Pragmatic resources to implement the SDGs in SMEs through apprenticeship programmes.

Project Result 2 | November 2022

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Training the workforce of the future to apply the SDGs in SMEs
through Work-Based Learning in Apprenticeship programmes

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Pragmatic resources to implement the SDGs in SMEs through apprenticeship programmes.

Project Result 2

Index

Pragmatic resources to implement the SDGs in SMEs through apprenticeship programmes.

Project Result 2

Introduction

Pragmatic resources are activities, exercises, tools, dynamics, or tasks organised in areas, levels and units (based on the ECVET Curriculum) with which VET educators and in-Company trainers can work on implementing the SDGs in SMEs through apprenticeship programmes.

Pragmatic resources are intended to be applied in the classroom (face-to-face training), so no further adaptation to e-learning environment is needed.

These practical activities are designed according to the structure of the ECVET Curriculum to implement the SDGs in SMEs through apprenticeship programmes containing the following six units:

Topic	Unit of Learning
Sustainability	1. Sustainability and green practices in SMEs
Strategic planning	2. Fostering the implementation of SDGs in SMEs through strategic planning
SDG/SME	3. Gamification to introduce the SDGs to the young workforce
	4. Good practices of work-based learning in SMEs
Apprenticeship	5. Successfully managing apprenticeship programmes
Training	6. Effective training for implementing sustainable practices

Each of the pragmatic resources is structured as follows:

Title: Name of the practical activity

Learning objectives: Description of learning objectives for the activity in connection with the assigned Unit and Learning Outcomes

Detailed description: Necessary steps to apply the activity in the classroom. This includes explanations and instructions about previous preparation of the activity (e.g., planning), if needed, the duration, the description of the process (different steps or phases), compulsory and/or optional elements if applies, and methodological recommendations.

Pragmatic resources to implement the SDGs in SMEs through apprenticeship programmes.

Project Result 2

Useful resources: Links to relevant information which may help trainers to prepare or develop the activities (e.g., resources, instructions, guidelines, pedagogical approaches, videos, regulations, research on the topic, etc.)

Required material: List of resources needed to implement the practical activity i.e., computer, Internet, projector, whiteboard, post-it, markers, graphics, etc. Besides, it might include any material to be printed or distributed in the classroom i.e., activity sheet or worksheet, questionnaire, checklist, etc.

Assessment tools: Tools to identify and evaluate the strengths and weaknesses of the learners regarding the knowledge and skills they have acquired or developed with the practical activities. Some examples are strategic questioning, portfolios, class survey, participant observation, small group discussion, self-evaluation techniques, demonstrations, written reports, task-based assessment, etc. Simple assessment tools can be also used: questions and questionnaires including single choice, multiple responses, matching, true or false, fill-in-the-blank, checklist, etc.

Pragmatic resources to implement the
SDGs in SMEs through apprenticeship
programmes.

Project Result 2

Learning Unit 1. Sustainability and green practices in SMEs (including considerations in young workforce training)

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1. Learning objectives:

The objective of this activity is to bring VET students, as future SME personnel, to a level where they can offer suggestions on activities that can be implemented in their companies for each of the 17 SDGs. This activity will increase students' skills in the following subjects thanks to the gamification elements. Students will be able to earn the below skills after the implementation of this activity:

- Ability to think from different perspectives and suggest activities related to SDGs for SMEs.
- Discovering new activities through discussion and peer learning
- Have more specific insight into the SDG.
- Ability to produce innovative solutions for corporate structures in different fields of activity.
- Working effectively in a team.

2. Pragmatic resources:

Duration: 1 hour.

This pragmatic activity has been developed for students to be applied face-to-face in the classroom setting. 1 hour is required for the activity of a group of 10 students. If the number of students increases, the number of ideas, suggestions and feedback that can be given by the teacher will increase, so the time should be increased.

Previous preparation (if needed): Students must have completed B-Learning Training Content Unit 1 to participate in the activity.

Description:

Step 1.

The students are divided into groups of 3-5 people, and each group is asked to choose a name for itself. ("Green protectors", "Environmentalists" etc.)

Step 2.

Pragmatic resources to implement the SDGs in SMEs through apprenticeship programmes.

Project Result 2

The trainer will assign hypothetical SMEs working in various fields to each group. For example: steel industry, furniture industry, chemical industry, software industry etc.

Step 3.

The next step is for each group to define two SDG-relevant activities by adopting the perspective of an SME operating in the designated sector area. Students are given 1-2 minutes for each SDG, and the activities are graded between 0 and 2 at the conclusion of each SDG by the trainer:

> 0 - Irrelevant
> 1 - Half-relevant
> 2 - Relevant

Step 4.

The trainer makes a table for the groups and scores each suggestion with its rationale. There should be a table like the one below:

Suggestions	Group 1	Group 2
SDG 1	4	3
SDG 2	4	4
…		

Step 5.

The "SME" that collects more points at the end of all SDG activities wins the game.

Methodological recommendations: This activity is developed as a group activity designed with gamification elements. The most important aim is to enable students to learn from each other with a method that is student centred and to internalize the applicability of the SDGs. It is important to create an environment based on cooperation rather than the competition while the activities are being implemented and to contribute to shaping the ideas of everyone in the class while giving feedback to suggestions.

