

DEVELOPING GREEN GUIDANCE PRACTICE

*Report from the innovation
factories*

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Exploring Green Guidance report #4

About Exploring green guidance

This paper was produced by the Exploring Green Guidance project. This project is a partnership between:

- Association for Career Guidance and Career Development, Slovakia
- EKS, Czechia
- Inland Norway University Of Applied Sciences
- Katalyst Education, Poland
- Polytechnic Institute of Porto, Portugal

It is co-funded by the European Union.

Views and opinions expressed in this document are those of the author(s) only and do not necessarily reflect those of the European Union, SAAIC or any of the partner organisations. Neither the European Union nor the granting authority can be held responsible for them.

Acknowledgements

Thank you to all of the practitioners who took part in the innovation factories.

Publication information

Cite this publication as follows.

Eva Kavková, Helena Košťálová, Ingrid Bårdsdatter Bakke, Tristram Hooley, Mariana Lucas Casanova, Ladislav Ostroha, Izabela Przybysz, Tomáš Šprlák, Klaudia Stano, & Marta Wrzosek (2025). *Developing green guidance practice: Report from the innovation factories*. Exploring Green Guidance.



**Funded by
the European Union**

Abstract

This report presents the outcomes of a series of innovation factories which were held in Czechia, Norway, Poland, Portugal and Slovakia to develop practical approaches to green guidance. The innovation factories are collaborative workshops inspired by action research in which participants and explore and co-create tools, strategies, and models for green guidance. Each country addressed unique local challenges and ethical concerns, developed practical tools, and promoted reflection among career practitioners on how to incorporate environmental and social sustainability into their work. Participants emphasised the importance of empathy, client-centered approaches, and aligning green themes with clients' realities, while also acknowledging systemic barriers such as lack of training, resources, and societal resistance. The initiative fostered a community of practice, produced over 40 tools, and emphasised the ethical imperative to prepare clients for careers in a changing climate and economy.

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1) Introduction

The underpinning research which was published last year by the *Exploring Green Guidance* project demonstrated that there was both a need for green guidance and an evidence base on which to develop new practice (Bakke et al., 2024; Hooley et al., 2024a, 2024b). However, it also revealed a lack of clarity from practitioners about how to *do* green guidance and a desperate need for guidelines and resources.

To address these issues we determined to run a series of *innovation factories*. The innovation factory is an innovative method for practice development which is inspired by the Swedish concept of ‘research circles’ (Harnsten, 1994). Research circles are a specific form of action research which can be used as a way to: challenge what is taken for granted, move people from normative assumptions to critical forms of curiosity and provide a space for reflection on action.

We adapted the innovation factory idea to the needs of the project. The model grew out of the exploration of practice, theoretical inputs, sharing the practice exploration and experiences, and facilitated discussions. Important principles of the innovation factories include:

- **ensuring the diversity of group members.** Innovation factories provide a space where we can meet with and cross-fertilize experts with different lengths of experience, from different sectors and who work with different target groups;
- **maintain a common objective.** Despite its diversity the group works together in pursuit of a common objective around the development of practice;
- **creating a non-judgmental environment.** Ensuring that ideas are valued and welcomed by all;
- **ensuring experimentation.** This includes meeting several times and ensuring that joint meetings were always held with sufficient time between each meeting so that the group members had the opportunity to test their ideas in practice and then reflect on their experiences;
- **recognising the value of different kinds of knowledge.** No form of knowledge is preferred or valued over another. Research, experts and practitioners all have different, valuable contributions to make; and
- **encouraging collaboration.** A collaborative process supports the achievement of the goal agreed upon.

Innovation factories in the Exploring Green Guidance project

It was determined to run a series of innovation factories in each of the project partner countries. Our aim in undertaking the innovation factories was to:

- clarify the understanding of the term ‘green guidance’ in the professional

community and to unite on a common basis (to gain a deeper understanding);

- map the existing practice of 'green guidance';
- generate new ideas (new approaches, techniques, activities) in the field of green guidance;
- pilot ideas in practice and provide feedback, including recommendations for further development and implementation; and
- map the needs of career counsellors for a future mass implementation of the green guidance concept.

