WOMEN 4 GREEN
Women in power for a Green Economy

CURRICULUM

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Co-funded by
the European Union

Summary

1. Introduction

"Women4Green. Women in Power for a Green Economy" project aims to stimulate young women's interest and commitment to a green career and in parallel stimulate the socio-economic environment to be equitable and inclusive.

Specifically, this curriculum is aimed to guide the learning path on green jobs and it is addressed to young women to expand on one hand their knowledge on the topic of green jobs, skills and competences required on the green job market, to stimulate their interest on deepening paths to increase awareness on own skills and competences and what maybe be needed to enter a green job career, and, on the other hand, get an overview with examples of green jobs, to know a bit more about the exposed job profiles chosen from different working field (see complete structure in Annex I).

We invite readers to use the material in broad educational contexts and to share and disseminate information about the project results available on the project website https://women4green.eu/. Open-source access to all project results will be guaranteed for at least 5 years after the end of the project.

This material is available in 4 languages: German, Italian, Turkish and English. It can be translated into other languages and can be adapted to other educational contexts outside of youth work. Further use of this material is permitted with reference to the source. The "Women4Green" project was co-funded by the European Union's Erasmus+ Program, Key Action 2 - Strategic Partnership in the Youth Sector.

To conclude, through the research and study work for developing this project results and the 'Didactic concept', we emphasize the need to design the learning units following methodologies and attentions suitable for the involvement of young women, in particular each learning unit will pay adequate attention to:

- the use of inclusive languages (male/female declination; avoidance of stereotypical constructs e.g., "all girls...);
- the representation and visibility of female green economy professionals in which young women can recognize themselves and to build plural images;
- envisioning hands-on experiences that involve girls directly to show how green professions and green skills are important also for the everyday life;
- the development of empowerment tools to increase self-esteem and self-confidence by deconstructing stereotypes, working on insecurities and ingrained mental patterns nurtured by society and culture;
- the importance of working with girls-only groups as well. Several studies show that working on STEM pathways with mixed groups causes girls to deflect and leave more space for their male peers.

2. Framework

This **curriculum** represents the structure of the learning material produced within the Women4Green project (5 learning units). Young women who are in the job orientation phase are often not even aware of future-relevant green economy jobs. Thus, the learning material is created for the main target group of young women in job orientation:

- to get basic information about women in the global workforce
- to get a better insight into what the green economy
- to get to know which future jobs are available in this field and which skills are required
- to know what potential educational and career paths exist to start their career in a green job

Young women will be more informed about the green economy and green economy jobs and thus more of them will opt to start their career in this field.

Target group are young women 14-20 aged in career orientation (or reorientation). The learning material can be also used in educational path by guidance centres, coaches, career counsellors.

Structure of the learning material: Women4Green provides non-academic knowledge base containing information about green jobs, green skills and specifically women in the Green Economy. The design of the learning materials aims at being as easy to learn as possible in self-study, awakening and maintaining the self-motivation of the learners. Learning should be fun and the process of dealing with the learning material should be associated with enrichment.

All learning units have specific learning objectives (LO) which are further broken down into easily consumable fine learning objectives (FLO) to be achieved in course of learning. Furthermore, the units are very self-explanatory and accessible, written in a varied and gender-neutral language using pictures, videos and practical examples and thus directly approaching the reader. The overall structure of each unit is the following:

- Introduction: establishing a direct link to life and motivating the reader to continue reading as well as providing an overview of the learning unit
- Knowledge building phase: knowledge to be build up is divided into several phases and taught in simple language with many practical examples.
- Apply knowledge phase: these phases are only part in online learning. Knowledge is repeated, applied and consolidated in course of different exercises.
- Secure knowledge phase: a short and clear summary of the most important points to repeat, consolidate and reflect on the acquired knowledge.

Required previous knowledge: the materials are designed in a way that no previous knowledge is required to successfully complete the learning units. The learning materials are well structured and easy to understand, they contain lots of pictures, infographics, and videos. Additionally, practical exercises are included.

Overview of the learning material: the learning material is structured according to the following learning units:

- Women in the global workforce
- Green economy and green jobs
- Training routes and skills
- Occupational profiles and introduction to the everyday work life
- Green job profiles (including four example job profiles)

Methods: it is suggested that the learning material is used in an educational setting with guidance of trainers/educators. While planning the training course, the trainer/educator should think about an appropriate setting for the course. It is recommended to mix different educational methods.

- Non-formal Education: Use active non-formal methods (icebreaker, brainstorming through mind mapping).
- Active Participation: Encourage participants to participate actively, use experiential methods to boost participation.
- Blended Learning: Use a mix of in presence, online and self-learning
- Online Education/Self-Learning: The learning material is not only available in print form, but also online on the state-of-the-art e-learning platform www.bit-academy.eu. The platform uses new approaches for the provision of learning content, which can be dynamically linked via several metadata levels. Integrated authoring tools and content management support the didactic design of learning materials. The contents are presented in a user-friendly design and target-group specific didactic structure that facilitate easy self-learning. Interactive exercises to each fine learning objectives help to repeat and consolidate the knowledge. The content alternates theory phases including illustrations, graphics, videos and text, with application phases, that contain different types of exercises[1].

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[1] You can easily and directly access the learning material created in course of the Women4Green project by clicking here https://www.bit-academy.eu/group/2866/?wt=419bb0af-351b-486e-a109-1564ba93431d

Learning hours: each learning unit is planned for around 4 learning hours of self-study. Depending on the learning methods applied, the learning hours have to be adapted.

3. Learning Unit 1: Women in the global workforce

3.1.   Gender segregation at work- What are we talking about?

LO_01 Understand the global context about women in the workforce, main causes of segregation, consequences and how it can be tackled.

- **FLO_01** – Readers will define gender segregation in education, training and the labour market, know what it means and why it matters.

In this section readers will learn about the situation, data and trends of women in the European context with respect to educational and occupational segregation.

