mobilities in Spain) and could be naturally framed through GreenComp. German stakeholders echoed this alignment but noted that GreenComp is still perceived as abstract, requiring translation into concrete methods and tools before it can be widely adopted in youth work.

Participants across countries consistently raised concerns about the lack of youth-specific guidance in GreenComp. In Italy, youth-sector actors valued the framework's relevance but observed that most available resources remain designed for schools, universities, or VET, leaving NGOs and grassroots educators to adapt formal-sector materials on their own. Romanian groups noted a similar challenge: while their practices are participatory, the absence of validation mechanisms like Youthpass integration means their work remains marginal in EU-level implementation. In Germany and Spain, interviewees highlighted the resource-intensity of translating GreenComp into NFE practice, especially for smaller organisations with limited

capacity. Croatian stakeholders underlined a more basic gap: awareness of GreenComp itself remains low, with limited exposure among youth organisations.

Despite these obstacles, respondents identified clear opportunities. Youth workers in Spain and Italy pointed to Erasmus+ as a “testing ground” where GreenComp competences could be operationalised through toolkits, training curricula, and gamified methods. German and Romanian participants stressed the potential of connecting GreenComp with existing youth-sector infrastructures (Youthpass, SALTO’s ETS) to give legitimacy and recognition to NFE applications. Across all five countries, interviewees agreed that embedding GreenComp in youth-sector networks, rather than leaving it within academic or VET silos, would make it more accessible and impactful.

In this sense, the perspectives confirm the patterns identified in sections **2.1**, **2.2** and **2.3**: GreenComp and NFE are conceptually aligned but not structurally connected. Formal-sector dominance is mirrored in the lived experiences of youth actors, who perceive themselves as peripheral adopters rather than recognised co-creators or active agents (at least currently). At the same time, the qualitative data collected highlights an opportunity space: stakeholders are willing and motivated to use GreenComp in youth contexts, but they call for accessible, practice-oriented resources, explicit integration with NFE frameworks, and policy recognition that goes beyond rhetorical inclusion.

3. Adapting the GreenComp Framework to the Youth Field

3.1 Greencomp competences related to youth work (and what’s good about the framework already)

Field research was conducted in five partner countries from April to June 2025. The main goal was to obtain opinions and suggestions from the most important stakeholders in the youth sector about needed improvements of the GreenComp framework.

Across the five partner countries, the GreenComp framework was generally welcomed as a timely and valuable tool for youth work. While most youth workers and young people had not encountered it before, they quickly recognised its potential once it was introduced. In Italy, one youth worker described it as *“a useful and functional framework that helps structure our practical activities in a more organised*

way”, while a German participant remarked that *“it gives a nice overview, especially for people who are new to the topic. It helps structure things.”*

Practitioners often emphasised that GreenComp does not come as something entirely new. Instead, it was seen as reflecting and naming competences that are already embedded in everyday youth work. A Romanian trainer explained that *“the competences listed are already embedded in our activities and mission”*, while others commented that it helps to bring structure and recognition to what they already do. This suggests that GreenComp functions more as a validating and connecting framework than a disruptive innovation.

When asked which competences were most relevant to the youth field, there was some convergence across the partner countries. Critical thinking emerged as the competence most frequently named. Romanian participants described it as *“the most important because in a way it encompasses all the other competences.”* It was seen as foundational for helping young people navigate complexity, resist misinformation, and make sense of sustainability challenges.

Collective action was another that stood out. Croatian respondents emphasised that *“for sustainability, we need a Collective Action, not just personal steps”*, while in Spain it was the single most frequently chosen competence. Youth workers in several countries stressed that sustainability education cannot stop at individual behaviour change; it must lead to collaboration, civic participation, and group-based problem-solving. At the same time this competence is a complex and complicated one and along with other more advanced ones like political agency or futures literacy, was usually framed as a part of a longer journey. A Romanian youth worker captured this progression well: *“You need to guide them step by step. Don’t jump into collective action too soon.”*

Systems thinking was also widely discussed. In Italy, one teacher noted that *“young people are especially missing the systemic dimension.”* For practitioners, the value of this competence lies in its ability to connect personal experiences to wider social, ecological, and economic systems. This was seen as crucial for helping young people understand their role in addressing global challenges.

Other competences, such as individual initiative (part of the Greencomp) and personal responsibility, (not a formal GreenComp competence, but closely linked to youth work approaches and non-formal education principles discussed in Chapter 2), were often mentioned as a starting point, in the sense that they might be helping young people take small steps, experiment, and build confidence.

Competences like valuing sustainability, problem framing, adaptability and promoting nature appeared less often. Some of them are assumed to be embedded in organisations' missions or somehow intuitive in environmental education. However, there were voices that valuing sustainability it's too abstract or, on the other hand, too obvious to be a standalone competence. Supporting fairness is increasingly recognised but requires clearer framing, real life examples and tools for youth contexts.