3. Useful resources:
17 SDGs: https://sdgs.un.org/goals

4. Required material:
   • Board marker and white board or a flipchart.
   • Pen and papers for students.
   • The Sustainable Apprentices online platform may work great.

5. Assessment tools:
Although it is the trainer who will evaluate the activities suggested by the students, there is no need for any formal evaluation. Since the activity itself contains an evaluation method, other evaluations will not be necessary. The important point is to be able to give meaningful feedback to both the suggestion owners and

Pragmatic resources to implement the SDGs in SMEs through apprenticeship programmes.

Project Result 2

other students in the classroom environment while evaluating the suggestions presented by the students so that they can gain the ability to suggest the right activity for right SMEs.

Activity 2: GREENING THE IDEAS

1. Learning objectives:

The objective of this exercise is to develop students' skills to lead and work in a project team of an SME in business environments as the workforce of the future, with project-based learning. In this activity, in which skills such as working in a team, being goal-oriented and cooperating, which are necessary for all SME personnel today, will be gained, students will also gain the ability to evaluate an activity from every aspect by making a SWOT analysis on ideas. Students or SME staff will be able to earn the below skills after the implementation of this activity:

- Developing a project from an idea for their future business environment.
- Collaborating with the team members effectively
- Determining the areas where activity is susceptible or supportable.
- Working methodically and toward goals within a specified date range

2. Pragmatic resources:

Duration: 2 hours.

To facilitate collaborative project-based learning in a classroom setting, this hands-on activity is developed to allow them to peer-learning within a group. The first phase of the activity is group formation and project activity design. The second is to have students and the teacher conduct a SWOT analysis of the project proposals right after the project is developed. 2 hours is the suggested timeframe, with at least one hour allocated to each phase.

Previous preparation: Students must have completed B-Learning Training Content Unit 1 to participate in the activity.

Description:

Step 1.

Students are divided into homogeneous groups by their teachers, and it is recommended to form groups of 4-7 people since that is the optimal number for developing a project.

Step 2.

At this stage, students will design a project as if they were in the project department of an SME and their main goal is to develop a project to achieve green skills or SDGs. In the developed projects, it is expected to provide non-comprehensive explanations about the basic parts of the projects such as project objectives,

Pragmatic resources to implement the SDGs in SMEs through apprenticeship programmes.

Project Result 2

target users, method, products to be produced, project activities, required economic and human resources, project results, dissemination, and management.

Step 3.

After the project ideas are developed, a spokesperson is selected from each group and they are expected to introduce their project. At this stage, students are required to take notes for each project and after the presentations are over, each project must be subjected to SWOT analysis first by other group members and then by the teacher.

Step 4.

All designed projects will be summarised and evaluated. It is recommended that the designed projects be promoted at an event at the institution.

Methodological recommendations: This activity was created as a project-based learning design. It is also crucial to contribute to the development of everyone in the class's ideas by providing feedback on proposals. It is important for students to learn by interacting with each other and to be guided by the teacher to pay attention to the project-based learning steps.

3. Useful resources:
   - Introducing SWOT analysis: https://blog.hubspot.com/marketing/swot-analysis
   - How to Perform a SWOT Analysis: https://www.youtube.com/watch?v=I_6AVRGLXGA
   - Project Cycle Management: https://www.logframer.eu/book/export/html/125

4. Required material:
   - Board marker and white board or a flipchart
   - Pen and papers for students
   - Also online platform may work great

5. Assessment tools:

In this activity, as in the previous activity, evaluation dynamics will be directed by trainers and more importantly students. For students unfamiliar with SWOT analysis, it is recommended that the first attempt be made by the trainer. During the activity, students will evaluate themselves with methods such as participant observation, small group discussion, and self-evaluation techniques. It should be kept in mind that the evaluation here is for the purpose of giving feedback only. Since It is crucial to give constructive and technically correct feedback, it is recommended that guiding to students by trainer.

Pragmatic resources to implement the SDGs in SMEs through apprenticeship programmes.

Project Result 2

Learning Unit 2. Fostering the implementation of SDGs in SMEs through strategic planning

Activity 1: IMPLEMENTING AN SSAP THROUGH A STRATEGIC BUSINESS MODEL

1. Learning objectives:

After the completion of the proposed activities, it is expected the participants to be able to:

- Outline the basics of strategic planning.
- Explain the process of implementation and the key steps to turn strategies and plans into action.
- Emphasise the relevance of strategic planning skills to foster the implementation of the SDGs in SMEs.
- Name specific considerations in strategic planning regarding the training and development of young workforce.
- Draft a strategic sustainable action plan (SSAP) for the implementation of the SDGs in SMEs.
- Test the implementation of a SSAP.
- Evaluate the efficacy of a SSAP through a sustainability governance model.
- Evaluate the efficacy of a SSAP in training and development of the young workforce.
- Make recommendations on best practices to foster sustainable oriented strategies in SMEs.
- Advise about the role of strategic planning and implementation for sustainable oriented business development in SMEs.
- Monitor the implementation of a strategic sustainable action plan (SSAP) in SMEs.
- Provide guidance about particularities in training and development of the young workforce in strategic planning.