Some sources to be included can be found at https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality and other European web resources, or another one is https://www.weforum.org/reports/global-gender-gap-report-2022/. An example is showed in fig. below, but many other can be found from recognized web resources and report on gender segregation.

The enduring U.S. divide between men and women at work
The gender composition of the highest- and the lowest-paying U.S. occupations, 2015
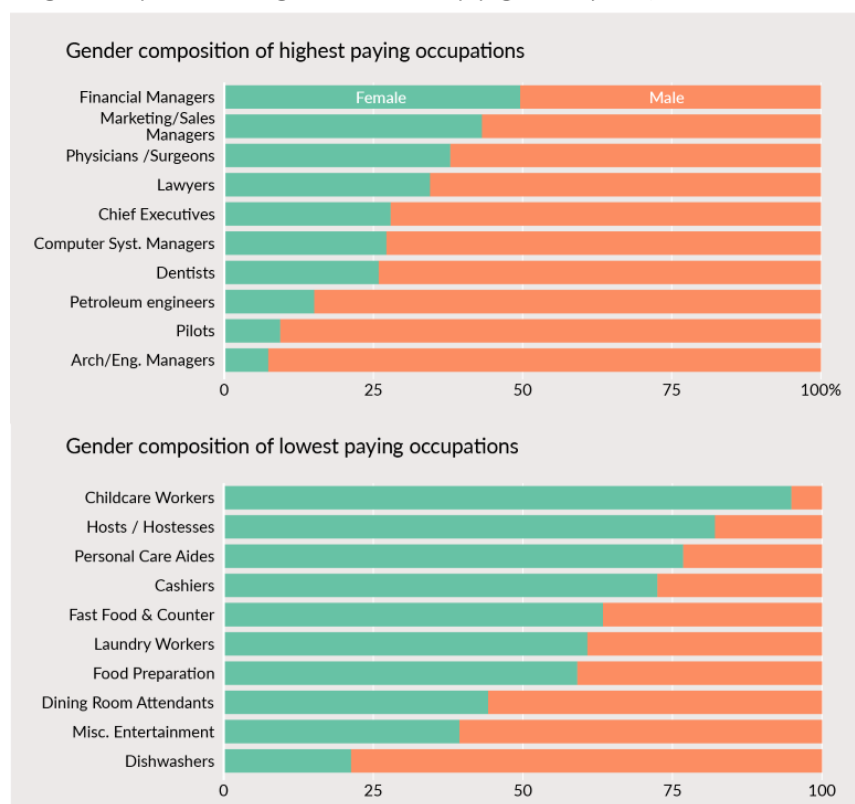
Source: Author's compilation of available gender composition data for broad occupational categories with highest and lowest mean wages according to Bureau of Labor Statistics tables "May 2015 National Occupational Employment and Wage Estimates" and "Employed persons by detailed occupation, sex, race, and Hispanic or Latino ethnicity."

● **FLO_02** - Readers will identify the causes of gender job segregation.

In this section readers will recognize the different types of gender segregation:

A- FORMATIVE SEGREGATION-Women concentrate in certain paths over others.

B- HORIZONTAL WORK SEGREGATION-Women concentrate on certain occupations and with certain working conditions.

C- VERTICAL WORK SEGREGATION-Women do not have the same opportunities and conditions for career advancement.

● **FLO_03** – Readers will learn how gender segregation in workforce impacts the economy and how it can be tackled.

Readers will learn about the policies in place to tackle gender segregation at the educational and training level, and in the labour market, and the data confirming that dealing with equal opportunity means dealing with sustainable economic development.

3.2.   Entering, remaining, counting

LO_02 Knowing the main exclusionary dynamics of women in order to be able to cope with them consciously.

● **FLO_04** - Readers will learn about women's situation in the labour market and their economic importance.

In this section readers will learn how important it is to develop different skills from an early age by going beyond socially constructed stereotypes that limit the possibilities of experience and choice.

● **FLO_05** - Readers will identify the dynamics that intervene to hinder women from staying in the active labour market.

Readers in this part will learn about the personal and global obstacles that contribute to women's difficulty in staying in the labour market and stem-related fields. Useful content and deepening can be found in chapter 2 of the Women4Green 'Didactic Concept' (project result 2), where some treats listed are maternity, organizational culture, mobbing etc. Useful material and factsheets and data can be found at:

▪ https://www.eurofound.europa.eu/topic/gender-equality
▪ https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Employment_-_annual_statistics

- **FLO_06** - Readers will identify the obstacles intervene in limiting the career and visibility of women.

Readers will learn more about the gendered approach to organizational cultures and professions and recognize phenomena such as the "glass ceiling" and the "sticky floor", in order to adopt attitudes for effective coping. Also, these aspects are exposed on Women4Green 'Didactic Concept' (project results 2), and interesting data can be found at:

- https://www.weforum.org/reports/global-gender-gap-report-2022/
- https://ied.eu/blog/glass-ceiling-women-europe-european-report-2021/
  and similar.

- **FLO_07** - Readers will define the supportive factors for women in the global workforce.

Readers will recognize what organizational aspects of work can contribute to making occupations more gender-inclusive thus enabling the retention and development of women's careers.

Some examples: Corporate social responsibility; Diversity management, shared leadership, etc.

3.3.   Self-perception, self-efficacy beliefs and resilience

LO_03 Knowing how to develop and increase women self-awareness to empower them in their future job decisions.

- **FLO_08** - Readers will learn how gender stereotypes originate and function and how they impact their self-perception and future-related choices.

In this part readers will learn how gender stereotypes, if not constantly questioned, can lead to limiting self-evaluations and to choices that are not conscious and consistent with one's true abilities and interests. A fun exercise can be done in addition: 'Guess their job!' activity (Annex II).

- **FLO_09** - Readers will get to know about the importance of critical thinking and resilience as coping tools and can apply it.

Readers will learn more about how critical thinking and resilience can help to recognize and cope with stereotypical views, prejudice, and discrimination. Useful tools can be found at https://emergentbydesign.com/2011/11/03/8-tools-for-self-analysis-mapping-your-strengths-gifts-roles/.