Finally, several practitioners across Germany, Italy, and Spain stressed the importance of emotional competences, such as resilience and emotional intelligence even though they were not part of the GreenComp framework per se. With eco-anxiety increasingly present among young people, youth workers felt that GreenComp should support not just knowledge and skills, but also wellbeing. As one German youth worker asked, "*how can young people be supported to take action without their feelings of despair being ignored or bypassed?*"

From the focus groups and interviews, many insights suggest that what is "good already" about GreenComp is its strong alignment with youth work values: supporting young people's agency, connecting reflection with action, and equipping them to deal with uncertainty and complexity. Youth workers recognised many of the competences outlined above as already present in their practice but appreciated having a framework that could make them more visible, structured, and connected to a broader European effort.

3.2 Other relevant trends across the five partner countries regarding GreenComp related to the Youth Field

Although GreenComp was positively received, participants across all five countries agreed that, a) in its current form, the framework feels too dense, too abstract, and too far removed from the everyday realities of youth work; and the strongest and most consistent message was that b) it needs to be adapted, simplified in its language, translated into concrete practices, and presented in ways that are engaging and meaningful for young people.

One of the clearest calls was for simpler, youth-friendly language. Croatian participants admitted that some of the competences were "*totally not easy to comprehend*", while Romanian interviewees described the wording as "*textbook-like*" and "*distant from reality*." Many of the participants in this research felt that those characteristics risk alienating young people who might otherwise engage with the ideas. Across the board, participants called for more action-oriented phrasing.

examples rooted in everyday life, and vocabulary that speaks in a language young people can understand and use.

Another recurring theme concerning the Greencomp was the call for a toolkit itself and the demand for practical tools. Spanish practitioners emphasised the need for resources they can “*just take and do with the young people*,” while Italian participants asked for activity cards, games, worksheets, and structured workshops tied directly to the competences. German and Romanian groups added that it would be helpful to have step-by-step learning pathways, starting from basic awareness and values and gradually moving towards more advanced competences such as political agency and collective action. This sequencing was seen as essential to avoid overwhelming young people and to support progressive growth.

Contextualisation was also repeatedly highlighted. In Germany and Spain, youth workers argued that sustainability education must be adapted to young people’s lived realities, whether they are dealing with urban precarity, rural challenges, or experiences of discrimination. As one German trainer put it, “*If you want to involve young people in sustainability, you need to speak their language and act in their environments.*” This includes acknowledging different socio-economic contexts and ensuring that GreenComp is relevant for all, not just the privileged few.

The need to make GreenComp attractive and engaging was another strong theme. Across all countries, participants argued that the framework should be brought to life visually and interactively. Suggestions ranged from infographics, illustrated guides, and videos, to apps, gamification, and even escape rooms. Italian and Spanish youth workers also highlighted the power of music, storytelling, and creative arts as entry points, with one Italian trainer describing how they use “*hip-hop, trap music, kickboxing... then applying systemic thinking through GreenComp.*”

Emotional engagement was a further priority. Some youth workers noted that young people approach sustainability with anxiety, grief, or frustration. For this reason, GreenComp should not only transmit knowledge but also help build resilience and hope, helping young people shift “*from feelings of frustration or anxiety to empowerment and engagement*”, while German participants underlined the importance of addressing despair directly rather than bypassing it.

Finally, there were strong calls for inclusivity and accessibility. Romanian and German youth workers emphasised the need for versions of GreenComp adapted to different literacy levels, available in multiple languages, and usable in low-tech contexts. Spanish participants went further, stressing the importance of making GreenComp

less Eurocentric and more open to diverse cultural perspectives, while also ensuring that it connects with disadvantaged youth, including those in “survival mode.”

Some participants also proposed mechanisms for recognition and motivation. Spanish groups, for example, suggested badges, prizes, or other visible forms of acknowledgment for young people and organisations applying GreenComp. Such recognition, they argued, would reinforce motivation and help embed the competences in practice.

In a nutshell, across Croatia, Germany, Italy, Romania, and Spain, there is strong recognition of GreenComp’s potential in youth work. Practitioners see it as relevant, comprehensive, and aligned with the values and practices of the field. At the same time, there is an equally strong call for transformation. For GreenComp to become truly useful, it must move closer from policy to practice: from a dense and abstract framework to a living, flexible, and inspiring resource.

The direction for adaptation is clear. GreenComp should use:

- simpler, more relatable language;
- offer practical, ready-to-use tools;
- present competences in sequenced learning journeys;
- engage young people through visuals, interactivity, and creative expression;
- address the emotional realities of eco-anxiety, ensure accessibility and inclusivity, and;
- make space for youth co-creation.