2. Pragmatic resources:

Duration: The estimated time to complete the proposed activities is as follows:

- Step 1: 40 minutes
- Step 2: 100 minutes
- Step 3: 100 minutes

Previous preparation: In your preparation, you should always consider the context of your trainees to adapt the suggested activities and materials. The links provided in the resources section can be used as essential readings to prepare each of the indicated steps in the description of the process section.

Description:

Step 1. Presentation of contents and objectives, video visualisation and exemplification

Pragmatic resources to implement the
SDGs in SMEs through apprenticeship
programmes.

Project Result 2

Present the contents and the objectives of the learning unit and introduce the participants to the following video:

- www.youtube.com/watch?v=QoAOzMTLP5s&t=5s

This video presents the Business Model Canvas (BMC) in a general way. You can conduct a brief conversation with the participants by asking, among other things:

- if they are familiar with it
- what seem to be its strengths
- what seem to be its weaknesses
- (…)

After this conversation, you introduce the participants to the following video:

- www.youtube.com/watch?v=g4E3fhybhGM

This video shows, through the example of LEGO, how to think and design a BMC. You can conduct a conversation using the following questions:

- Does the example illustrate well how to design a BMC?
- Do they think this BMC can be used to implement sustainability? How?

Then, you must display the A2 printed Sustainable Business Model Canvas (SBMC) and highlight the additional sustainability blocks, explaining their added value.

Step 2. Scenario based exercise

Divide the group into smaller groups of three or four participants and give each group a copy of the SBMC.

Present a case scenario for the groups to think about and fulfil their SBMC:

- A coffee-shop from a capital city with 8 employees trying to improve its sustainability practices for both financial and environmental reasons.

The participants are allowed to search the internet for information they need about sustainability practices for SMEs, the SDGs, etc. Provide help and guidance, monitoring their work.

Step 3. Debriefing and reflection exercise

Using the displayed A2 format SBMC, you ask the groups what elements they wrote in each canvas block. One block at a time. The groups compare/debate their choices and, at the end, must agree on the elements to be included. One participant must write on a post-it a common idea and paste it on the displayed SBMC.

In the end, the group created a common SBMC.

3. Useful resources:

Strategic planning and sustainability:

- www.techtarget.com/searchcio/definition/strategic-planning

Pragmatic resources to implement the SDGs in SMEs through apprenticeship programmes.

Project Result 2

- www.envizi.com/blog/sustainability-action-plan/
- www.business.com/articles/how-to-create-a-sustainable-business-model/

Sustainable business model canvas:

- www.case-ka.eu/index.html%3Fp=2174.html
- www.threebility.com/sustainable-business-model-canvas
- www.sustainablebusinesscanvas.org/
- www.youtube.com/watch?v=QoAOzMTLP5s&t=5s
- www.youtube.com/watch?v=g4E3fhybhGM

4. Required material:

To implement this activity, you will need:

- PCs/laptops and internet connection
- Whiteboard/flipchart/digital board
- Whiteboard markers
- Post-it notes (different colours)
- One A2 (or A3) format printed sustainable business model canvas (SBMC)
- Various A4 format printed SBMCs
- Blank paper and pens

5. Assessment tools:

This activity doesn't require a formal assessment to test the participants' knowledge. The oral and written contribution of each participant may be evaluated.

Pragmatic resources to implement the
SDGs in SMEs through apprenticeship
programmes.

Project Result 2

Annex I: SUSTAINABLE BUSINESS MODEL CANVAS

Value creation		Value proposition	Customer segments	Channels	Sustainable Development Goals
Key partners	**Key activities**				SDG 1
					SDG 2
					SDG 3
					SDG 4
	Key resources		**Customer relationships**		SDG 5
					SDG 6
					SDG 7
					SDG 8
					SDG 9
					SDG 10
Cost structure & additional costs		**Revenue streams**			SDG 11
					SDG 12
					SDG 13
					SDG 14
Economic, environmental, and social sustainability					SDG 15
Negative externalities (costs)		**Positive externalities (benefits)**			SDG 16
					SDG 17

Pragmatic resources to implement the SDGs in SMEs through apprenticeship programmes.

Project Result 2

1. Learning objectives:

After the completion of the proposed activities, it is expected the participants to be able to:

- Outline the basics of strategic planning
- Explain the process of implementation and the key steps to turn strategies and plans into action
- Emphasise the relevance of strategic planning skills to foster the implementation of the SDGs in SMEs
- Name specific considerations in strategic planning regarding the training and development of young workforce
- Draft a strategic sustainable action plan (SSAP) for the implementation of the SDGs in SMEs
- Test the implementation of a SSAP
- Evaluate the efficacy of a SSAP through a sustainability governance model
- Evaluate the efficacy of a SSAP in training and development of the young workforce
- Make recommendations on best practices to foster sustainable oriented strategies in SMEs
- Advise about the role of strategic planning and implementation for sustainable oriented business development in SMEs
- Monitor the implementation of a strategic sustainable action plan (SSAP) in SMEs
- Provide guidance about particularities in training and development of the young workforce in strategic planning

2. Pragmatic resources:

Duration: The estimated time to complete the proposed activities is as follows:

- Step 1: 60 minutes
- Step 2: 90 minutes
- Step 3: 90 minutes

Previous preparation: In your preparation, you should always consider the context of your trainees to adapt the suggested activities and materials. The links provided in the resources section can be used as essential readings to prepare each of the indicated steps in the description of the process section.