4. Learning Unit 2: Green Economy and green jobs

4.1. What is the green economy and what are the required skills?

LO_01 Knowing what the green economy and green jobs are.

- **FLO_01** – Readers will be able to define what green economy is.

After reading this part readers will be able to understand and define what green economy is, the concept and main elements.

- **FLO_02** – Readers will learn about the framework of European and national policies for the green transition.

In this section readers will have an overview about European and main national policies in Italy, Turkey and Austria. For this part, useful information can be found on the documentation produced under Women4Green project result 1.

- **FLO_03** – Readers will be able to define the principles of the Green Economy and the EU instruments such as the Green Deal, the EU Action Plan for the Circular Economy, etc.

After reading this section, readers will be able to understand and define the founding principles of the green economy and EU instruments that guide different policies to purse sustainability goals, as summarized in the following figure:

"*Climate Change and the EU Strategy: The European Green Deal*"
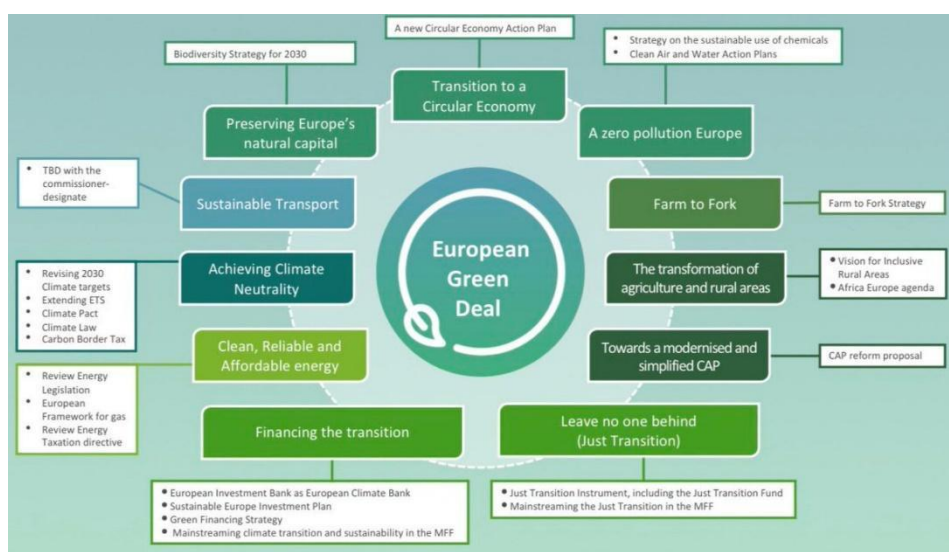
From the SUSEET - Summer School in European Environmental Taxation website

(https://www.suseet.eu/2020/02/29/climate-change-eu-strategy-european-green-deal/).

- **FLO_04** - Readers can identify trends in the evolution of the productive economic system from a green perspective.

In this section readers can understand the evolution of the productive economic system from a 'green' perspective.

- **FLO_05** – Readers can recognize, identify and differentiate greenwash from green economy context.

In this section readers can understand what greenwash is and when it occurs in green economy contexts. Here it will be useful for readers to have a focus (for ex. a bubble with lexical explanation) on the meaning of such terms too, in order to facilitate comprehension.

4.2. What are green jobs and their relevance?

LO_02 Knowing about green jobs, relevant fields and its evolvement.

- **FLO_06** – Readers can define a green job and are able to identify it.

In this part readers will understand and will be able to define what is a green job and its main characteristics are.

- **FLO_07** – Readers will be able to identify different areas of green jobs.

After reading this section, readers will be able to identify what are the different areas of green jobs, in terms of the working field.

- **FLO_08** – Readers will learn how all jobs have the potential to become green jobs.

In this section readers will gain a new perspective useful to analyze to which extent a job can be potentially a green job.

4.3. Why should I start a career in green jobs?

LO_03 Knowing about the importance of green jobs and benefits coming along.

- **FLO_09** – Readers will learn know about the importance of green jobs and its impact on the economy.

In this section readers will understand and gain an insight on the impact of the green jobs in the economy also connecting hints to the Agenda 2030.

- **FLO_10** – Readers will be able to identify the benefits of working in a green job.

In this section readers can understand and identify the benefits in working a green job field.

4.4.   My first step

LO_04 Knowing about the feminist movement in the green economy and potential future paths for approaching green jobs.

- **FLO_11** – Readers will learn about the feminist movement in the green economy and will understand nowadays empowering experience on green economy context and women involvement.

In this section readers will deepen the connections between feminist movement and green economy and contemporary empowering experience. In this sense an interesting overview can be found at https://www.britannica.com/topic/ecofeminism.

- **FLO_12** - Readers will get to reflect on nature-based solution vs. capitalism. Two different approaches to power. A potential path to green jobs will be identified.

In this section readers will deepen the different approaches to power acted by nature-based solutions with respect to capitalism and will know potential paths to green jobs. Useful information and data what are the nature based solution can be found at https://www.myclimate.org/information/faq/faq-detail/what-are-nature-based-solutions-nbs/ and https://www.reteclima.it/nature-based-solutions-nbs/.

5. Learning Unit 3: Training routes and skills

5.1. Green skills. The state of the art

LO_01 Knowing about the required green skills in nowadays Green Economy.

- **FLO_01** – Readers will be able to define green skills and to identify new green skills required.

After reading this section, readers will be able to define what green skills are and identify what green skills are mostly required nowadays. Interesting inputs can be found also at the European Skills Agenda webpage at https://ec.europa.eu/social/main.jsp?catId=1223&langId=en.

- **FLO_02** – Readers will learn about the actual situation of green skills in the EU and national Agendas.

In this section readers will have an overview on how and to which extent EU and National Agendas take green skills into consideration.

- **FLO_03** – Readers will get to know about what the demand for green skills is, which companies and sectors invest the most.

