



# WORKSHOP CONCEPT FOR YOUTH WORKERS

Project Result 6

PROJECT NUMBER

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# Workshop "Navigating Career Paths in the Sustainability Sector - Green Jobs of the future and arising chances for women"

## 1. Overview

**Participants:** Youth workers (with basic training and workshop experience) & youth trainers

**Number of participants:** 4 - 10

**Duration:** 3,5 – 4 hours

**Setting:** Offline (with the possibility to adapt it online)

**The workshop addresses the following questions:**

- Sustainability: What is sustainability? What sustainable measures from the EU should I know about (e.g. the European Green Deal)?
- Future of work: How do current “green” EU measures and strategies will affect youth employment and skills development?
- Future of work: What are “green jobs” and “green skills”?
- Future of work: How will the future skill requirement on the labour market look like?
- Gender Gap: What are the reasons for the gender gap within the sustainable field?
  - Why is it so important to have more women working in green jobs?
- Green Career: How to identify a green employer/ a green career? How to spot Greenwashing?
- Green Career: How can the field of "green jobs" be made more inclusive & attractive for young women?
- Green Career: How to ensure that current skills development meets future skill requirements (best practices/successful practices)?

## Objectives:

- Participants know what green jobs and green skills are
- Participants are up2date regarding the future of work and of the relevance of green jobs for young people
- Participants are aware of the gender-gap in the green job and the relevance to reduce the gap
- Participants know possible occupational fields/ green professions (of the future) that might be relevant for their young clients – especially young women - and influence the current skill development
- Participants have knowledge of what will be/is required in the green profession area
- Participants know strategies on how to bring the green job field closer to young women
- Participants know how to integrate green jobs into their job orientation process

## Format:

- Input
- Exchange of Experiences amongst trainers
- Co-Creation: Working together on strategies and ways to bring the green job field closer to young women
- Energizer & Ice Breaker
- Resource Package: Addition Material & Resources (Handouts, Learning Material provided by the project, PPP slides)

## Pre-Workshop Survey (Online) that gets handed out to participants with following questions:

- Do you work within the educational field?
- Do you work within the sustainable field?
- Are you involved in job orientation in your job?
- If the topic of green jobs comes up in you day-to-day-work: in what context is the topic dealt with?
- Do green jobs, green skills, etc. come up in your day-to-day work?
- How much do you know about green jobs?
- How much do you know about Green Skills?
- What do you expect from the workshop (what do you want to learn)?

**Material Needed:**

Pre-Survey  
Evaluation Form  
Presentation slides  
Flipcharts and markers  
Laptop/projector  
Handouts and resource material  
Evaluation form  
Signature List  
Post Its

**Post-Workshop Follow-Up:**

- Providing participants with a digital resource package (presentation slides, handouts, additional reading materials)

## 2. Workshop – Flow

Time frame	Theme/ Method	Description	Output/ Outcome	Material
00:00 – 00:10	Arrival & Welcome	<ul style="list-style-type: none"> <li>- Welcome participants</li> <li>- Introduction of facilitators</li> <li>- Introduction of project</li> <li>- Introduction of workshop (agenda &amp; goals)</li> </ul>	<p>Participants have an overview of the project</p> <p>Participants know what to expect</p>	<p>Snacks</p> <p>Signature List</p> <p>Name cards</p> <p>Nice Background Music</p> <p>Flipchart with Agenda of Workshop</p>
00:10 – 00:25	<p>Getting to Know Each Other</p> <p>(Another possibility to get to know each other, which is slightly shorter): Get to know each other Bingo.</p>	<ol style="list-style-type: none"> <li>1. Participants get divided into pairs. The exercise is explained to the participants. (If there is an odd number, one of the facilitators can join in.)</li> <li>2. Person A has 3 minutes to answer the following questions to the other person (person B):</li> </ol> <p>a. Name</p> <p>b. Professional background</p> <p>c. What is my experience and knowledge of green jobs?</p>	<p>Participants feel comfortable and get to know each other.</p> <p>Overview of professions/professional backgrounds and experiences of the participants</p>	<p>Flipchart with the questions</p> <p>Empty Flipchart</p> <p>Pens</p>