Description:

Step 1. Presentation of contents and objectives, video visualisation and brainstorming exercise

Present the contents and the objectives of the learning unit and introduce the participants to the following video:

- What is PDCA Cycle/Introduction to Plan-Do-Check-Act Cycle
www.youtube.com/watch?v=iy37GySdHzo

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SDGs in SMEs through apprenticeship
programmes.

Project Result 2

After the video visualisation ask participants to gather in a circle for a brainstorming exercise. You can conduct the conversation using the following questions:

- Do they know or have they heard of this model?
- What would be the benefits of using this model?
- What seem to be its weaknesses?
- What do they think of this model to implement sustainability in their businesses?
- Can they provide examples of sustainability improvements which could be implemented in an SME through the PDCA cycle?
- (…)

During this conversation, take some notes in the whiteboard/flipchart/digital board (e.g., advantages/weaknesses/examples of improvements).

Step 2. Scenario based exercise

Divide the group into smaller groups of three or four participants and present the hypothetical case of an SME trying to improve its sustainability practices.

Each group must outline a PDCA cycle model regarding one sustainability improvement issue, completing the template provided. The examples provided by the participants in step 1 can be used, but here is a list of issues that may be used as well:

- Water saving
- Energy saving
- Genders equality
- Paper saving
- Recycling
- Waste minimisation
- Carbon zero emission
- (…)

You must circulate between the groups, monitoring and providing assistance.

Step 3. Debriefing and reflection exercise

To conclude the proposed activity, each group should present their ideas/model to all the participants. After each presentation, you can conduct a group reflection using the following questions:
- Are the presented ideas useful for the given situation?
- Would the participants implement those ideas in their own business?
- Are there ideas that could be improved?
- If yes, which ones and how?
- (…)

Pragmatic resources to implement the SDGs in SMEs through apprenticeship programmes.

Project Result 2

3. Useful resources:

The PDCA cycle model:

- www.youtube.com/watch?v=iy37GySdHzo
- www.mindtools.com/as2l5i1/pdca-plan-do-check-act
- www.citoolkit.com/articles/pdca-cycle/
- https://whatfix.com/blog/pdca-cycle/
- RUNDLE, R. (2019). Deming Cycle PDCA – Plan Do Check Act – Toyota Way. [Independently published].

4. Required material:

To implement this activity, you will need:

- PC/laptop and internet connection
- Whiteboard/flipchart/digital board
- Whiteboard markers
- Template for step 2 copies
- Blank paper and pens

5. Assessment tools:

This activity doesn't require a formal assessment to test the participants' knowledge. The oral and written contribution of each participant may be evaluated.

Pragmatic resources to implement the SDGs in SMEs through apprenticeship programmes.

Project Result 2

ANNEX II: Using a PDCA cycle model to implement an SSAP > Sustainability issue

PDCA CYCLE	ACTIVITIES/MEASURES/IDEAS
Plan	
Do	
Check	
Act	

Pragmatic resources to implement the
SDGs in SMEs through apprenticeship
programmes.

Project Result 2

Learning Unit 3. Gamification to introduce the SDGs to the young workforce

Activity 1: SDG BOARD GAME

1. **Learning objectives:**
   - To introduce the concept of the SDGs and their relevance to the business world.
   - To enhance the participants' knowledge of the 17 SDGs and their interconnections.
   - To stimulate teamwork and cooperation.
   - To develop critical thinking skills.
   - To foster creativity and innovation.

2. **Pragmatic resources:**

Duration: 60-90 minutes.

Previous preparation: Print out the board game and prepare the SDG tokens and bonus cards.

Description:

The SDG Board Game is a fun and engaging activity designed to introduce the SDGs to young apprentices and trainees. The game can be played in groups of 4-6 participants and takes approximately 60-90 minutes. The game consists of a board with 17 SDG tiles, each representing one of the SDGs. Participants will roll a dice and move their token on the board, landing on one of the SDG tiles. They will then be asked a question related to that SDG and its relevance to the business world. If they answer correctly, they can collect a token for that SDG. The game also includes bonus cards that offer extra points or advantages. The winner is the participant who collects the most SDG tokens at the end of the game.

Methodological recommendations: Encourage participants to discuss their answers and share their knowledge with the group.

3. **Useful resources:**
   - The United Nations Sustainable Development Goals website: https://sdgs.un.org/
   - The World Business Council for Sustainable Development website: https://www.wbcsd.org/
   - The Sustainable Development Goals Academy: https://sdgacademy.org/

4. **Required material:**
   - Printed board game
   - SDG tokens

Pragmatic resources to implement the SDGs in SMEs through apprenticeship programmes.