After this section, readers will be able to understand what green skills are most in demand and particularly, which companies and sectors invest the most.

5.2. My green skills

LO_02 Knowing about your green skills and being able to identify in which field training is still needed.

- **FLO_04** – Readers will be able to identify some of the most sought-after green skills (regarding the training field).

In this section readers will be able to identify the most sought-after green skills. For this section LinkedIn, a well-known social network dedicated to improve job networks, will come in handy as it publishes interesting reports on skills and profiles required nowadays. Further interesting reports on skills gaps in the green economy field as well as what is demanded by policymaker in regard to sustainability and green transition can be found on https://europe-on.org/skills-4-climate/. This enables different perspective on what skills are most in the demand in the future.

- **FLO_05** – Readers will learn about tools and services for orientation and for skills assessment and are able to assess their green skills.

In this section readers will learn more about tools for orientation, self-skills assessment and will be able to assess themselves. For the purpose, useful tools and suggestions on potential paths are also provided

in Women4Green 'Didactic Concept' chapter 4. We also suggest young women and girls to ask for guidance from experts in order to read and evaluate their self-assessment results properly and ask for feedback on their potential career paths. It's about getting young women and girls to place themselves first, to think about their future and to take the first step to experiment and give themselves a try.

- **FLO_06** – Readers will be able to identify their personal green skills gap.

After this section, readers will understand and will be able to conduct a self-analysis and define own gaps in green skills. As mentioned in the previous fine learning objective, young women and girls should be encouraged to try one of the paths suggested in the didactic concept and operate a self-analysis with the support of a guidance, especially when dealing with the competence balance process, even if in project partner countries there are several online accredited resources for doing it.

5.3. Training in the field of green jobs

LO_03 Knowing about potential educational paths to start a green job.

- **FLO_07** – Readers will identify possible educational paths to start their career in a green job.

In this section readers will be able to reflect and identify potential paths to start a career in a green job. Regarding this part, the Didactic Concept provides useful input on methodology trajectory   .

- **FLO_08** – Readers will get to know about services and where to get support for orientation in green jobs.

In this section readers will learn more about career guidance services including support for guidance in the green job area.

6. Learning Unit 4: Occupational profiles and introduction to the everyday work life

6.1. The professional figures most in demand for green skills

LO_01 Knowing which green jobs are most in demand and how they are categorized.

- **FLO_01** – Readers will learn which green jobs are most in demand at European level.

In this section readers will learn more about green jobs most in demand at European level.

- **FLO_02** – Readers will learn which green jobs are most in demand nationwide.

After this section, readers will increase their knowledge about jobs most in demand nationwide.

6.2. How to make 'green' everyday work life?

LO_02 Knowing how every worker can impact an organizational setting through greener daily habits.

- **FLO_03** – Readers will be able to understand how green habits can be lived in everyday work life.

After this section, readers will be able to understand how people can live and implement green habits in everyday work life.

- **FLO_04** – Readers will be able to understand how green habits in everyday work life can affect an organizational setting and/or a job context.

In this part readers will be able to understand how and to which extent green habits in everyday work life can concretely affect a job context or setting.

6.3. Which jobs are for me?

LO_03 knowing how to analyse a job occupation from different perspective and apply adequate tools to find the most suitable one.

- **FLO_05** – Readers will learn about the dimensions for analyzing an occupation and will be able to analyze it.

In this section readers will learn more about how to analyze an occupation and will be able to do it.

The following scheme is very useful in this regard (fig.2 'job analysis') and further material can be found in the ANNEX III, containing examples of questions of interviews. In fact, interviews are one of the most efficient tools for this specific goal.
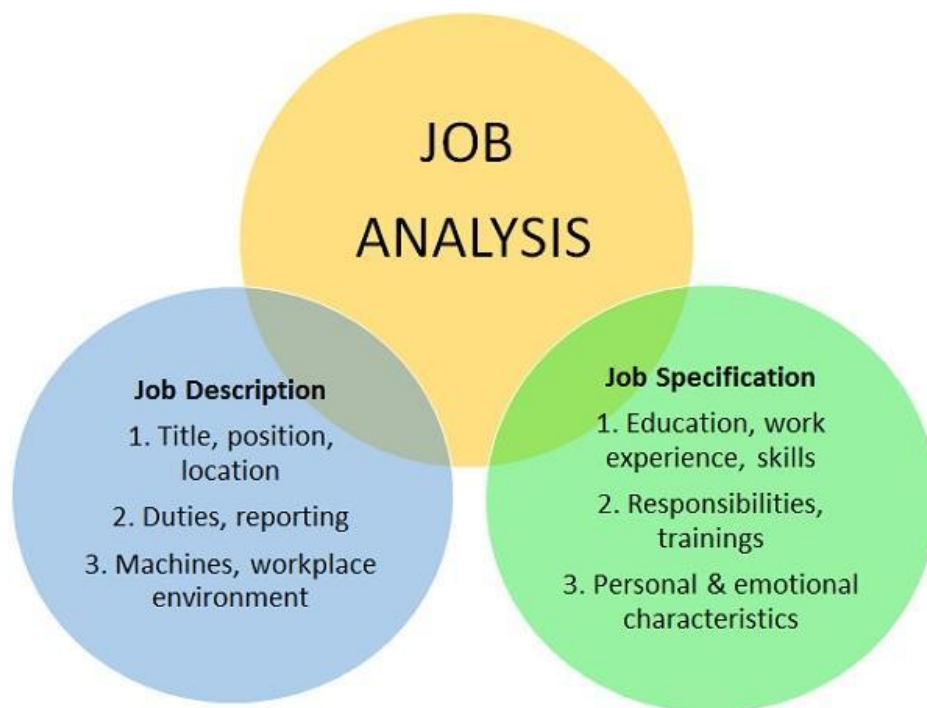
- **FLO_06** – Readers will be able to set their first steps with the application of appropriate tools.