As one Spanish participant concluded, GreenComp should not only define competences but *“inspire real action, real reflection, and collective empowerment.”*

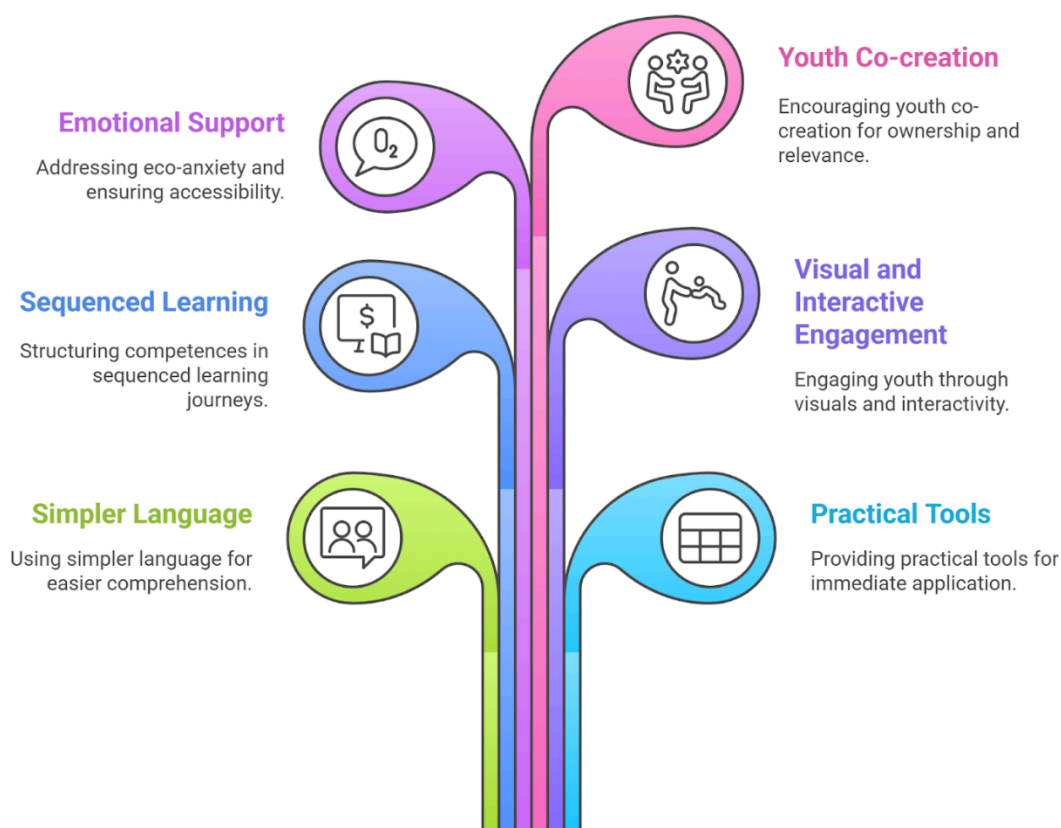
Summarised comparative table:

Country	Most Relevant Competences	Highlighted Adaptation Needs	Links to Other Education Sectors
Croatia	Critical thinking, Systems thinking, Individual initiative, Collective action	Simpler language, sequencing of competences, avoid overwhelming youth	GreenComp as a “common language” that could also connect to educators beyond youth work.
Germany	Systems thinking, Critical reflection, Collective action, Emotional resilience	Address eco-anxiety, emotional credibility, participatory and cultural relevance	Participants highlighted overlaps with schools and adult learning, stressing intergenerational inclusion and the risk of GreenComp being too “teacher-focused” unless adapted.
Italy	Critical thinking, Systems thinking, Collective action, Individual initiative	Make abstract ideas concrete, creative arts as entry points, activity-based tools	Explicitly called for links with schools and VET, e.g. agreements with schools to recognise competences, and contextualising activities for vocational learners like agricultural students.
Romania	Critical thinking (foundational), Collective action (step by step), Fairness and inequality	Simplify language, sequence learning pathways, social depth (fairness/inequality)	Suggested differentiated versions for children, teens, and adults. Called for structural adaptation so GreenComp fits both formal education and NGO training contexts.

Spain	Collective action, Future literacy, Political agency	Practical ready-to-use tools, inclusivity, decolonial perspectives, recognition badges	Strong call for intergenerational learning: older people should also use GreenComp. Also highlighted adaptation for disadvantaged youth in schools and VET, and the need to overcome Eurocentrism.
--------------	--	---	--

Detailed number of mentions of GreenComp competences per partner country can be accessed [here](#).

Enhancing GreenComp for Youth Engagement



Made with Napkin

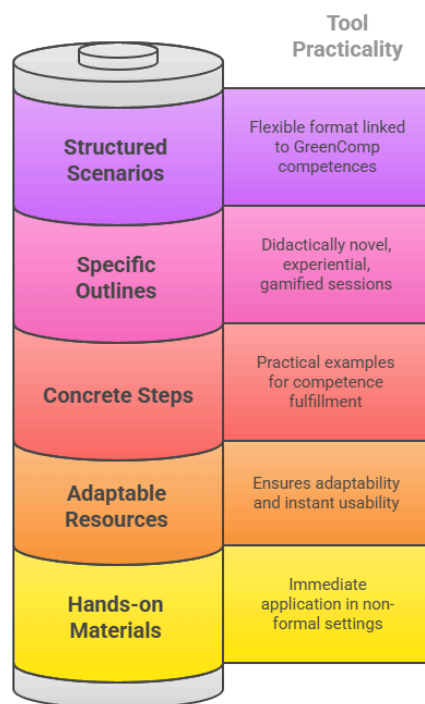
4. A GreenComp Toolkit for the Youth Field

4.1 Recommendations for a Toolkit to promote Greencomp, from 5 countries field research

The widespread sentiment from 100+ stakeholders from across Germany, Italy, Romania, Croatia, and Spain is a clear and urgent call for a comprehensive toolkit for the youth field, to complement the existing GreenComp framework. While GreenComp is generally acknowledged as a valuable and well-structured conceptual model for sustainability competences, participants consistently articulated a need for practical, user-friendly resources that bridge its theoretical nature with the diverse, dynamic realities of youth work. This toolkit is envisioned not merely as a supplementary document, but as a crucial instrument for fostering deeper engagement, enabling concrete action, and ensuring that sustainability education is both relevant and transformative.