Project Result 2

- Bonus cards
- Dice
- Tokens to keep score

5. Assessment tools:

Observation of participants' engagement and teamwork during the game.

Class survey to evaluate participants' understanding of the SDGs before and after the game.

Questionnaire to evaluate participants' knowledge of the SDGs and their relevance to the business world.

Activity 2: SUSTAINABLE BUSINESS CHALLENGE

1. Learning objectives:
- To encourage critical thinking about the SDGs and their relevance to the business world.
- To develop problem-solving skills.
- To foster teamwork and cooperation.
- To stimulate creativity and innovation.

2. Pragmatic resources:

Duration: 90-120 minutes.

Previous preparation: Provide participants with a brief introduction to the SDGs and their relevance to the business world.

Description:

The Sustainable Business Challenge is an interactive activity designed to encourage participants to think critically about the SDGs and their relevance to the business world. Participants will be divided into small groups and given a specific SDG to focus on. They will then be challenged to come up with a sustainable business idea that addresses that particular SDG. The idea should be feasible, innovative, and relevant to the business world. Participants will have a set amount of time to develop their idea and present it to the group. The group with the most innovative and feasible idea will be declared the winner.

Methodological recommendations: Encourage participants to collaborate and think outside the box.

3. Useful resources:
- The United Nations Sustainable Development Goals website: https://sdgs.un.org/
- The World Business Council for Sustainable Development website: https://www.wbcsd.org/
- The Sustainable Development Goals Academy: https://sdgacademy.org/

4. Required material:
- Flipchart or whiteboard

Pragmatic resources to implement the SDGs in SMEs through apprenticeship programmes.

Project Result 2

- Markers
- Post-it notes
- Printed handouts with the SDG assigned to each group

5. Assessment tools:

Participant observation during the group work and presentations.

Evaluation of the feasibility, innovation, and relevance of the business ideas

Pragmatic resources to implement the SDGs in SMEs through apprenticeship programmes.

Project Result 2

Learning Unit 4. Good practices of work-based learning in SMEs

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1. Learning objectives

The aim of this workshop is to make awareness among students with the SDGs and to give them a basic understanding of how to apply them in their organisation.

On the one hand, students will analyse their company's value chain and explain how incorporate the SDGs into the different activities of their organisation.

In addition, they will define some goals or priorities that could be selected by their company to achieve a sustainable development strategy.

In order to do so, the learner should think about the activities of his/her company and define how to act in a sustainable way in each of these activities or value chain. Then, the learner should select one or several SDGs for each element of the value chain and justify why he/she has selected it.

2. Pragmatic resources

Duration: A minimum duration of 1 hour and a maximum of 3 hours is required.

It can be performed individually or in groups.

Previous preparation: Students must have completed Unit 4 to carry out this practical activity. In addition, students should be familiar with the SDGs and they must know what each of them means. A list of SDGs can be used for this purpose.

They should also be aware of the company's activity and the elements that can be impacted by the SDGs.

Description:

In the workshop, students are asked to analyse the value chain of their organisation or its main activities. Students should think about the company's activities and how to act sustainably in each of the elements that form the value chain. The answer should include a justification of the selected SDG. In addition, they must establish the targets or priorities on which their strategy will be based.

Pragmatic resources to implement the SDGs in SMEs through apprenticeship programmes.

Project Result 2

The student will fill an excel file with the following information:

- Companies
- Activities
- SDGs
- Goals to be achieved
- Indicators

3. Useful resources:

The student can use these resources:

- SGD Compass Guide website: https://sdgcompass.org/
- SDGs Sustainable Development Goals for the United Nations: https://www.un.org/sustainabledevelopment/es/objetivos-de-desarrollo-sostenible/
- Agenda 2030 of the Ministry of Transport, mobility and urban agenda: https://www.mitma.gob.es/arquitectura-vivienda-y-suelo/objetivos-desarrollo-sostenible

4. Required material:

A computer with office automation tools is required to perform the activity.

5. Assessment tools:

The activity will be evaluated from 1 to 10, although the activity pretend that students acquire the capability of handling a common language in relation to the SDGs and the 2030 Agenda.

The teacher will provide any improvement suggestion to help students to assimilate and be able to put into practice the SDGs in the SME.

Activity 2: IDENTIFICATION OF GOOD PRACTICES IN EACH OF THE SELECTED SDGS

1. Learning objectives

The aim of this workshop is supporting students in the development of good practices to be implemented in their company to achieve their sustainable development strategy. Students will also think about the business opportunities that can be offered by developing these practices.

2. Pragmatic resources

Duration: A minimum duration of 1 hour and a maximum of 2 hours is required.

It can be performed individually or in groups.

Previous preparation: Students must have completed Unit 4 to complete this practical activity.

Pragmatic resources to implement the
SDGs in SMEs through apprenticeship
programmes.

Project Result 2

In addition, students will have completed the previous activity in which they have analysed the implementation of the SDGs in their company and established a prioritisation of goals.

In order to identify good practices, students can use the examples seen throughout this lesson and search in the internet other examples that can serve as inspiration.