The methodological guidelines for the implementation of the Innovation factory have been developed by EKS (the organisation responsible for leading WP3) based on discussions with the whole project team. The innovation factory methodology emphasises that facilitators should ensure that:

- a safe and open space for peer-to-peer sharing is developed;
- appropriate conditions for joint creative production are provided;
- all participants actively participate in the creation of the outputs while understanding the benefits to the development of career guidance and their own practice; and
- innovation factories serve as a supportive environment for expanding the networks of active career counsellors in the country

At least three meetings were organised in each country, with the meetings designed to progressively develop new ideas and practices. The first meeting was devoted to clarifying understanding of the term 'green guidance', followed by mapping existing practice and defining white spaces. In the second meeting the group generated ideas on how to fill the white spaces and then between meetings group members piloted new ideas. In the final meeting the team members reflected on their experiences and formulated new proposals for green guidance action in practice.

The next sections of this report will focus in on the innovation factories in each of the partner countries. The tools generated by this process will be published along with the handbook at a later dates, so the outcomes set out in this document are largely confined to the broader discussions that emerged from the innovation factories.

2) Czechia

Participants

The Czech Innovation Factory engaged nine practitioners from diverse backgrounds (high schools, project management, regional centres, freelancers) and from various regions of the Czech Republic. All meetings were held in a hybrid format due to the time constraints of some participants.

Process

During the **first meeting**, participants were introduced to the project and to the concept of 'green guidance'. Research outputs from earlier phases of the Exploring Green Guidance project such as the policy review (Hooley et al., 2024a) and the literature review (Bakke et al., 2024) were used to stimulate thinking in this area. A discussion followed about participants' perceptions of green guidance, the activities they engage in, their reasons for choosing those activities, and barriers preventing deeper involvement.

We used the frameworks proposed by Dobson (2007) and Watts (1996) to provide participants with a way to reflect on their attitudes to green guidance. Participants were encouraged to place their activities into quadrants based on their own perceptions. Notably, many resisted labelling their activities as 'radical', often associating the term with negatively perceived ecological activism. This highlighted their desire to be seen as positive contributors rather than disruptive activists.

The conversation then shifted to the primary barriers which participants perceived to green guidance in the Czech context which was poor communication of environmental issues and correspondingly low levels of societal understanding. In the Czech context, sustainability and environmental topics often provoke strong, dismissive reactions. Participants explored how to communicate green guidance effectively to different audiences. Using Maslow's (1987) hierarchy of needs, they developed tailored communication strategies for two levels: those lacking safety and security and those seeking esteem and recognition. Through group exercises, they modelled mindsets and priorities for these audiences and designed appropriate messaging approaches. This activity highlighted the importance of empathy and an understanding audience needs to foster productive dialogue and engagement.

During the **second meeting**, participants were introduced to the concept of the five dimensions of Green Guidance which have been proposed within the project by Miriam Dimsits and Tristram Hooley.



Figure 1. Dimsits and Hooley's five dimensions of environmentally sustainable guidance

This model was used to broaden participants understanding of what green guidance encompasses. This served as the foundation for a group exercise featuring five stations, each representing one dimension. Participants rotated through the stations, brainstorming ideas for each dimension. The discussions at each station focused on three key areas:

1. practical activities relevant to various roles (e.g., practitioner, project manager, educator);
2. existing resources available in the Czech Republic (e.g., methodological materials, projects, competitions); and
3. potential barriers counsellors might encounter in implementing these activities.

The outputs from these brainstorming sessions provided a wealth of ideas and resources, which were organised into a digital Padlet. This Padlet now serves as a shared tool for EKS and Czech ambassadors, with plans for wider dissemination to interested stakeholders. Additionally, the session allowed for a practical interpretation of the five dimensions, detailing specific activities and strategies that align with each one. This hands-on approach offered participants actionable insights and fostered collaboration around green guidance practices.