A paramount and consistently emphasised requirement is for **ready-to-use, flexible tools** that youth workers can implement with minimal preparation. Practitioners in Germany explicitly called for "hands-on materials such as activity cards, visual templates, experiential group exercises, and workshop plans" that support immediate application, particularly in non-formal settings where time, capacity, and prior knowledge may be limited. This was echoed in Italy, where requests included "activity cards, worksheets, games, workshops, visual aids, experiential activities, group discussions with guiding questions and good practices" that ensure adaptability and instant usability. Croatian participants heavily stressed the need for "concrete steps how to follow some of the competences or how to fulfil some of the statements," lamenting the absence of practical examples. Similarly, Spanish respondents sought "specific session outlines and educational materials" that are "didactically novel, experiential, and gamified". The Romanian report also strongly advocated for "structured training scenarios and ready made activities" with a "flexible 'pick and mix' format" and "step by step activity guide linked to specific GreenComp competences". As one Spanish trainer and youth worker succinctly put it, youth workers need "examples of session outlines that they can just take and do with the young people. Not everyone has the time, the patience, the knowledge to go to [through] a document like GreenComp to design a new workshop". This collective demand highlights that youth workers seek **practical, adaptable formats, clearly linked to GreenComp competences using accessible language**.

Youth worker tool needs range from theoretical to practical.

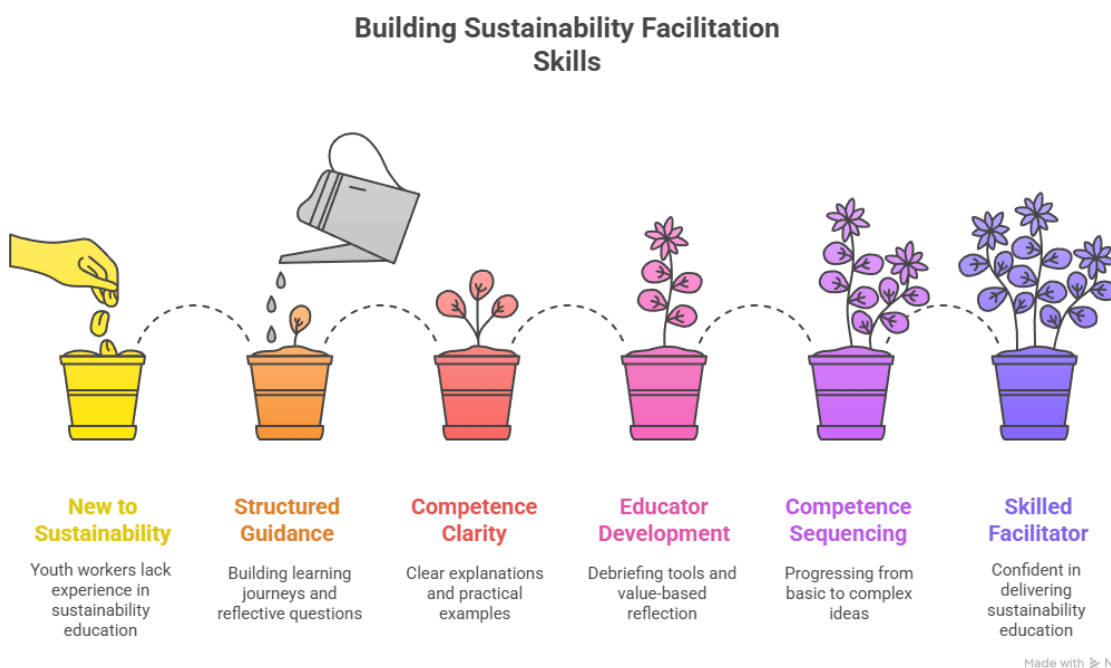


Made with Napkin

Another critical aspect is the imperative for the toolkit to be **embedded in real-life and youth realities**. Participants across all countries consistently underlined that sustainability learning must be relatable and anchored in young people's lived experiences, connecting abstract ideas to concrete actions and everyday challenges such as social exclusion, housing, discrimination, or emotional distress. Italian participants noted the value of GreenComp in helping "turn abstract ideas into concrete actions, making sustainability feel less overwhelming and more achievable". The trainer expert in non-formal education in Italy, shared their approach: "We use hip-hop, trap music, kickboxing... then apply systemic thinking through GreenComp". The toolkit should support such bottom-up engagement rather than imposing top-down definitions, featuring "mini case studies of sustainability actions led by young people" and stories reflecting diverse geographies and social contexts. Croatian participants suggested focusing on topics close to youth, such as "fashion, electronics", to enhance engagement. Romanian participants also stressed the need for local perspectives that address specific environmental conditions and different socio-economic contexts.