Description:

In the workshop, students will be asked to write a document listing the selected SDGs and explaining the good practice to be carried out. It is also possible to define how students would evaluate the effectiveness of these good practices.

It is necessary that the student identifies one good practice for each SDG selected.

3. Useful resources:

The student can use these resources:

- SGD Compass Guide website: https://sdgcompass.org/
- SDGs Sustainable Development Goals for the United Nations:
  https://www.un.org/sustainabledevelopment/es/objetivos-de-desarrollo-sostenible/
- Agenda 2030 of the Ministry of Transport, mobility and urban agenda:
  https://www.mitma.gob.es/arquitectura-vivienda-y-suelo/objetivos-desarrollo-sostenible
- COMparte. Platform of good practices in sustainability.
  https://www.miteco.gob.es/es/ceneam/recursos/pag-web/comparte-plataforma-buenas-practicas-sostenibilidad.aspx

4. Required material:

A computer with office automation tools is required to perform the activity.

5. Assessment tools:

The activity will be evaluated from 1 to 10. It is requested to define one good practice for each SDG.

The instructor will evaluate the following aspects:

- The SDGs selected to be implemented to contribute to the SMEs sustainable strategy.
- One practice must be included for each SDG selected.
- The concordance between the practice selected for each SDG and the characteristics and scope of the action of each SDG.
- In some of the SDGs, more than one case study must be presented.

Pragmatic resources to implement the SDGs in SMEs through apprenticeship programmes.

Project Result 2

Learning Unit 5. Successfully managing apprenticeship programmes

1. Learning objectives

The activity involves SME managers, in-company tutors and trainers, and VET educators in the collective elaboration of a Canvas-vademecum for the promotion of SDGs during apprenticeships in the company.

A canvas is a graphic map that makes visible the issues that are the subject of discussion by a working group.

The Canvas-vademecum to promote sustainability practices during apprenticeship is a co-design tool for the designing of sustainable actions that can involve all the actors with a significant role in the management of the apprenticeship programmes: trainers, tutors, apprentices, managers.

This activity for the collective elaboration of the Canvas- vademecum has the following objectives:

- identify which are the more strategic sustainability objectives for the company and share a common vision and language with respect to the company's sustainability objectives;
- bring out existing practices consistent with the objectives of sustainability in the workplace;
- identify the practices to be developed to pursue the SDGs in the workplace;
- identify who are the key figures to be activated to promote sustainable practices in the company
- share expectations regarding the role that apprentices can play in adopting and promoting sustainability practices
- improve mutual knowledge, create a climate of trust and stimulate the creation of collaborations of the figures involved in the apprenticeship path;

Once elaborated, the Canvas - vademecum is a tool that can be used to:

- promote discussion between VET educator SME manager and in company Trainer regarding the issue of sustainability and how to implement the SDGs in the company;
- foster the involvement and commitment of the subjects involved in the management of the apprenticeship;
- collect observations and proposals, identify new topics for discussion and fields of intervention, fix ideas and ideas for innovation, to develop feasible solutions
- share experiences and expertise regarding sustainability practices.

Pragmatic resources to implement the SDGs in SMEs through apprenticeship programmes.

Project Result 2

2. Pragmatic resources

Duration: The activity is divided into 2 phases (phase A and phase B), each consisting of 1 workshop of 3 hours.

The 2 workshops can be carried out in two different days or in a single day (phase A in the morning; phase B in the afternoon).

Description:

Phase A: Workshop 1 (3 hours)

The objective of the first workshop is to collaboratively create a shared index of the Canvas-vademecum to promote sustainability practices during in-company apprenticeship.

The workshop is divided into the following activities

1) Welcome and knowledge of the participant (25 minutes)

Participants in the workshop are invited to introduce themselves (name, surname) and to share their professional experience, their role in the company and in the apprenticeship programme with the group.

2) Presentation of the activity and sharing of the goals of the day (15 minutes)

The trainer presents the objectives of the workshop: to build in a collaborative way a Canvas to promote sustainability practices during in-company apprenticeship.

3) The 2030 agenda and the SDGs (20 minutes)

With the support of appropriate trainig material, the trainer presents the SDGs, in particular focusing on the most significant goals for the companies that are involved in the training**.**

4) Definition of the visual index of the canvas with OPERA (120 minutes)

Participants are involved in the collective elaboration of the Canvas index through OPERA, a methodology for managing structured brainstorming, developed by Innotiimi-icg.

OPERA organises group work into **five** phases aiming at facilitating individual reflection and discussion on a theme or an agreed issue, in order to write a collaborative text.

The letters that make up the word **OPERA** indicate the phases of the process. Once the **question to be answered** has been defined, the process begins with an individual reflection ("**O**wn Suggestions"). Then, a discussion in two or three ("**P**airs suggestions"), and, after that, the contributions produced are shared in a plenary session ("**E**xposition"). Everyone then gives priority to the contributions ("**R**elevance") through a binding vote, to then arrive at the construction of an overall picture ("**A**ggregation").

Pragmatic resources to implement the
SDGs in SMEs through apprenticeship
programmes.