During the previous discussion, participants identified potential challenges in implementing green career guidance activities into practice. To address these, our **third and last meeting** was focused on concrete examples from practice. Four case studies were developed, each corresponding to one of the four dimensions of green career guidance (the fifth dimension was not included due

to the time constraints). Each case study was designed to address the most pressing barrier identified by the participants within its respective dimension.

At the end of the meeting, participants expressed interest in staying connected (as they had not known each other prior to their involvement in the Innovation Factory) and continuing to share interesting information and inspiring resources on Padlet.¹

Outcomes

Seven tools were developed and uploaded to the project toolbox. As participants' interest and discussions revolved around how to communicate about a difficult issue that is controversial for many people and often provokes negative reactions, our tools offer practical activities that can help improve communication and mutual understanding. One of our tools is the Sustainable Career Guidance Padlet - an on-line resource collection. It collects links to key information sources that have emerged during the innovation factory discussions, mostly in Czech, but also some in English.

We were also able to identify a range of general tips for communicating green guidance as follows.

- Avoid scaring clients by overemphasising scientific findings or potentially catastrophic threats.
- Focus on connecting to the client's everyday life, their daily needs, and reality.
- Concentrate on the local context, addressing the specific situation in the client's region, and discuss the impact of changes on their immediate surroundings.
- When discussing global impacts, clearly and understandably explain the connections to the local context (e.g., how global effects manifest in daily life in the client's region).
- Talk more about benefits rather than problems (e.g., what it will bring when there are fewer cars on the streets).
- Provide examples of specific solutions, show where they are already working, and inspire with real-world success stories.
- Work with hope, emphasising that change is possible and that everyone has an influence. Strengthen the client's ability to take action.

¹ See the Padlet resources at <https://1url.cz/P10hb>

3) Norway

Participants

The Norwegian innovation factory brought together six participants, two of whom were working in combined teacher/counsellor roles in secondary schools and four of whom were working in public career centres around Norway (one in the digital national career guidance service and three in the regional career guidance service centres).

Hence, in the beginning, it looked as if the target group for the innovations generated by the innovation factories would be different with some focused on schools and some at career guidance for adults. However, as the innovation factories developed, it became clear that the participants had more in common than they initially thought.

Process

The participants met four times. The first meeting took place in June, a second in August, a third meeting of the workgroup in November, and the fourth meeting in December. The innovation factory meetings were held in Teams as the participants were spread between Tromsø in the north to Skien in the south (2000 km apart).

The **first meeting** was spent getting to know each other and understanding the problem of green career guidance. Tristram Hooley gave a presentation on the project thus far, and the participants went into groups to discuss their understanding of green guidance and the problems they were there to solve.

The **second meeting** was more hands-on, with participants breaking into groups based on their affiliation to discuss what they saw as useful strategies to start working with green guidance in their jobs. In this meeting the participants concluded that it was an ethical problem to not raise the question of how climate would affect careers in the future with their clients and students. However, they also felt that it was the most challenging task of all – to raise the question of climate change and how it would affect peoples' careers – because it appears to be going against professional ethics.

The participants spent much time debating this ethical question, and two strategies came out of it: first, a set of questions and conversation starters were designed, and the idea was to learn them and let them sit on the desk to be used when the opportunity presented itself. All participants agreed to try them out as much as they could in guidance sessions before the last innovation factory meeting.

The other strategy was to seek out more information about the greener future of work and society because they also reported a lack of knowledge about the topic. Hence, the **third meeting** was an information-sharing workshop where the

participants shared and discussed information about climate and the future of work that they had found.

The **fourth meeting** focused on everyone's experiences using the conversation starters and questions, and there were mixed experiences among the participants. Some felt that they were easy to use, and others found it more difficult. One participant summed up that climate change apparently was very 'last year', as her clients were now more preoccupied with AI.

The participants also had more ideas about tools in the last meeting, and to conclude our work, we wrote up six suggestions for tools that the participants had either been thinking about, exploring or trying out since the last meeting.