To effectively engage young people, the toolkit must adopt **visual, simple, and youth-friendly engagement formats**. Suggestions frequently included illustrated guides, infographics, short videos, gamified apps, social media content, and storytelling formats, seen as more engaging for young people and practical for educators with limited time or formal training. An interviewee in Germany suggested it should be "digital because we are in 2025, of course... maybe having video or podcast or games". Gamification, including escape rooms, board games, and challenges with badges or rewards, was highlighted in Spain as a key element, with the idea that rewards could translate into tangible benefits like "tax breaks, discounts, or something financial". Croatian respondents noted the importance of "visuals, graphics and multimedia" and proposed "gamification, interesting application, challenging contest from scavenger or treasure hunt style to the escape room models". Romania further emphasised "multimedia resources" including "short educational videos or animations and stories," "audio content (e.g., podcasts)," and "integration with social platforms like TikTok or Instagram". The design should be aesthetically appealing, intuitive, and fun to open, rather than being perceived as overly professional or text-heavy.

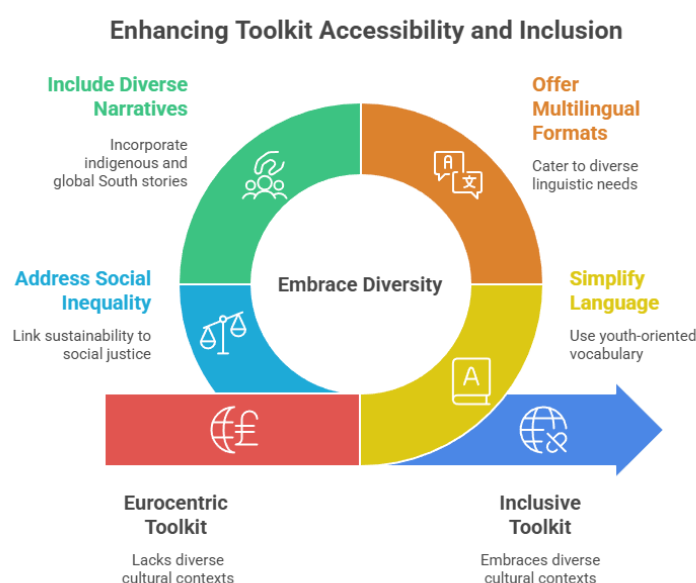
Facilitator support and structured guidance are also crucial, especially for youth workers new to sustainability education. They expressed a need for structured guidance in building learning journeys, designing reflective questions, involving local communities, and planning educational processes that make sustainability competences visible and relevant over time. This includes providing clear, non-technical explanations of each GreenComp competence, practical examples of how they can be fostered, and suggestions for observing informal learning outcomes. The toolkit is seen as a scaffold also for educator development, not just for youth. Participants requested debriefing tools and prompts to help with value-based reflection and learning transfer. There is a desire for guidance on how to sequence competences, progressing from basic to more complex ideas, rather than introducing everything simultaneously. A trainer self-assessment tool was also suggested in Spain and Romania. The toolkit should include a "full A-Z manual for trainers" with simplified definitions, a glossary and tips.



A significant emphasis, particularly from Germany and Spain, was placed on **emotional engagement and holistic learning**. Practitioners noted that many young people approach sustainability issues with eco-anxiety, grief, or disillusionment, making effective engagement a prerequisite for action. The toolkit should provide methods that acknowledge these emotional responses, including creative arts, storytelling, group dialogue, and resilience-building tools. A local youth worker in Germany, questioned how to **activate young people meaningfully** "without bypassing their despair," stressing the need for emotional honesty. Participants highlighted that sustainability education "stays cognitive and disconnected" if it doesn't also work on the level of emotional competences and reflection. The Spanish report further underlined the need for activities that engage "more parts of our body, not just the intellect," to foster a deeper sense of connection with nature and interdependence.

The toolkit must also demonstrate **accessibility and inclusion**, moving beyond a Eurocentric and "white discourse" to **embrace diverse cultural contexts, intersectionality, and the unique experiences of various communities**. This includes simplifying technical language, offering multilingual and low-literacy formats, and ensuring resources are usable in low-tech or precarious environments. Participants in Spain specifically highlighted the need to cater to different learning styles and consider neurodivergence, ensuring inclusivity and allowing for "deep listening and adapting". There's a strong call to incorporate narratives and

experiences from indigenous communities and the global South, without exoticising them, and to critically engage with hegemonic systems like capitalism. The Romanian report also stressed that for youth dealing with poverty or discrimination, linking sustainability to social inequality is crucial, as "Telling a teen in social housing to eat less meat or buy local food isn't just tone-deaf—it's unjust". Language simplification was a consistent demand, with calls for "user friendly, youth oriented" vocabulary and a focus on "simple and easy to understand language".