		<p>d. What am I particularly interested in regarding the workshop today?</p> <p>3. After 3 minutes they switch with answering/ listening.</p> <p>4. Participants return to the seating circle. Each person introduces the other person in the circle. Facilitator writes down what particularly interests the participants.</p>	<p>Making various interests of participants visible</p>	
<p>00:25 – 00:40</p>	<p><i>Sustainability:</i></p> <p>Collective Brainstorm/ Definition/ Common Understanding</p>	<p>1. Collective Brainstorm: What does “Sustainability” mean?                  → Participants write their answers down on Post It`s and put it on one flipchart and say, what they wrote.</p> <p>2. The facilitator shows the participants 2,3 definitions of the term sustainability (PPP or on a flipchart) (e.g. how it is defined within the W4G project or the definition within the <u>European Green Comp</u>)</p>	<p>Participants have a common understanding of the term “sustainability”</p>	<p>Flipchart</p> <p>Pens</p> <p>PPP slide with definitions</p>
<p>00:40 – 00:55</p>	<p><i>European Measures:</i></p> <p>Introduction into EU Green Deal</p>	<p>Explanation &amp; Introduction of European sustainability measures that are (and will be) relevant for the VET field &amp; job market, especially the EU Green Deal</p> <p>Why is the EU Green Deal relevant for the area of VET with young people?</p>	<p>Participants know about the EU Green Deal</p> <p>Participants know how the EU Green Deal could affect the Job</p>	<p>PPP slide with explanation</p>

	<p><i>Future Of Work:</i></p> <p>EU Green Deal relevance for Job Market and Job Vocation Programs for young People</p>	<p>➔ Presentation with further answers (EU Green Deal &gt; job market &gt; youth employment &gt; green jobs &gt; skills development)</p>	<p>market and their work with young people</p>	
<p><b>00:55 – 01:25</b></p>	<p><i>Future Of Work:</i></p> <p>Understanding Green Jobs &amp; Green Skills</p> <p>&amp; Future Trends</p>	<p>1. What are “Green Jobs”? ➔ Presentation/ Input ➔ Collective Brainstorm (e.g. via Mentimeter/ Word Cloud)</p> <p>2. What are “Green Skills”? ➔ Presentation/ Input</p> <p>3. Future Trends: how will the future skill requirement on the labour market look like? How will green jobs look like? a.) First collective brainstorm on flipchart, b.) then short presentation/ Input about current and future trends on the job market</p>	<p>Participants know what green jobs are</p> <p>Participants know what “Green Skills” are</p> <p>Participants are up2date regarding the future of work and of the relevance of green jobs for young people</p> <p>Participants know possible occupational fields/ green professions (of the future) that might be relevant for their young clients – especially young women</p>	<p>Mentimeter</p> <p>PPP slides with input</p>

			and influence the current skill development	
			Participants have knowledge of what will be/is required in the green profession area	
<b>Short Break/ 01:25 – 01:35</b>				
<b>01:35 – 01:45</b>	Energizer	Depending on the group dynamics (age of the participants, familiarity with each other, mood, etc.):  <a href="#">Telephone Charades</a> , <a href="#">Counting to 20</a> (can be done walking as well) , <a href="#">Splat</a> , <a href="#">Name Game</a> , <a href="#">Walk-Stop</a> , <a href="#">Name Game with ball throwing</a>		
<b>01:45 – 02:05</b>	<i>Green Jobs &amp; Green Skills</i>  Determining status quo/ discussion	After the theoretical input, now participants will reflect on their daily work life → considering where and to what extent the topic of "Green Jobs" "Green Skills" is (or is not) an issue in their work with young people.  The determination of the current status is important in order to be able to discuss the "target" and to explain adequate measures and strategies in the later part of the workshop.	By analysing own daily work routine participants are aware of the extent to which the topics of sustainability, green jobs and green	Question written on a Flipchart or PPP slide  Pens