Outcomes

The main learning point from the IF is that the participants changed their perspective from seeing it as very challenging and ethically questionable to raise the issue of climate change in their counselling sessions to seeing it as ethically questionable to not do it. The reason is that more knowledge about it emphasises the appearance of the imminence of climate change and the need for people to be aware of how it will affect their careers, especially young people. Hence, the participants saw it as essential that career guidance counsellors continue their professional development and become more knowledgeable about climate change and its effect on work in the future, as this also will make them more likely to raise the issue and feel more comfortable discussing it with clients.

4) Poland

Participants

The Polish innovation factory brought together a group of practitioners consisting of eight people. These were career counsellors from primary schools, secondary schools and universities as well as green educators from various fields (technology, scouting, psychology and NGOs).

Because of Katalyst Education's background, our discussions and ideas focused mainly on students from schools and universities.

Process

Four meetings were held in 2024 in July, October, November and December.

- The **first meeting** focused on getting to know each other through a green collage. Participants were also introduced to the ideas of green guidance and its role in the modern economy through a presentation and discussion of the green guidance survey results. This led on to a discussion of the role of career counsellors and their ability to introduce green topics to students and clients.
- The **second meeting** encouraged participants to brainstorm potential green guidance tools – first in pairs, then all together. We discussed the ideas and refined them. After the meeting we completed and polished our ideas in a shared document.
- The **third meeting** discussed the final shape of the green guidance tools to be tested with students and clients. This included discussing caveats, barriers, nuances and approaches to implementation of these ideas.
- The **fourth meeting** provided participants with an opportunity to provide feedback from testing either in written form or during this special meeting. We explored the outcomes of several lesson plans tested with secondary school and university students.

Outcomes

The innovation factories raised a range of different issues. The first was concerns about the ethical aspects of green guidance. Participants were concerned about how to introduce green guidance in career counselling without imposing it on our clients and students? Can we just put this idea forward and let our clients decide whether and how to incorporate them into their career choices?

Participants also highlighted a range of concerns about the competence of teachers and career counsellors to address these complex environmental topics. There is a lack of knowledge about climate change and green technologies amongst career counsellors and teachers. In addition, there is a lack of time to go deeply into this topic, given the other responsibilities

Participants discussed whether teachers are skilled enough to handle green topics and introduce them in a clear and convincing way? Can we prepare (or point to) a concise, yet informative brochure in Polish that teachers can rely on without spending too much time?

Many of these issues are exacerbated by an already packed career counselling curriculum in schools. Teachers will find it hard to find time for green topics during career counselling classes, so green topics should be promoted during general education classes and regular classes and connected to the main curriculum, so that students hear about sustainability in various contexts. Unfortunately, individual counselling is still a rarity and unavailable to most students in Poland.

Participants also highlighted that climate change and environmental issues remain controversial in Poland. There are many sceptics regarding climate change and the human impact on the environment and this means that practitioners are likely to face many sceptics amongst clients, students and their parents.

Portugal

Participants

The Portuguese innovation factory engaged eight career practitioners from various sectors including higher education, schools, local council employment services, VET centres (namely working with people with disabilities), the regulatory body and academia.

Process

Three in-person meetings were organised in June, September and November.

In the **first meeting** group development activities were implemented to foster the connection and cohesion of the group. The outcomes from the literature review (Bakke et al., 2024) and the policy review (Hooley et al., 2024a) were presented, along with the survey results (Hooley et al., 2024b) to guide a debate on the definition of green guidance, possible approaches, the need to adapt it to target groups and contexts, and possible barriers to its application. This discussion sought to begin the process of generating recommendations for practice.

Participants were then invited to get involved in a writing exercise in which each would elaborate what green guidance could be, who it could be used with, its potential benefits, how to apply it in practice; what might prevent it or be a barrier or a limitation for its implementation, and how these barriers and limitations can be overcome.