Project Result 2

Here is a suggestion for the OPERA initial open question:

**"What concrete actions
can we all (managers, tutors, apprentices, trainers)
take to promote the SDGs in our companies?"**

Phase B: Workshop 2 (3 hours)

Workshop 2 aims at giving concrete contents to the various points of the visual index defined in the previous meeting.

The workshop is divided into the following activities:

1) Resumption of previous work (20 minutes)

The trainer shares the objectives of the activity and the results of the work of the previous meeting with the participants (the canvas index)

2) Group work (60 minutes)

The work will initially take place in sub-groups, and will continue with a presentation and a discussion in the plenary.

The participants are divided into working groups, each of which will deepen a point of the index of the canvas defined with OPERA

To do this, the groups are invited to use the **Four Quadrants technique**, a graphic organiser useful for collaborative elaborating a series of common issues. The key element of the technique is the request to the participants to collect ideas, opinions and contributions from the first workshop and to organise them in short texts – also using drawings, images, diagrams – using a visual structure composed of four panels. The structure helps to visually and concisely outline the conceptual cores that emerged from the group work and encourage sharing with larger work groups.

Pragmatic resources to implement the SDGs in SMEs through apprenticeship programmes.

Project Result 2

3) Sharing in plenary (60 minutes)

The groups are invited to share in a plenary session the outcome of the reflections carried out in the working groups.

4) Prefiguration of its uses (40 minutes)

The final part of the meeting is dedicated to a common discussion on the possible uses of the Canvas produced with the participants.

Here are some possible uses.

The "**Canvas to promote sustainability practices during apprenticeshi**p" is a tool for communicating and promoting the SDGs in the company: once completed, the canvas is a poster to hang, to show, it remembers and witnesses the company's activities, commitments and common results on the theme of sustainability.

It can be used:

- **by the company**: to communicate its sustainability values and to make strategic sustainable practices visible; to invite and involve employees and other stakeholders, to inform and tell which SDGs are strategic in the company vision;

- **by in-company tutors**: to share with the apprentices practices and behaviours to be adopted on a daily basis in the workplace, in order to give substance to the company's sustainability objectives;

Pragmatic resources to implement the SDGs in SMEs through apprenticeship programmes.

Project Result 2

- **by apprentices**: to give an account of their daily action, and also to relaunch what can be done in the future, what to improve;

- **by trainers:** as a didactic tool to explore agenda 2030 goals and topics with apprentices during their transversal training action.

The canvas can be made in the form of a **poster**, made available in digital or printed format. In the printed format its dimensions can vary: from the A3 format (convenient for display it in small environments or to be used alone, in pairs or in a small group) to larger formats 100 x 70 cm or 140 x 100 cm, for hanging in large spaces and for use with large groups.

3. Useful resources:

- Canvas, a participation device: https://mainograz.com/2020/08/21/canvas-a-participation-device/
- Collaborative Canvas, some examples: https://pares.it/canvas-e-manifesti/
- OPERA:
  https://www.cittametropolitana.mi.it/export/sites/default/welfare_e_pari_opportunita/enGaging/doc/AcademyDoc/m4_OPERA.pdf

4. Required material:

Workshop 1
- White a4 sheets
- Blue black markers
- Movable seats and proper spaces for working in pairs
- Walls to hang papers on
- Projector
- In-depth training contents on SDGs

Workshops 2
- paper posters with for the work of the groups with the 4 quadrants (1 for each group)
- post-it
- walls on which to hang the posters of the sub-groups

5. Assessment tools:

The final part of the second workshop is dedicated to a common discussion to evaluate the training activities and to share possible uses of the Canvas.

Pragmatic resources to implement the SDGs in SMEs through apprenticeship programmes.

Project Result 2

Learning Unit 6. Effective training for implementing sustainable practices

Activity 1: BUSINESS STATUS QUO ANALYSIS OF SUSTAINABLE PRACTICES

1. Learning objectives:

The goal of this activity is to practice performing a status quo analysis of a company with a special focus on sustainable practices in place. The participants should experience the process of gathering the relevant information and recording it adequately. Developing a project from an idea for their future business environment.

2. Pragmatic resources:

Duration: 1 hour to 4 hours (depending on the available time).

This can be an individual, pair or team-activity.

Previous preparation:

Participants should have completed the course on effective training for implementing sustainable practices before engaging in this activity. The participants either need to be able to conduct an online research or retrieve relevant data from a person. If neither of this is possible, it is necessary to provide documents where this information can be drawn from e.g. business plans from companies, business reports, newspaper articles etc.

It is also possible to elaborate a research template or table. This can make it easier for the participants. Leaving it open and just providing the basic structure leaves more space for creativity.

Description:

Step 1: Introduction to the activity

The participants need to be briefed. The goal is to perform at least one status quo analysis of a company regarding their sustainable practices in place. This can be either done in person, through desktop online research or based on provided documents (see above). The advantage of taking real-life examples and doing it in person participants would need to retrieve information through interviews and will immediately experience where possible obstacles may arise.

It is recommended to perform various analysis but at a less detailed level rather than performing one in a very detailed manner. The goal is that the participants experience what it is like to make a status quo analysis.

Pragmatic resources to implement the
SDGs in SMEs through apprenticeship
programmes.