		<p>Main 2 questions to reflect upon:</p> <p>a.) <i>In which ways are the topics of "sustainability", "green jobs"; green skills" present in your work with young people?</i></p> <p>b.) <i>What is preventing you and your youth work to include these topics in youth work?</i></p> <ol style="list-style-type: none"> <li>1. The participants are divided into pairs in which they discuss the question and write down the most important answers on cards or Post ITs. (5-10 minutes)</li> <li>2. In the Grand Plenary, responses are collected and posted on a bullet board &amp; clustered.</li> <li>3. Together we look at what particularly stands out in the answers (e.g. outliers or particularly many commonalities/similar answers).</li> </ol>	<p>skills are present in their daily work routine.</p> <p>Through the exchange with the others, the participants learn what the practice is like in other institutions</p>	<p>Post It's or presentation ards</p> <p>Bulletin Board</p> <p>Pin needles</p>
<p><b>02:05 – 02:25</b></p>	<p><i>Green Skill Development:</i></p> <p>Integration of Green Skills/ Green Jobs within Jobs Orientation</p> <p>Discussion</p>	<ol style="list-style-type: none"> <li>1. Participants discuss in small groups (depending on group size, at least 3) how Green Skills/ Green Jobs could be integrated within their daily work with young people (they write down the key aspects on a flipchart) / and what they would need to do so (10 minutes)</li> <li>2. Participants present their ideas to the others (10 minutes)</li> </ol>	<p>Participants have ideas/ are inspired on how to integrate green jobs into their job orientation process</p> <p>Flipchart with ideas and strategies on how to</p>	<p>Empty Flipcharts</p> <p>Pens</p>

			integrate Green Skills/Green Jobs into their daily work	
02:25 – 03:00	<p><i>Gender Gap</i></p> <p>Addressing Gender Disparities in Green Jobs</p> <p><u>Problem tree</u></p>	<ol style="list-style-type: none"> <li>1. Input/ presentation regarding the Gender Gap in Green Jobs (and the importance to change that)</li> <li>2. Problem Tree Method gets explained to participants.</li> <li>3. Participants go into small groups (2-4 people).</li> <li>4. Every group gets one problem tree hand out, that they have to fill out by themselves/ create their own problem tree. They have 20 minutes to fill in the handout. Participants should be advised to research, so that their arguments and problems are based on facts as well, not only assumptions.</li> <li>5. Big group comes together: Answers from small groups get collected on a flipchart, where the problem tree is on as well (participants can write it there by themselves/ add Post Its)</li> <li>6. Discussion/ Exchange of experiences amongst VET trainers &amp; youth workers</li> </ol> <p><i>Important:</i> Many causes and effects for the gender gap lie outside the sphere of influence of youth workers. Nevertheless, also mention these areas in order to subsequently differentiate together where one has influence and where not.</p>	<p>Participants are aware of the gender gap and the issues that are linked to that</p> <p>Participants know several causes of this problem and its effects.</p> <p>Participants know where and to what extent they can intervene or where their power to act lies - and where it does not.</p>	<p>PPP slides with input</p> <p>Problem tree on a flipchart</p> <p>Problem tree handouts</p> <p>Pens</p> <p>Post Its</p> <p>(See Annex 2)</p>