In this section readers will be able to make the first step for their own green career path through simple examples. For this purpose, a simple tool, like the one showed in ANNEX IV, can be provided

- **FLO_07** – Readers will be able to evaluate whether a green job is the right job for them.

After this section, readers will be able to analyse and understand which green jobs suit better or not.

7. Learning Unit 5: Detailed job profiles examples

7.1.   Introduction about the detailed job profiles included in the curriculum

LO_01 Knowing some job profiles and their main characteristics

- **FLO_01**- Readers will find out the main areas of green jobs, in which they can find different profiles of jobs (agricultures, buildings, energy, etc.)

In this section readers will be able to gain an overview of potential green job profiles according to the jobs presented in the following.

- **FLO_02** – Readers will identify which job profiles are presented as examples and which details are provided (responsibilities, tasks, characteristics, impact, necessary skills, etc.)

In this section readers will have an overview on the job profile that will be presented in the following sessions, and their main specific element such as responsibilities and tasks, main characteristics (if for example it is a job with or without strict contact with other people, if it is more open door or indoor, etc.) how it impact with the environment, why it is a green job, competences and skills needed, etc.

7.2.   Wind power service technician

LO_02 Overview of wind power technician job

In this section readers will learn more about who is a wind power service technician, its main responsibilities, the environmental impact of this job, required skills, the general educational path and similar jobs. In this section readers will also find some references of women working in this field.

- **FLO_03** Description of the job, responsibilities and characteristics.

Readers will know what the job responsibilities, tasks and main characteristics are.

- **FLO_04** Environmental impact of the job.

Readers will know what the major impact of the job is.

- **FLO_05** Competences, skills and general requirements.

Readers will know what the skills and competences needed for this job and the general requirements are.

- **FLO_06** Educational path.

Readers will know about the educational path required in general.

- **FLO_07** Similar jobs and upskilling.

Readers will know what similar jobs exist and about potential upskilling possibilities.

7.3.   Eco-designer

LO_03 Overview of eco-designer job

In this section readers will learn more about who is an eco-designer, its main responsibilities, the environmental impact of this job, required skills, the general educational path and similar jobs. In this section they will also find some references of women working in this field.

- **FLO_08** Description of the job, responsibilities and characteristics.

Readers will know what the job responsibilities are, tasks and main characteristics

- **FLO_09** Environmental impact of the job.

Readers will know what the major impact is of the job.

- **FLO_10** Competences, skills, and general requirements.

Readers will know what the skills and competences are needed for this job and the general requirements.

- **FLO_11** Educational path.

Readers will know about the educational path is required in general.

- **FLO_12** Similar jobs and upskilling.

Readers will know what similar jobs exist and about potential upskilling possibilities.

7.4.   Bio-Economics

LO_04 Overview of bio-economic job

In this section readers will learn more about who is a bio-economic, its main responsibilities, the environmental impact of this job, required skills, the general educational path and similar jobs. They will also find some references of women working in this field.

- **FLO_13** Description of the job, responsibilities, and characteristics.

Readers will know what the job responsibilities are, tasks and main characteristics.

- **FLO_14** Environmental impact of the job.

Readers will know about the major impact of the job.

- **FLO_15** Competences, skills and general requirements.

Readers will know what the skills and competences are needed for this job and the general requirements.

- **FLO_16** Educational path.

Readers will know about the educational path required in general.

- **FLO_17** Similar jobs and upskilling.

Readers will know what similar jobs exist and about potential upskilling possibilities.

7.5.   Eco-tourism guide

LO_05 Overview of the eco-tourist guide job

In this section readers will learn more about who is an eco-tourist guide, main responsibilities, the environmental impact of this job, required skills, general educational path and similar jobs. In it, they will also find some references of women working in this field.

- **FLO_18** Description of the job, responsibilities and characteristics.

Readers will know about the job responsibilities, tasks and main characteristics.

- **FLO_19** Environmental impact of the job.

Readers will know about the major impact of the job.

- **FLO_20** Competences, skills and general requirements.

Readers will know what skills and competences are needed for this job and you know about the general requirements.

- **FLO_21** Educational path.

Readers will know about the educational path required in general.

- **FLO_22** Similar jobs and upskilling.

Readers will know what similar jobs exist and about potential upskilling possibilities.

8. Resources

- Britannica Encyclopedia: *Ecofeminism*

  https://www.britannica.com/topic/ecofeminism
- Emergent by design - *8 Tools for Self-Analysis: Mapping Your Strengths, Gifts & Roles*

  https://emergentbydesign.com/2011/11/03/8-tools-for-self-analysis-mapping-your-strengths-gifts-roles/
- Eurofound (European Foundation for the Improvement of Living and Working Conditions) –

  Gender Equality https://www.eurofound.europa.eu/topic/gender-equality
- European Commission - *European Skills Agenda*

  https://ec.europa.eu/social/main.jsp?catId=1223&langId=en
- European Union official website - *Gender Equality*

  https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality
- EuropeOn - *#Skills4Climate*

  https://europe-on.org/skills-4-climate/
- Eurostat Statistics explained – *Employment annual statistics*

  https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Employment_-_annual_statistics
- IED (Institute of Entrepreneurship Development) - *Is There a Glass Ceiling for Women in*

  Europe? A European Report 2021

  https://ied.eu/blog/glass-ceiling-women-europe-european-report-2021/
- My Climate - *What are Nature-based Solutions (NbS)?*

  https://www.myclimate.org/information/faq/faq-detail/what-are-nature-based-solutions-nbs/