Furthermore, the toolkit should actively foster **community and collaboration**, moving beyond individualistic approaches to **collective action and networking**. It should highlight the importance of "acting for change together with others," encouraging alliances and knowledge exchange among professionals. There's a desire for a "portal where people can share their experiences". Youth themselves should be involved in the creation of resources, ensuring relevance and a genuine connection to their experiences. The toolkit should also promote an intergenerational approach, involving older people in the learning process. Participants also desired a territorial/local focus, providing contextualised examples and enabling mapping of local resources. The Croatian report also mentioned avoiding "only individual steps and examples and propose actions for the whole organisation". Romania underscored the importance of applying GreenComp locally, with explanations on how to mobilise peers and roadmaps for local campaigns.

Finally, concerns about **efficiency and reliability** were raised. The toolkit needs to be "compact, simple, that doesn't waste our time," and provide information that is "no longer scattered". Clear, detailed instructions for each activity, including time, materials, and objectives, are essential, with "not a lot of gaps of missing information". It should be easy to navigate, with filtering mechanisms to manage large amounts of information. The content should also be science-based, providing factual and accurate information, especially given the prevalence of misinformation online. Croatian participants stressed the importance of knowing "what is a real thing based on science and practice-proof and what is not". Romanian participants also voiced a caution for the toolkit "to not end up with the even bigger document" than GreenComp itself, as this would make it "too exhausting or tiresome for users".

In essence, the desired GreenComp toolkit is not just a static collection of resources, but a dynamic, adaptable, and emotionally intelligent ecosystem that empowers youth workers to facilitate meaningful sustainability learning. It's like a finely crafted compass for navigating turbulent waters: it offers clear direction while acknowledging the emotional journey, provides essential tools for diverse voyages, supports collaborative navigation with others, and continually adapts to the changing tides, inspiring everyone to actively steer towards a thriving future.



Made with  Napkin

4.2 Recommendations for the GreenComp Toolkit

AREA 1. Practical content and real-world application

1. **Ready-to-use materials, activities, worksheets, templates, and games** were explicitly requested by over 60 participants across various reports. These should include "activity cards, visual templates, experiential group exercises, and workshop plans"; as well as "roleplays, games, visual templates, and systems mapping exercises". These tools should be "designed for immediate implementation with minimal preparation" and "adaptable to different age groups, cultural settings, group sizes, and learning environments". There was a strong plea to avoid creating "another bureaucratic burden," with one trainer stating, "Please not a form".
2. **Inclusion of concrete examples, good practices, case studies, and real-life local project scenarios** that demonstrate how competences apply in action and connect sustainability with people's reality. This was a strong advice for improvement in Croatia and requested in Italy and Spain, appearing in at least 8 distinct instances across the sources. German participants also requested real-life, locally grounded examples including stories from fields like food, fashion, repair, activism, and community projects. "You need to bring it to life with examples", and it would be beneficial to have a "big collection of different examples, not only from professional organisations, but also from small initiatives".
3. Activities should highlight the "**side benefits**" of sustainable actions, such as economic, health, or mental health improvements, to motivate engagement. This was mentioned in at least 2 distinct instances.
4. The toolkit should include **real stories** with guidance on the process of achieving competences, showcasing both successes and failures, rather than just results. This was mentioned in at least 3 distinct instances.

AREA 2. Design, format, and engagement

5. The toolkit needs to be **visual, simple, attractive, and interactive**, using illustrated guides, infographics, playful formats, and short, youth-friendly videos. This was explicitly requested by over 30 participants and emphasized across all reports.

6. **Gamification** is highly recommended, incorporating elements like escape rooms, board games, challenges with badges or rewards, and even chatbot tools to make engagement fun, ongoing, and trackable. This was mentioned in at least 5 distinct instances.
7. **Utilisation of apps and websites** that allow for printouts of tools, show activities, or act as a "portal where people can share their experiences". This was mentioned in at least 3 distinct instances.
8. **Audiovisual materials** such as short educational videos, animations, stories, and podcasts, potentially working with influencers, should be included. This was mentioned in at least 3 distinct instances.
9. Materials should be **aesthetically appealing**, with illustrations, colours, summary posters, and potentially a background story or theme to make them more engaging and memorable. This was mentioned in at least 3 distinct instances.

AREA 3. Language and accessibility

10. A primary request is for **more simple, accessible, and user-friendly language**, moving away from formal, academic, or "textbook-like" terminology towards youth-oriented, direct communication. This was explicitly requested by over 65 participants and was the "most prevalent group of proposals" in Croatia, and appeared in "all interviews and focus groups" in Romania. In Germany, 5 participants stressed the need for accessibility and inclusion, including "simplifying technical language" and using "accessible, practice-oriented language". They also requested "simple, non-technical explanations of each GreenComp competence".
11. **Vocabulary** should be explained and adjusted to different age groups and literacy levels. This was mentioned in at least 2 distinct instances.
12. The toolkit should be **adaptive and respectful of cultural and land-based singularities**, acknowledging Europe's vast diversity and avoiding a perceived Eurocentric or "white discourse". **It should incorporate diverse cultural perspectives**, especially from Indigenous communities and the global South. This was mentioned in at least 6 distinct instances.
13. It should **cater to different learning styles** and consider neurodivergence (e.g., ADHD, ASD, dyslexia) to ensure inclusivity. This was mentioned in at least 1 distinct instance.