In the **second meeting** participants were involved in an individual activity in which they reflected on how to develop green guidance, focusing on recommendations for practice, aims for green guidance, and how to implement it. These ideas were then discussed in the broad group. To introduce participants to the potential applicability of green guidance, a set of existing green guidance practices were presented to exemplify tools and strategies that could be used and foster participants creativity. Then, the Dimsits & Hooley framework (see figure 1) was presented to offer a framework for the development of new tools, activities, methods and strategies for green guidance. Participants discussed this in pairs and were also given a set of activities developed by a group of psychology students to further stimulate their creativity. Finally, they were invited to pilot one of these activities before the following session.

The **third meeting** started with two participants sharing the outcomes so far and reflecting on the implementation of one of the activities previously developed. They were then invited to discuss all of the activities that had been developed to assess their viability, positive aspects, potential difficulties or barriers to their implementation, to further develop them, identifying how to improve them. These reflections were debated and a set of 10 activities was considered to be worthy of further development.

Outcomes

Participants viewed green guidance as a form of vocational and career counselling which uses individual, group and community approaches to **considers issues of sustainability, social justice and environmental awareness** and support people in making sustainable choices throughout life.

They valued an approach to green guidance that **combines different perspectives and ways of 'doing' green guidance** and considered that incorporating the principles of green guidance in current models of career guidance will facilitate its implementation by practitioners. Valuing the potential of green guidance to respond to individuals' and communities' needs, participants considered it necessary to clearly connect theory and practice to demonstrate green guidance's social usefulness and potential applicability (showing how practical it is). This was one of the key recommendations to support green guidance's visibility, acceptance and use so that it can reorientate vocational and career guidance towards environmental and social justice issues. One participant mentioned the importance of an '*approche educative*' – an educational approach to green guidance, which would entail offering education on green guidance, promoting awareness on environmental issues, ensuring ideological clarity and considering risks of ideological drifts.

Participants saw a range of **benefits of green guidance** and believed that it could increase awareness about sustainability for youth and adults as well as for practitioners. There was also agreement that it could promote personal and social development and more informed and aware decision-making, contribute to social transformation around environmental, social and economic issues and link these to social justice. Participants also mentioned specific potential benefits such as, positive impacts on the environment, reducing eco-anxiety, increasing vocational hope, contributing to meaningful and conscious vocational decisions as well as personal and social inclusion, and a sense of participatory citizenship.

Participants noted that the **main barriers to the implementation of green guidance** were a lack of available and affordable training for practitioners on environmental issues. Key issues included:

- insufficient knowledge about environmental issues;
- a lack of awareness and availability of trustworthy sources of information. This included a lack of knowledge on green jobs and a lack of awareness about where to labour market information on green jobs in Portugal;
- a need for a clearer definition of green guidance and more information about green guidance;
- the need for resources and activities to support psychologists in the implementation of green guidance practices;
- the risk of overvaluing one of the dimensions of sustainability (e.g., environmental when faced with the others);

- challenges with time management and priorities of career services; and
- organisational resistance regarding the implementation of green guidance practices and a lack of concern and investment of employers in general regarding environmental issues (focus on the costs to the company)

However response to these barriers, participants were also able to identify a range of potential **facilitators of green guidance**.

- Clear dissemination of information about green guidance across sectors, not only among practitioners.
- Sensitising organisations and leaders towards its relevance and potential.
- Including green guidance in initial training of career practitioners at universities (e.g., environmental, social, economic and inequality issues; professional activism and advocacy, social justice, literacy issues, environmental behavioural changes, updated models of intervention, and communitarian approaches to career counselling).
- Offer accessible and free training in green guidance for practitioners who are already working in the field, bringing into training social, economic and sustainability issues.
- Develop practical strategies, resources and activities and make them available to practitioners in schools, training centres, etc., to respond to their needs (e.g., existence of case studies to support practitioners to understand how to put it into practice or the debate and supervision of cases among peers to offer them security in experimenting these new forms of intervention).
- Develop assessment instruments based on GG (that are not restricted to research) - for assessing knowledge on climate change and on personal habits related to environmental issues (e.g., recycling habits, interests related to environmental issues, values related to green jobs and environmental issues)
- Integrate sustainability issues in curricula throughout the schooling levels.
- Promoting awareness on the relevance and need for green guidance across sectors, policy and decision-makers by creating a marketing campaign on green guidance e.g. establishing a green guidance week and a network of ambassadors.
- Involving the Board of Psychologists and the General Education Direction (Ministry of Education) in supporting free training and the production of recommendations for green guidance.