  Reteclima - *Nature based Solutions (Nbs): una strada per l'aumento della resilienza dei sistemi antropici* https://www.reteclima.it/nature-based-solutions-nbs/
- SUSEET - Summer School in European Environmental Taxation website - *Climate Change and*

  the EU Strategy: The European Green Deal

  https://www.suseet.eu/2020/02/29/climate-change-eu-strategy-european-green-deal/
- Weforum (World Economic Forum) - *Global Gender Gap Report 2022*

  https://www.weforum.org/reports/global-gender-gap-report-2022/
- Women4Green official website

  https://women4green.eu/

9. Annexes

## 9.1.	Annex I – Women 4 green Curriculum structure

Learning Unit 1 – Women in the global workforce

Learning Phase	Learning Objective	Learning Objective Description	Fine Learning Objective	Fine Learning Objective Description
Gender segregation at work - what are we talking about?	LO_Women in the gobal workforce_01	Understand the global context about women in workforce, main causes of segregation, consequences and how it can be tackled	FLO_Women in the gobal workforce_01	You can define gender segregation in education, training and the labor market, know what it means and why it matters.
			FLO_Women in the gobal workforce_02	You can identify the causes of gender job segregation
			FLO_Women in the gobal workforce_03	You know how gender segregation in workforce impacts the economy and how it can be tackled.
Entering, Remaining Counting	LO_Women in the gobal workforce_02	Knowing the main exclusionary dynamics of women in order to be able to cope with them consciously	FLO_Women in the gobal workforce_04	You know about women's situation in the labor market an their economic importance.
			FLO_Women in the gobal workforce_05	You can identify dynamics intervene to hinder women from staying in the active labor market.
			FLO_Women in the gobal workforce_06	You can identify obstacles intervene in limiting the career and visibility of women.
			FLO_Women in the gobal workforce_07	You can define supportive factors for women in the global workforce
Self-perception, self-efficacy beliefs, and resilience	LO_Women in the gobal workforce_03	Knowing how to develop and increase womens self-awareness to empower them in their futurte job decisions.	FLO_Women in the gobal workforce_08	You know how gender stereotypes originate and function and how they impact your self-perception and future-related choices.
			FLO_Women in the gobal workforce_09	You know about the importance of critical thinking and resilience as coping tools and can apply it.

Learning Unit 2 – Green Economy and green jobs

Learning Phase	Learning Objective	Learning Objective Description	Fine Learning Objective	Fine Learning Objective Description
What is green economy and required skillC16:G28s	LO_Green Economy and green Jobs_01	Knowing what the green economy and green jobs are.	FLO_Green economy and Green Jobs_01	You can define what green economy is.
			FLO_Green economy and Green Jobs_02	You know about the framework of European and national policies for the green transition.
			FLO_Green economy and Green Jobs_03	You can define the principles of the Green Economy are and the EU instruments such as the Green Deal, the EU Action Plan for the Circular Economy, etc.
			FLO_Green economy and Green Jobs_04	You can identify trends in the evolution of the productive economic system in a green key.
			FLO_Green economy and Green Jobs_05	You can recognize, identify and differentiate green wash from green economy context

			FLO_Green economy and Green Jobs_07	You are able to identify different areas of green jobs
What are green jobs and their importance/relevance	LO_Green Economy and green Jobs_02	Knowing about green jobs, relevant fields and its evolvement.	FLO_Green economy and Green Jobs_06	You can define a green job and are able to identify it.
			FLO_Green economy and Green Jobs_08	You know how all jobs have the potential to become green jobs
Why I should start a carreer in a green jobs?	LO_Green Economy and green Jobs_03	Knowing about the importance of green jobs and benefits coming along.	FLO_Green economy and Green Jobs_9	You know about the importance of green jobs and its impact on the economy.
			FLO_Green economy and Green Jobs_10	You can identify the benefits of working in a green job.
My first steps	LO_Green Economy and green Jobs_04	Develop awarness on potetial job objective in green economy area. Understand and put first step reflection on potential future paths for approaching green job	FLO_Green economy and Green Jobs_11	You know about the feminist movement in the green economy and will understand nowday empowering experience on green economy context and women involvement.
			FLO_Green economy and Green Jobs_12	Nature-based solution vs. capitalism. Two different approaches to power. A potential path to green jobs will be identified.

Learning Unit 3 - Training routes and skills

Learning Phase	Learning Objective	Learning Objective Description	Fine Learning Objective	Fine Learning Objective Description
Green Skills. The state of the art	LO_Training Routes and skills_01	Knowing about the required green skills in nowadays Green Economy.	FLO_Training routesand skills_01	You can define green skills and are able to identify new green skills required.
			FLO_Training routeand skills_02	You know about the actual situation of green skills in EU and national Agendas.
			FLO_Training routeand skills_03	You know about what the demand for green skills is, which companies and sectors invest the most
My green skills	LO_Training Routes and skills_02	Knowing about your green skills and being able to identify in which field training is still needed.	FLO_Training routeand skills_04	You can identify some of the most sought-after green skills (regarding the trainining field).
			FLO_Training routeand skills_05	You know about tools and services there are for orientation and for skills assessment and are able to assess your green skills.
			FLO_Training routeand skills_06	You can identify your personal green skill gap.
Training in the field of green jobs	LO_Training Routes and skills_03	Knowing about potential educational paths to start a green job.	FLO_Training routeand skills_07	You can identify possible educational paths to start your career in a green job.
			FLO_Training routeand skills_08	You know about services and where to get support for orientatio in green jobs.

Learning Unit 4 - Occupational profiles and introduction to the everyday work life

Learning Phase	Learning Objective	Learning Objective Description	Fine Learning Objective	Fine Learning Objective Description
The professional figures most in demand for green skills.	LO_Occupational profiles and introduction to everyday workslife_01	Knowing which green jobs are most in demand and how they are categorised.	FLO_Occupational profiles and introduction to everyday workslife_01	You know which green jobs are most in demand at European level
			FLO_Occupational profiles and introduction to everyday workslife_02	You know which green jobs are most in demand nationwide
How to make green everyday worklife?	LO_Impact of everyday personal habits in everyday work_02	Knowing how every worker can impact an organizational setting with greener everyday habits	FLO_impact of green habits in everyday worklife _03	You are abe to undertand how green habits can be acted in everyday worklife
			FLO_impact of green habits in everyday worklife_04	you are abele to understan how green habits in everyday worklife can affect an organizational setting and/or a job context
Which jobs are for me?	LO_Occupational profiles and introduction to everyday workslife_03	knowing how to analyse a job occupatio from different perspective and apply adequate tools to point the most suitable	FLO_Occupational profiles and introduction to everyday workslife_05	You know the dimensions for analysing an occoupation and are able to analyse it.
			FLO_occupational profiles and introduction to eeryday worklife_06	You are able to set your first steps with the application of appropriate tools?
			FLO_occupational profiles and introduction to eeryday worklife_07	You are able to evaluate whether a green job is the rigth job for you.