Project Result 2

Step 2: Research and record

The main pillars of the status quo analysis are the following topics:

- Facts and figures – name, shareholders, nature of the business, revenue, employees, location, no. of apprentices etc.
- The purpose – aim of the business, content, mission, vision etc.
- Creation of value and key assets – what is the business model of the company? Why does the company work?
- Sustainability – how is it being lived by the company? Strategies and policies in place?
- Education specifically apprenticeship – what is the

This information can be gathered on a white-board, flipchart or written up in a profile, even collecting this information in a table researching various companies is a good option. It's about finding out this information and becoming familiar with it.

Step 3: Compare the results and discuss

Ideally several people are performing this type of research. In a first step after researching the participants should present the company profiles. After the sharing of the results, move on to the meta level and discuss the following questions (guided reflection):

- What information was easy to obtain and why?
- Where did you encounter obstacles?
- How did you overcome the obstacles?
- Why are the results of other researchers similar or different than your results?
- Which conclusions can you draw to improve the process?
- What advice would you give somebody who must perform such research?

3. Useful resources:

This tools/information may be useful for sketching the business model or the value chain of a company:

Business Model Canvas for visualizing systemic connections.

- https://en.wikipedia.org/wiki/Business_Model_Canvas
- https://businessmodelanalyst.com/business-model-canvas/?v=fa868488740a

The value chain

- https://en.wikipedia.org/wiki/Value_chain
- https://www.youtube.com/watch?v=SI5lYaZaUlg

Visualisation tool

Pragmatic resources to implement the SDGs in SMEs through apprenticeship programmes.

Project Result 2

- https://miro.com/ Miro is an online whiteboard that can serve well for taking notes or visualizing this information

4. Required material:

The participants in this activity need to be able to research and record information. This can happen through desktop online research or also through analogue information retrieval. For the latter there must be either people that can provide the necessary information or documents of all kinds (newspaper articles, reports, business plans, brochures etc.). It is possible to provide a research template however not obligatory. The most important thing is that the researchers are clear about what information has to be sought and collected.

5. Assessment tools:

This resource doesn't suggest a formal assessment as such. In fact, comparing the results of the research and discussing the findings are a certain type of assessment. Keep in mind that the main goal of this activity is that the participants take away the experience of performing such an analysis. This means that the activity was successful if the reflection questions lead to better understanding of the whole process particularly the obstacles and success-factors when doing so.

Activity 2: DESIGNING A LEARNING PROJECT FOR APPRENTICES TO FOSTER SUSTAINABLE PRACTICES

1. Learning objectives:

The participants of this activity shall practice designing a learning project for work- and project-based learning with apprentices. Furthermore, these projects should include the topic of sustainability. The participants get feedback about their ideas and this way learn from each other.

2. Pragmatic resources:

Duration: 1 to 2 hours (depending on the group-size).

It is recommended working in a group with several pairs.

Previous preparation:

Participants should have completed the course on effective training for implementing sustainable practices before engaging in this activity.

Description:

Step 1. Introduction and briefing

Pragmatic resources to implement the SDGs in SMEs through apprenticeship programmes.

Project Result 2

First of all, the facilitator of this exercise presents the activity to the participants. We recommend working with pairs and ideally with a medium sized group of people so that there is space for presenting, exchanging ideas and discussion.

Step 2. Drawing a mind-map

The main task consists of designing a learning project for apprentices that include the sustainable practice part in it. The participants should do so by taking notes by drawing a mind map. The following aspects need to be included in the project design:

- What is the project about?
- In which setting (working environment) will it take place?
- Who is involved? Directly and indirectly? Name all stakeholders?
- Duration
- How should the tracking, reporting, checking, and analyzing happen?
- Important considerations in the execution of the project? (Risks/opportunities?)
- Describe the sustainability aspect?
- Etc.

Feel free to add questions if you like. The questions are intended to spark the idea generation rather than being a catalogue of question marks that should be answered and ticked off. The people who are designing the learning project should have a vivid image of it.

Step 3. Presenting the results, feedback, and discussion

The mind-maps are finally presented by the individuals or pairs to the rest of the group. They explain in a concise manner their vision of the learning project.

Once a project has been presented it is time to collect feedback. Some meta-questions to keep in mind are the following:

- Is this feasible in reality?
- What ideas are genius about that?
- What further ideas come to your mind?
- What insights can be drawn from this?

3. Useful resources:

Information about mindmapping:
- https://www.mindmapping.com/
- https://en.wikipedia.org/wiki/Mind_map
- https://www.youtube.com/watch?v=g7j_CoKD1Xs

Pragmatic resources to implement the SDGs in SMEs through apprenticeship programmes.

Project Result 2

Guides how to write a project description:

- https://www.indeed.com/career-advice/career-development/project-description
- https://www.smartsheet.com/content/project-description

4. Required material:

Participants need pen and paper or a flipchart and markers; however also whiteboards or online-whiteboards work fine.

5. Assessment tools:

There is no formal assessment foreseen in this activity. The main criteria could be if the suggested project is feasible in reality, and if all the main aspects (description, sustainability etc.) are included.