5) Slovakia

Participants

The Slovak Innovation Factory engaged 13 career practitioners from diverse professional backgrounds including career counsellors from public employment offices in economically challenged regions of eastern Slovakia, specialists from regional pedagogical centers and university career services, freelance trainers and experts in lifelong learning and professionals working with Roma communities, unemployed individuals, and young adults.

Process

Three meetings were organised in May and at the start and end of October.

The first meeting focused on building awareness and shared understanding. The first day focused on orientation and critical reflections on sustainability in work contexts through group discussions and readings of critical texts. Participants created a word cloud to capture their perceptions of green guidance. On the second days **participants experienced** practical applications of green guidance techniques. Activities like role-playing, sustainable career card sorts, and narrative methods.

Ethical considerations, including balancing impartiality with the need to raise ecological awareness, were central to the exchanges, with the emphasis on the importance of non-coercive, client-centered approaches that consider clients' attitudes to sustainability and climate change. All participants were invited to reflect on their practice and work individually or in small groups to adapt their existing tools and approaches or develop new tools that incorporate a concern with sustainability.

The second meeting reviewed progress and explored the difficulties of all participants in implementing green guidance into their practice. Participants exchanged experiences and provided feedback on the applicability of tools tried during the first meeting. Challenges, such as client engagement with green themes, were openly discussed.

The third meeting focused on testing and consolidating methods. Seven distinct tools were piloted, including case studies, mock eco-company exercises, and metaphorical activities exploring personal connections to sustainability.

Outcomes

The innovation factory identified a range of key issues that should underpin the work of green guidance practitioners.

- **Gradual approach to sustainability.** It is important to tailor interventions to clients' readiness and life situation. For instance, practitioners working with

Roma communities prioritize securing dignified and sustainable work, before supporting clients in greening existing roles or lifestyles.

- **Identifying clients' attitudes.** A nuanced understanding of client perspectives on climate change allows for finding sensible ways to open the topic of sustainability in career conversations. A basic knowledge of existing demographic research and classifications of attitudes in general population can be useful for counsellors. For example, engaged clients can be supported in lifestyle changes, while ambivalent ones can be encouraged to overcome barriers to action. Balancing neutrality with the imperative to raise sustainability issues requires careful navigation to **avoid perceptions of coercion**.
- **Integration of green themes into existing practice.** Participants tended to think that it was possible to integrate green guidance into existing practice without fundamentally rethinking the practice. Tools like ikigai², lists of values, competencies and choice criteria that include items related to sustainability allow clients to connect their personal situation with global sustainability challenges, helping to create a deeper engagement without imposing anything on them.
- **Role of guidance practitioners:** Participants perceived their role as facilitators of reflection rather than enforcers of specific 'ecological' values. They emphasised the importance of approaching sustainability topics naturally, aligning them with clients' life situations and values without imposing ideologies. Counsellors see themselves as agents of change, integrating green themes subtly into discussions to inspire awareness and action. They want to balance ethical responsibility with respect for clients' autonomy, creating a space of liberty where sustainability becomes a shared, meaningful objective. Their role is in gently guiding clients toward greener perspectives while honoring the individual contexts and priorities of their clients.

Participants also discussed **client resistance**, particularly in regions with limited economic opportunities, where clients' immediate needs often overshadow sustainability discussions. Also, the issue of **resource gaps** was raised and the absence of comprehensive labor market information on green jobs highlighted alongside the need for standardised frameworks and employer engagement around this issue.