Learning Unit 5 - Detailed job profiles example

| Learning Phase	Learning Objective	Learning Objective Description	Fine Learning Objective	Fine Learning Objective Description
Introduction on the detailed job profile included in the curriculum	LO_overview of the content of the session_01	Knowing some job profiles and their main caracthe ristics	FLO_categories of the main green job areas_01	You know the main areas of green jobs, in which we can find different profiles of jobs (agricoltures, buildings, energy, etc.)
			FLO_job profiles presented and content list for each profiles_02	You know which job profiles are presented as examples and which details are furnished (responsabilities, tasks, carachterics, impact, competence needed, etc.)
1_Wind power service technician	LO_Overview of wind power technician job_02	Knowing what is a wind power technician, main responsibilities, the environmental impact of this job, required skills general educational path and similar jobs	FLO_description of the job, responsibilities and caracteristics_03	you know what are the job reponsibilities, tasks and main caractheristics
			FLO_environmental impact of th job_04	you know what is the major impact of the job
			FLO_competences, skills and general requirements_05	you know what are the skills and competences needed for this job and the genral requirments
			FLO_educational path_06	you know what is the educational path required in general
			FLO_similar jobs and upskilling_07	you know what are similar job and potential upskilling
2_eco-designer	LO_Overview of eco-designer job_03	Knowing what is an eco-designer, main responsibilities, the environmental impact of this job, required skills general educational	FLO_description of the job, responsibilities and caracteristics_08	you know what are the job reponsibilities, tasks and main caractheristics
			FLO_environmental impact of th job_09	you know what is the major impact of the job
			FLO_competences, skills and general requirements_10	you know what are the skills and competences needed for this job and the genral requirments
			FLO_educational path_11	you know what is the educational path required in general
			FLO_similar jobs and upskilling_12	you know what are similar job and potential upskilling

3_bio-economics	LO_Overview of bio-economic job_04	Knowing what is a bio-economic, main responsibilities, the environmental impact of this job, required skills general educational path and similar	FLO_description of the job, responsibilities and caracteristics_13	you know what are the job reponsibilities, tasks and main caractheristics
			FLO_environmental impact of th job_14	you know what is the major impact of the job
			FLO_competences, skills and general requirements_15	you know what are the skills and competences needed for this job and the genral requirments
			FLO_educational path_16	you know what is the educational path required in general
			FLO_similar jobs and upskilling_17	you know what are similar job and potential upskilling
4_eco-turism guide	LO_Overview of th eco-turist guide job_05	Knowing what is an eco-turist guide, main responsibilities, the environmental impact of this job, required skills general educational path and similar jobs	FLO_description of the job, responsibilities and caracteristics_18	you know what are the job reponsibilities, tasks and main caractheristics
			FLO_environmental impact of th job_19	you know what is the major impact of the job
			FLO_competences, skills and general requirements_20	you know what are the skills and competences needed for this job and the genral requirments
			FLO_educational path_21	you know what is the educational path required in general
			FLO_similar jobs and upskilling_22	you know what are similar job and potential upskilling

9.2.   Annex II – Guess their Job!

A game created by Jonathan Cooperativa Sociale

● Create 5 groups.

● Material per group: photos of different faces, biographies

● Time available: 30 minutes

● Solutions

● **ELABORATE, AS A GROUP, A POSTER WITH:**

    ▪ your favorite faces

    ▪ some curiosities about the life of these people

    ▪ some questions you would like to ask him/her

    ▪ what stereotypes did they struggle with?

    ▪ drawings or graphics

● then, elaborate a video-presentation of your work!

Here are some examples of characters and biographies. We advise you to choose photographs of characters and stories according to your context and target audience, and considering what you think will best capture attention.

GUESS THEIR JOB!

A game created by Jonathan
Cooperativa Sociale

GUESS THEIR JOB!

Rules of the game

✓ CREATE 5 GROUPS

✓ MATERIAL PER GROUP: photos of different faces, biographies

✓ TIME AVAILABLE: 30 minutes

✓ SOLUTIONS

✓ Guess other job's faces

GUESS THEIR JOB! – Faces

GUESS THEIR JOB! – Faces
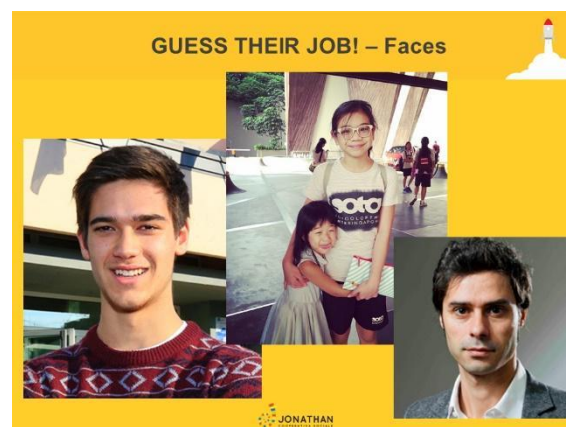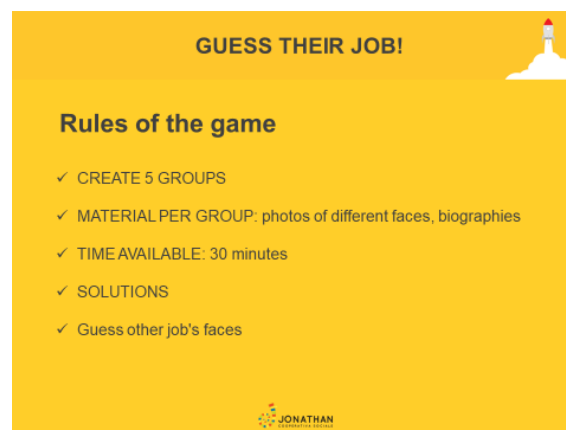
GUESS THEIR JOB! – Faces

GUESS THEIR JOB! – Solutions

Solution

JONATHAN

GUESS THEIR JOB! – Solutions

STEPHEN HAWKING
One of the most influential and well-known British cosmologist, physicist, mathematician and astrophysicist. Best known for his/her studies on black holes and the origin of the universe.

