



Co-funded by
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Alpha Skills

Future Booth - struttura del questionario di assesment

In this international project (2022-1-BE02-KA220-SCH-000088492), born from the collaboration of 4 partners from Italy, Belgium, and Romania, we aim to develop ready-to-use materials for teachers, educators, and professionals working on educational, career guidance and talent development with youngsters aged 12-15. A crucial aspect of the project focuses on careers in the field of sustainability.

Through filling in this survey, you will be participating in the first phase of the project, in which we gather information to understand the current offer, but especially your needs in this topic. We'll try our best to respond to your needs when developing our materials. Your contribution will support the optimal development of the project.

Thank you already for helping us!

To begin, please tell us about yourself:

- What is your **first and last name**?
- What is the **name of your organization**?
- What type of organization is it?
(Public sector, school, social enterprise, NGO, association, for-profit company, other – please specify)
- What is your **role within the organization**?
(e.g. self-employed worker, social worker, school principal, teacher, psychologist, parent, social educator)
- Does your work involve **direct interaction with young people in the target age group 11–14**?
Yes / No

Please specify the educational field you are focused on:

If needed, here is some information about the learning fields defined by the European Commission in the context of GreenComp:

Formal learning:

Learning that takes place in an organized and structured environment, such as an education or training institution or in the workplace, and is explicitly designated as learning. Formal learning is intentional and usually leads to certification.

Informal learning:

Learning that results from daily activities related to work, family, or leisure. It is not organized or structured and, in most cases, is not intentional from the learner's perspective.

Non-formal learning:

Learning embedded in planned activities that are not explicitly designated as learning but contain an

important learning experience. Non-formal learning is intentional and usually does not lead to certification.

European Commission, Joint Research Centre (2022). GreenComp, the European Sustainability Competence Framework, Publications Office of the European Union. <https://data.europa.eu/doi/10.2760/172626>

Section 1

Current scenario of school guidance: learning approach and tools used

This section aims to gather information about your knowledge and perspective on school guidance practices.

- Are you satisfied with the **school guidance practices** in your context?
(Yes / No) Why?
- Please describe what you know about **how school guidance practices currently operate** in your context.
- Rank the following options according to what you consider **most necessary to improve the current school guidance offer**
(1 = most important, 7 = least important):
(experiences, information, tools, people involved, organizations, places, mentoring, other – please specify)
- Are you **directly involved** in school guidance practices?
(Yes / No)

If Yes

- Which of the following approaches do you use to engage your students in reflecting on their **skills and future perspectives**?
(please provide examples)
 - Experiential pathways aimed at placing young people in different professional or educational contexts, fostering awareness and subsequent peer comparison.
 - Motivational interviewing (1:1 relationship) to better understand each young person's motivations, desires, and dreams.
 - Informal meetings with older young people or local professionals. Through their stories, they stimulate questions and reflections, also opening up discussions and peer exchange.
- Can you provide an example of **activities/tools** you use?
(e.g. personality tests, RIASEC, self-reflection groups, practical tests, meetings with companies)
- What do you think are the **current gaps** in school guidance processes?
(please provide some examples)
- If you could integrate your current **toolkit** with new ideas or experiences, please indicate your preferences by choosing from the list below.

- What do you consider a **motivating factor** to continue working on guidance-related practices for young people, and what could motivate others to do so more frequently?

if NO

- What could motivate you to take responsibility for **guidance pathways** for young people in the target age group 11–14?

Section 2

Knowledge of “GreenComp” – Imaginaries of “green jobs” and futures

- Please define what **“green skills”** mean to you.
- Select the type(s) of **skills/competences** that are currently being developed in your school or professional activity.

If you are not sure, here are some reference definitions:

Hard skills: Technical and job-specific skills that can be effectively applied in almost all jobs across most companies, occupations, and sectors, as well as in personal life, and are therefore considered highly transferable.

European Commission (2012)

Soft skills: Transversal skills that apply across all jobs and sectors and relate to personal competences (confidence, discipline, self-management) and social competences (teamwork, communication, emotional intelligence).

European Commission (2022)

Life skills: A combination of knowledge, behaviors, attitudes, and values that refer to the ability to do something or achieve a goal (critical thinking, creativity, organizational skills, social and communication skills, adaptability, problem-solving, ability to cooperate on a democratic basis), which are necessary to actively shape a peaceful future.

UNESCO (2004)

Green skills: The knowledge, abilities, values, and attitudes needed to live in, develop, and support a sustainable and resource-efficient society.

The Green General Skill Index identifies four groups of work tasks that are particularly important for green occupations: engineering and technical skills, scientific skills, operations management skills, and monitoring skills.

United Nations Industrial Development Organization – UNIDO (2022)

Hard skills, soft skills, life skills, green skills.

- Looking to the future, how do you imagine the **labour market** will function with a more **green-oriented mindset**?
- With reference to the EU definition of **GreenComp**, please rank the following options from **most to least urgent**, based on the competences you believe young people need to develop for their future professional lives:

“GreenComp is a sustainability competence framework. It provides a common ground for

learners and guidance for educators by offering an agreed definition of what sustainability as a competence entails.

Its goal is to promote a sustainability-oriented mindset, helping to develop the knowledge, skills, and attitudes needed to think, plan, and act with empathy, responsibility, and care for our planet.”

- **Valuing sustainability**
 - **Defending equity**
 - **Promoting nature**
 - **Systems thinking**
 - **Critical thinking**
 - **Problem definition**
 - **Futures literacy / Sense of the future**
 - **Adaptability**
 - **Exploratory thinking**
 - **Political agency**
 - **Collective action**
- In your opinion/experience, what other relevant competences could be considered as part of “GreenComp”?
 - Please tell us what the term “green jobs” means to you.

Section 3

Future labor markets

You have reached the final section of the survey; only two questions remain.

- How do you think **guidance practices** should evolve and/or improve in the future? Please share any ideas that come to mind.
- Thinking long-term: What do you consider important for young people to **learn today** before entering the labor market of tomorrow, in 10 years?

Section 4

+ Are you interested in...?

Please leave us your **email address**!