In total 14 tools were adapted or developed, addressing diverse target groups, including students, unemployed individuals, and working adults. These tools emphasise imagination, connecting one's life with the needs of the world and actionable pathways towards greener careers or lifestyles. Some of the tools also allow the clients to rethink the role of the work in their lives and reflect on

² Ikigai is a Japanese concept of discovering your purpose through exploring the intersection of what you love, what you're good at, what the world needs, and what you can be paid for. This age-old philosophy offers a structured approach to identifying your purpose and leading a meaningful life.

alternative configuration of their careers (part-time work, slowing down, eco-entrepreneurship, activism...).

6) Feedback from participants

Feedback was collected from the participants of the national innovation factory through an online multilingual form. Participants expressed a very high level of satisfaction concerning the content, topics, duration and organisation (above 4.7/5).

Key impacts that were highlighted by participants included the following.

- A deeper understanding of the concept of "green guidance" and its practical applications.
- Inspiration from having the opportunity to hear diverse perspectives. A strength of the innovation factories was that they allowed people to engage with participants from various fields of expertise and hear their reflections.
- Opportunities for networking and collaboration, building connections, sharing resources, and co-creating ideas for sustainable career guidance.
- The opportunity to develop innovative approaches including exploring new exercises, games, and simulations to integrate 'green' concepts into career counselling.
- The opportunity to address concerns about ethics and boundaries in green guidance work. This was achieved through thought-provoking discussions about the ethical responsibilities of career counsellors.
- The opportunity for innovation. The group dynamic fostered creativity and generated many actionable ideas, even if not all can be implemented immediately.
- Gaining knowledge about labour market changes, green jobs, and sustainable career paths.
- The setting allowed participants to fully engage in discussions and reflect deeply.
- Participants appreciated the opportunity to reconsider their own approaches and broaden their perspectives.

Concerning the impact on their practice:

- Incorporating sustainability themes. Introducing ecological and sustainability topics into group activities (e.g., adjusting instructions for workshops like IKIGAI) or individual sessions, particularly when clients show an interest in these values.
- Practical tools and activities. Using icebreakers, reflection cards, exercises or nature-based activities, and ideas for simulations.
- Connecting to frameworks. Exploring the relationship between career choices and the UN Sustainable Development Goals (SDGs), fostering a common language around sustainability.
- Targeted approaches. Refining communication and activities for specific

client groups (e.g., using the "4 quadrants" model) and tailoring efforts to address environmental anxiety in career counselling.

- **Knowledge-sharing and awareness.** Passing on newly acquired tools, resources, and knowledge to others, including ideas for 'green careers' and climate-related topics.
- **Leveraging new resources:** Utilising outputs from the meeting (e.g., scripts, graphics on climate change, and resources shared via Padlet) to enhance lessons, workshops, and collaborative activities.
- **Exploration and adaptation.** Experimenting with subtle ways to integrate sustainability themes into discussions and testing tools developed during the meeting.
- **Expanding impact.** Using these insights to raise awareness among new audiences, creating activities with a broader societal impact.

Concerning the needs of the participants to further put green guidance into practice:

- **Adapting methods:** Tailoring tools and activities to specific target groups, such as job seekers (including low-educated individuals and those aged 50+).
- **Developing and organising resources:** Compiling and refining materials, exercises, and scenarios, such as creating photo-based or visual aids for activities.
- **Securing time and space.** Allocating time for systematic testing, practice, and implementation; obtaining support from schools or workplaces for integration into programs.
- **Internal alignment.** Discussing the methods and themes with supervisors or colleagues to ensure alignment and approval for practical application.
- **Incorporating systematically.** Gradually embedding 'green' aspects into existing topics, activities, or formats in workshops and individual client sessions.
- **Collaboration and sharing.** Sharing insights and methods with colleagues or educators to expand the impact.
- **Prototyping and testing.** Trying out new approaches in small steps, testing them with students or clients, and refining based on feedback.
- **Overcoming time constraints.** Balancing workloads and making room for focused application, which remains a common challenge.
- **Adapting for different audiences:** Considering how to address and create meaningful content for new or less familiar groups.
- **Immediate and long-term action:** Implementing smaller activities right away while planning larger initiatives for later (e.g., spring 2025).

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