Short break (15 Minutes)				
<p><b>03:15 - 03:45</b></p>	<p><i>Gender Gap in Green Jobs</i></p> <p><a href="#">Solution tree</a></p> <p>Green Career: How to ensure that current skills development meets future skill requirements (best practices/successful practices)?</p>	<p><b>Main question:</b> How can the field of "green jobs" be made more inclusive &amp; attractive for young women within youth work/ VET?</p> <p>What has to be changed/ developed/added? What measures would need to be taken?</p> <ol style="list-style-type: none"> <li>1. Solution Tree method gets explained to participants</li> <li>2. Problem Tree on the Flipchart should be visible to them</li> <li>3. Participants get in small groups (2-4 people per group)</li> <li>4. Every group gets a Solution Tree Handout.</li> <li>5. Small groups implement the method on their handouts. (20 Minutes)</li> <li>6. Back in the big group: Collection of answers on a Solution Tree Flipchart</li> <li>7. Discussion/ exchange about possible solutions</li> <li>8. Facilitator colours the answers that would be realistic for the participants to implement within their daily work</li> </ol>	<p>Participants know about different strategies on how to bring the green job field closer to young women</p> <p>Participants exchange with others/ learn from other experiences</p>	<p>Question written on a Flipchart or PPP slide</p> <p>Problem Tree Flipchart</p> <p>Solution Tree On a Flipchart</p> <p>Solution Tree Handouts</p> <p>Pens</p> <p>Post ITs</p>
<p><b>03:45 – 04:15</b></p>	<p>Personalized Action Plan</p>	<p><b>Main question: What does all that mean for my work?</b></p> <p>In the personalized action plans, the participants will summarize for themselves, what they could implement/ might be helpful for them and</p>	<p>Participants feel inspired and motivated to implement some of the</p>	<p>Personalized Action Plan Handouts</p> <p>(See Annex 3)</p>

		<p>their youth groups within the job orientation process and what could be adapted into existing programs.</p> <p>They should think of strategies, of what could be done specifically to attract and empower young women for green jobs.</p> <p>For that it would be important, that the following flipcharts are visible to them: problem tree, the solution tree flipchart as well as the flipchart with ideas on how to integrate Green Jobs/Green Skills within job orientation</p>	<p>steps and strategies into their daily work</p> <p>Next steps are clear</p>	
<p><b>04:15 – 04:35</b></p>	<p>Exchange/ Discussion</p>	<p>Participants exchange about the action plans they have created and support each other with open questions.</p>		
<p><b>04:35 – 04:45</b></p>	<p>Closure</p>	<p>Workshop Conclusion and Feedback</p> <p>Farewell</p>		<p>Online Evaluation Form</p>