14. Materials should be **multilingual and work in precarious or marginalised settings**, recognising barriers like housing or income. This was mentioned in at least 2 distinct instances.

AREA 4. Pedagogical guidance and structure

15. **Clear methodological guidance and facilitation tips** are needed, especially for less experienced educators, including steps like needs analysis, debriefing questions, and building learning journeys. This was mentioned in at least 3 distinct instances.
16. Participants want a **step-by-step structure** that reflects a learning journey, progressing from basic to more complex ideas, with guidance on the order of developing competences. This was mentioned in at least 5 distinct instances.
17. It should offer **structured training scenarios and ready-made activities** that can be "pick and mix" for different age groups and experience levels. This was explicitly requested by a "majority of participants" in Romania.
18. A full **A-Z manual** for trainers with explanations, simplified definitions, tips, and a trainer self-assessment tool would be appreciated. This was mentioned in at least 2 distinct instances.
19. Activities should have **specific details** such as time, materials needed, objectives, and ideas for variation according to learning needs or context, with "no missing information". This was mentioned in at least 2 distinct instances.

AREA 5. Addressing broader issues and context

20. The toolkit should **foster critical and systems thinking** to help young people analyse problems and identify where to intervene for transformative change. This was mentioned in at least 2 distinct instances.
21. There's a call to **move beyond individualistic approaches**, emphasizing collective action and political agency to articulate change in communities and engage in broader movements. This was explicitly requested by 17 participants in Spain and mentioned in at least 4 distinct instances overall.
22. It should promote a broader socio-political and decolonial perspective, **challenging systemic issues** like capitalism and continuous economic growth. This was mentioned in at least 6 distinct instances.

23. **Local relevance and community action** are crucial, connecting activities with local environmental challenges and resources, showcasing how GreenComp applies in urban and rural realities. This was mentioned in at least 5 distinct instances.

AREA 6. Motivation and impact

24. The toolkit should **address emotional needs, helping young people move from eco-anxiety or apathy to an increased sense of agency**, fostering hope and combating powerlessness. This was mentioned in at least 2 distinct instances. In Germany, the "emotional landscape of youth engagement" was a central concern, recognising young people's "eco-anxiety, grief, or disillusionment".
25. The toolkit should include **tools for emotional engagement and wellbeing** with methods that acknowledge emotional responses. "**Emotional honesty**" was deemed essential to build real agency. "If we don't work on emotional competences and reflection... then sustainability education stays cognitive and disconnected" (Germany participant).
26. It should **inspire curiosity and creativity**, presenting sustainability not just as a responsibility but as an exciting opportunity. This was mentioned in at least 1 distinct instance. "If it doesn't come from curiosity, from a desire to discover the world... then there's no need to develop a curriculum at all" (Niklas Bernardi). Engaging methods like storytelling, music, theatre, martial arts, and hip hop were suggested as entry points.
27. It should offer **recognition and tangible benefits for engagement**, such as visible badges, prizes, or discounts, and cultivate a sense of belonging and purpose. This was mentioned in at least 3 distinct instances.

AREA 7. Efficiency and usability

28. The toolkit should be **compact, simple, and efficient**, providing information that is not scattered and doesn't waste time. This was mentioned in at least 2 distinct instances.
29. It needs to be **easy to navigate**, with filtering mechanisms to break down large amounts of information into manageable parts. This was mentioned in at least 1 distinct instance.

30. It should provide **funding guidelines** for activities related to sustainability. This was mentioned in at least 1 distinct instance.
31. A guide on how to **embed sustainability principles into an organisation's everyday practices and long-term culture** is also desired. This was mentioned in at least 1 distinct instance.

In essence, people want a GreenComp toolkit to be a hands-on, user-friendly guide that not only explains the destination of sustainability but also provides clear, engaging, and culturally relevant maps and tools for the journey, ensuring everyone, from beginners to experienced practitioners, can navigate the path to a sustainable future.

4.3 Recommendations for the testing phase of the Sustain-Ability Toolkit

When developing and testing the Toolkit for this project, there were several suggestions of elements to consider and ways to do it, coming from the national research process:

1. Embrace a "perpetual beta" and **co-creation model**. There should be continuous updates and enrichment where "everyone could contribute". We should gather diverse contributions for ongoing refinement. Youth themselves should be involved in the creation of resources to ensure relevance and authenticity. It should allow adaptation over time.
2. Trial out in **diverse contexts**, with young people with different backgrounds, ages, levels of experience in sustainability, literacy levels, neurodivergence, cultural diversity, marginalised communities, community settings (eg. youth club, skatepark, community garden etc), is crucial for identifying areas where it needs further adaptation.
3. **Examples shouldn't all be positive**. The testing phase of the toolkit should gather real-world examples that also show how people have learned from mistakes. Practical insights should be gathered to inform future versions of the toolkit and any guidance that goes with it.
4. **Accessibility and ease of use** should be tested, to see if users can navigate the toolkit independently, and if instructions are clear, visual and intuitive. Consider digital access, and if it has offline usability.
5. **Feedback and evaluation** should be given by the recipients of the training, and the multiplied recipients of their training, to see the effectiveness of the tool.