JONATHAN

GUESS THEIR JOB! – Solutions

KATE e PENELOPE GAZIN
Founders of a famous e-commerce site. After a number of harassment and heavy advances from the site's customers, they decided to create a fictitious male colleague to take care of the correspondence. The nasty remarks ceased and business improved enormously.

JONATHAN

GUESS THEIR JOB! – Solutions

RICCARDO ALDIGHIERI
Young designer becomes famous thanks to his/her
popular blog fighting discrimination and bullying at school

JONATHAN

GUESS THEIR JOB! – Solutions

VOICE OF BACEPROT
These group challenge fundamentalism with heavy metal: with their band Voice
of Baceprot (VoB) they play and sing about gender equality while performing in
jeans and hijab. Insults and death threats are frequent, but they do not stop: the
musicians are becoming more and more famous and are now considered an
example of self-determination in the most populous Islamic country in the world.
You rock girls!   https://www.youtube.com/watch?v=hFfrsx5Eoi8

JONATHAN

GUESS THEIR JOB! – Solutions

https://www.youtube.com/watch?v=CmPpQsi7MiA

KYRA POH
At only 14 years old, he/she achieved a world record: he/she rides the
winds at a speed of 230 kilometres per hour, becoming the fastest
flying human being in the world. He/She achieved the record during the
Wind Games held in Catalonia, Spain, in which around 200 people,
males and females of different ages, participated.

JONATHAN

GUESS THEIR JOB! – Solutions

GIACOMO MAZZARIOL
Twenty-year-old writes
her/his first book on the
story of his little brother
down relationships in the
family. Her/His first work
obteined numerous
awards and was very well
received by the public and
critics

JONATHAN

GUESS THEIR JOB! – Solutions

SABRINA PASTERSKI
At the age of 22, he/she graduated from Boston and did her/his doctorate at Harvard in astrophysics. At the age of 14, she/he built a real helicopter him/herself and gave it to his/her father. Her/his work and research are cited by the world's most famous astrophysicists

JONATHAN

GUESS THEIR JOB! – Solutions

PHILIP MOSLEY
From the age of 11 she/he expresses her/his passion for dance even against the will of the family and the small town where they lived. She/He became the first dancer at the Royal Opera House in London. A very famous film was inspired by him/her.

JONATHAN

GUESS THEIR JOB! – Solutions

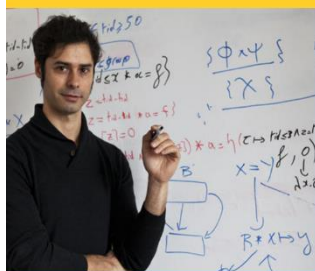https://www.youtube.com/watch?v=NSilowIzCR0

ELEONORA FARINA
European downhill champion. Since childhood he/she has loved competition and speed without fear of falling!

JONATHAN

GUESS THEIR JOB! – Solutions

DINO DI STEFANO
One of the most famous programmers in the world: thanks to this person, planes and cars are safer today. His/her work has won several international awards and the attention of the big names in the IT and hi-tech world, like Meta (Facebook and Instagram).

JONATHAN

9.3.   Annex III – Interview examples and possible focuses

- **Example 1 – Focused on 'growing' path analysis**

  ▪ What was your dream job as a child?

  ▪ What studies/training did you do?

  ▪ What was your first work experience? What was your most useful first work experience? How did you get to do what you do today?

  ▪ What does your job consist of?

  ▪ What characteristics do you look for in your colleagues/collaborators?

  ▪ What advice would you give to someone who does not know which training path to take?

- **Example 2 – Focused on professional profile analysis**

  ▪ Professional experience required

  ▪ Type of contract offered / remuneration / benefits

  ▪ Skills most valued

  ▪ Degree of autonomy/responsibility

  ▪ Interpersonal relations

  ▪ Rewards

  ▪ Opportunities for growth

  ▪ Clear company policies and procedures

  ▪ Inclusive organisational culture

  ▪ Technical skills of superiors

  ▪ Physical working conditions

  ▪ Working time

- **Example 3 – Focused on which interests mainly stimulate action and motivation**

  ▪ Working with machines and tools

  ▪ Working outdoors

  ▪ Working with numbers/calculations

  ▪ Precision work according to given procedures and evaluation

  ▪ Using one's powers of persuasion

  ▪ Using creativity and manual dexterity

  ▪ Literary work and written production

  ▪ Work with music

  ▪ Work with people to support and assist them

  ▪ Routine activities and precision, care and speed

9.4.   Annex IV – My Possible mission

You can download this activity (printable version) from Women4Green website (resources section): https://women4green.eu/open-educational-resources

My Possible Mission
WOMEN 4 GREEN

Name:

Age:

Country:

I would like to be involved in…

Desired professional activity

Motivations

Tools I will have to use

Knowledge and skills I will need to acquire

With whom I will have to collaborate?

How I can make a difference in my city/location from an inclusive and sustainable perspective?

JOB

WOMEN 4 GREEN
Women in power for a Green Economy

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🅕 /WomeninPowerforaGreenEconomy

🅞 /women4green/

bit schulungscenter
member of bit group

sbtc
Danışmanlık
Solution Based Training and Consultancy

ÖJAB

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COOPERATIVA SOCIALE

Co-funded by
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