### 3. ANNEXES (Handouts, Templates)

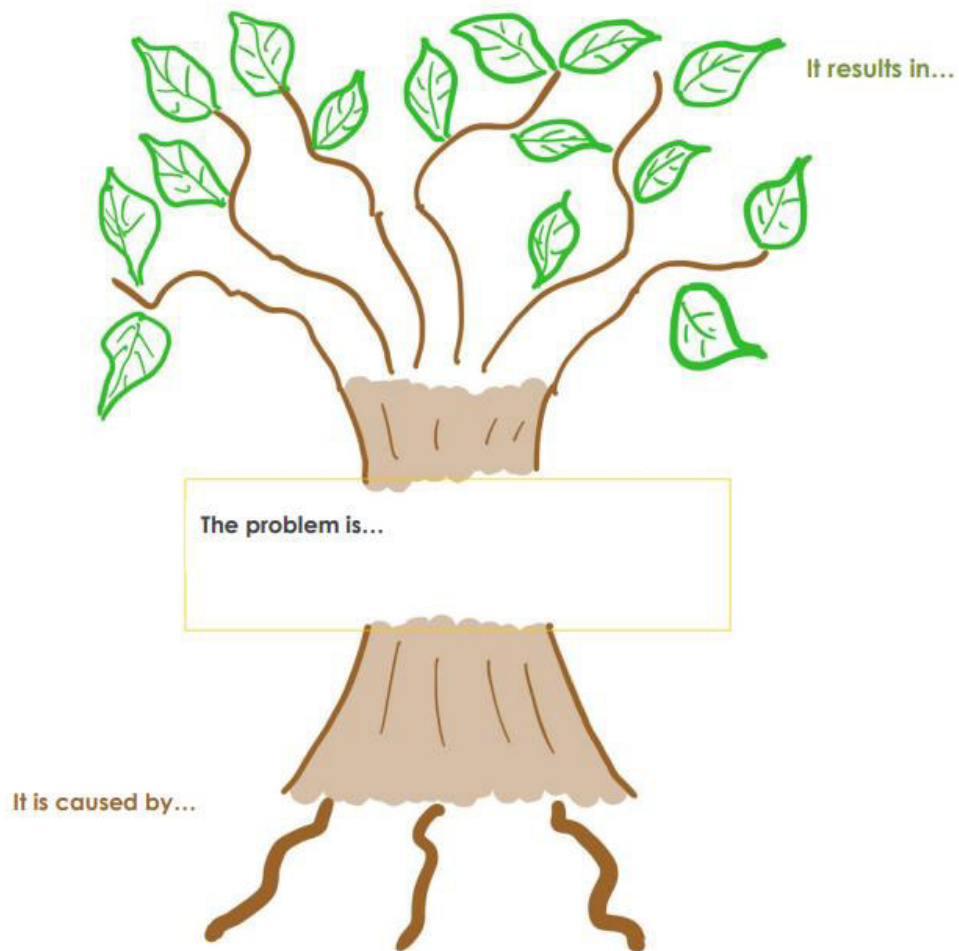
#### 1.1. Annex 1: GET TO KNOW EACH OTHER – Bingo

The goal is to complete a row, column, or diagonal on the card by getting at least 2-3 signatures/ names in all the corresponding squares. The first person to complete a line shouts “Bingo!” and shares a bit about themselves or others based on the filled squares. So let`s mingle around.

Not a morning person.	Can play one music instrument.	Wears something black today.	Was a rather rebellious teenager.
Likes to talk.	Takes care of the environment.	Has a rather fast walking speed.	Has a hidden talent.

Speaks at least 3 languages.	Listens to rap/hip hop music.	Likes to dance.	Finds sustainability important.
Wears colourful socks right now.	Would like to have a job that helps the environment.	Has stood on a stage before.	Watches horror movies.

## 1.2. Annex 2: Problem tree template



### 1.3. Annex 3: Personalized Action Plan

**Identifying Problems/Challenges** What problems/challenges regarding the gender gap in the sustainability sector/green jobs, that I/my organization could tackle?

Identified Problems/Challenges:

Challenge 1:

Challenge 2:

Challenge 3:

**Developing Measurements/Activities: What could be measurements/activities to tackle these challenges?**

Proposed Measurements/Activities:

Activity 1:

Activity 2:

Activity 3:

**Anticipating Challenges: Guiding Question: What are some challenges that could arise from these strategies/activities?**

Potential Challenges:

Challenge 1:

Challenge 2:



Challenge 3:

**Exploring Opportunities: Guiding Question: What are opportunities and chances that could arise from these strategies/activities?**

Potential Opportunities:

Opportunity 1:

Opportunity 2:

Opportunity 3:

**Identifying Necessary Resources: What resources would we need?**

Required Resources:

Resource 1:

Resource 2:

Resource 3:

**Involving Key Persons: Who should be involved? Which persons are necessary?**

Key Persons/Stakeholders:

Person 1:

Person 2:

Person 3:

Defining Personal Role:

### **What would be my role?**

My Role: Role Description:

Planning Concrete Next Steps:

### **What could be concrete next steps?**

Next Steps:

Step 1:

Step 2:

Step 3:

### **What are the open questions?**

Open Questions:

Question 1:

Question 2:

Question 3:

Notes and Additional Comments:

(Use this section for any additional notes, comments, or observations)



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