There should be a system that different stakeholders can feed into, to improve the toolkit.

6. Explore using toolkit outputs for **recognition** (e.g. digital badges or agreements with schools)

4.4. Responding to challenges: Pathways for building the Toolkit

The report revealed some challenges regarding developing the Toolkit. Although GreenComp was welcomed as a valuable framework, in its current shape it often feels too abstract in the context of the youth field. The key task ahead is to translate its complexity into youth-friendly language by preparing practical and ready to use tools.

At the same time, this report showed several **contradictory requests** that toolkit developers will need to balance:

1. **Simple vs. complex.** A call for short, easy activities for beginners but also more complex or thorough materials for advanced trainers.
2. **Universal vs. local.** A call for global applicability while also expecting adaptation to local contexts.
3. **Framed vs adaptable.** A call for defined supportive and guided educational processes, while having a way for users to feel ownership, to contribute, to adapt over time to changing needs and policies.
4. **Structured vs. flexible.** A call for detailed, step-by-step guides and session outlines, but also freedom for trainers to adapt and innovate.
5. **Short-term vs. long-term use.** A call for quick, one-off activities and at the same time the expectation that GreenComp should support long-term, sequenced educational journeys.
6. **Online vs. offline tools.** A call for digital platforms, games, and infographics and at the same time a call for physical materials and face-to-face workshops.
7. **Exhaustive yet easy to navigate.** A call to ensure it meets the needs of diverse, advanced learner groups without becoming overwhelming.

Furthermore, several recommendations draw on approaches that are already being implemented in practice. For example, many non-formal education initiatives are actively incorporating strategies to support neurodivergent learners, improve accessibility through universal design principles, and address intersectionality by

considering how factors such as gender, ethnicity, and socioeconomic background shape learners' experiences. These voices call attention to how competences intersect with issues of equity, inclusion, and diverse learning needs, areas often missing in mainstream approaches.

These issues are not obstacles but show how to make the Toolkit more accessible and universal. Each voice underlines an important need. Even points expressed by only a few participants matter. Minority voices often signal gaps that mainstream practice overlooks. They remind us that sustainability education must work for all young people.

We also feel that the Toolkit must be created, produced and delivered maintaining the identity of a non-formal education approach, with youth work values being clear and recognisable for all readers (from the youth field, out with and beyond). If GreenComp hasn't had a direct connection with the youth field until now, then this new Toolkit should obviously signal that, with approach to building it, the final content, style, visibility, recognition and impact.

The challenge for WP3 will be to balance all these contradictory requests to create a **layered, modular toolkit** that acknowledges all this diversity. It should offer different ways to start, a variety of formats, and different levels of details so GreenComp can work both as an easy introduction for beginners and as a solid resource for more advanced users. It should be something practical, adaptable and have flexibility built in.

4.4 Other resources/toolkits and activities from field research to build our toolkit on qualitative research findings from partner countries

We did a mapping at European level; each of the country-researchers did a national mapping, and during the interviews and focus groups we asked 100+ stakeholders for their recommendations of resources, toolkits and activities. They are all gathered in one place in an Excel sheet here:

**FIND THE LIST OF
RESOURCES**



This list is a comprehensive and varied collection of resources specifically designed to support non-formal education in the field of sustainability, and they often align with the GreenComp framework. You'll find a wide array of formats, including detailed toolkits that offer structured guidance, practical non-formal activities ready for immediate use, and research documents that provide the theoretical foundation and evidence for these educational approaches. Many of these resources are available in multiple languages, making them accessible to a broad European audience, and good examples of how to reach more and different people. Overall, these materials are geared towards empowering young people and those who work with them to tackle environmental issues and promote sustainable living.

The topics covered are incredibly diverse, reflecting the broad scope of sustainability. They range from practical skills like digital environmental education and developing green and digital business plans, to more theoretical areas such as deep ecology and systems thinking. You'll also find specific resources from other education sectors for hands-on activities, like organising sanitation efforts or engaging in permaculture. Many resources are already specifically designed to help develop the GreenComp competences, providing ready-to-use sessions, activities, and tools for assessment. These resources with practical methods are highly valuable for youth engagement - whether through games, workshops, training manuals, or online platforms, they offer

adaptable methodologies for experiential, participatory, and reflective learning that can be customised for various youth settings and learning styles.

Recommendations linked to resources

[Here are the tables with](#) the listed recommendations from the 5 country reports, linked to those [specific resources](#). These should help inspire or give direction to our final Toolkit. Inspiration can come from the content, the design, the approach, the logic, the style of writing etc. Different readers will be inspired in different ways. They should help to guide what we create: that we do not copy or reinvent the wheel of existing resources. What we create should be innovative and supportive to the field, with added value compared to these existing resources. Recommendations from the first part of Chapter 4 are listed in the first column, with a few examples of resources in the second column. There are 7 areas of recommendations, each in a different colour.

Enjoy!