



WORKSHOP CONCEPT

Project Result 5

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Foreword

This workshop material was developed as part of the European Commission funded project "Women4Green - Women in Power for a Green Economy" as a component of project outcome 5 - "GUIDING towards a green career". The aim of the project is to raise awareness and interest of young women in career guidance towards a career in the Green Economy.

The workshop material serves as a guide for trainers and youth workers to introduce the topic of sustainability and green jobs to young women in workshop situations, and at the same time to confront them with concrete occupational fields and its requirements. Through the learner-centered and participatory methods, women are always in exchange with each other and can compare their own competencies with the requirements of green jobs in a practical way. The goal is to encourage them to further explore interesting job profiles in the Green Economy and to motivate them to consider this future-relevant professional field for their careers.

To meet the needs of the target groups, the workshop concepts were developed in a design thinking process.

Additional materials created in this project are available at <https://women4green.eu/>.

1. Introduction

Not only, but especially since the global conventions and agendas on sustainable development and climate protection, the question of how the defined goals can be achieved is also more important than ever. The business sector is a powerful and effective pillar for achieving sustainability goals. In recent years, various occupational fields have emerged that are considered to have a particularly promising future in terms of sustainable development. These "green jobs" are jobs that aim at to produce products and offer services that at least avoid environmental damage or preserve natural resources, thus contributing to environmental protection. However, abstract this definition is, its field of activity and qualification requirements are broad. It can be found in the field of renewable energy, sustainable construction, or wastewater engineering, including apprenticeships, but also academic professions (European Commission 2013).

However, women are underrepresented in these green jobs for a variety of reasons (World Bank 2022), which is why the "Women4Green" project aims to focus specifically on tailored career guidance workshops, in addition to other activities. The aim is to raise awareness among young women about careers in the green economy, to identify green jobs and to introduce them to them in the most practical way possible.

The present workshop concepts were developed within the project partnership in course of a Design Thinking process. The decision to use this approach was based on the solution and user orientation. The method is based on the conviction that problems can only be solved effectively if they are tackled creatively and in an interdisciplinary way. The Design Thinking method consists of six steps. These were also considered in the development of the workshop concepts:

1. **Understanding:** The problem was defined, and framework conditions were developed. In this case, after a literature search, interviews were conducted with the target groups, i.e., with trainers and participants in vocational orientation courses. The core question was how women could be introduced to green jobs more effectively and in a more practical way.
2. **Define:** The information gathered was analysed to identify the core problem or point of view. The interviews and research have led to the conclusion that the workshops should be designed primarily learner-centered, with high practical and participative parts. At the same time, it is also very important to identify one's own competencies, which should be considered here so that an easier match with the requirements of specific green jobs can be determined.
3. **Find ideas:** All ideas that emerged from the first two steps were compiled. For the workshop concept, in addition to the authors' own and researched ideas, those of the interviewees were also added. A pre-selection was made in order to meet the general objectives of the workshop formats.
4. **Develop prototype:** An initial workshop format was created to envision the possible solution to the problem. This gives both the trainers and the participants an idea of how the workshops run, what possibilities there are for improvement, and whether the goals set are really being achieved.
5. **Testing:** After the general feedback, the other workshop formats were also developed and tested in greater depth. The feedback was taken as an opportunity for improvements to finalise the workshop concepts.

The result of the interviews in step 1 of the Design Thinking process was above all that the topics of sustainability, sustainable development and green jobs should first be discussed in an introductory way in the workshops before the participants deal with those further. Most of the trainers have not yet integrated these topics into their career orientation courses, so knowledge about it would have to be expanded. In addition, the workshop formats should be structured in a very practical way, e.g., through the participation of women already working in the green sector or company excursions. Also, in

general, the workshops should be participatory, activating and learner -centered, so that the women immediately feel addressed by the topic and actively shape the learning process.

Workshops for career orientation of young women in green jobs were developed, which are structured according to the scheme of "development-related tasks" (Bujold 1974) to activate and promote the professional and personal development of individuals. The steps are structured as follows:

- Exploration: Curiosity and the spirit of observation should be awakened through active search to identify specific problems and explore information about it. In the developed workshops, these steps were implemented through simple and quick methods on sustainability issues and green jobs in order to sensitise the participants and provide them with basic knowledge.
- Crystallisation: After the initial exploration, personal experiences and perceptions are addressed in order to establish a relationship to the issues raised. This is implemented e.g., by dealing with previous professional experiences or creating a competence profile.
- Specification: In this step, the preferences for further development are set. They are based on the one hand, on personal values and, on the other, on the opportunities that are actually available. The workshops offer various practical and activating opportunities for this, such as a company visit incl. discussion with women who already have professional experience in the field.
- Implementation: In the last phase, the foundations for the immediate professional future will be established. For this purpose, methods and tools for reflection are offered, which enable the participants to take further steps into the future with the knowledge they have built up.

The following workshops also have the following characteristics:

- There are 3 different workshop settings available, depending on the time resources of the workshop leaders. The first workshop lasts 3 teaching units (150 minutes), the second 6 teaching units (300 minutes) and the third lasts 12 teaching units (600 minutes). The two longer workshops can also be split over several days.
- The workshops are suitable for about 5-10 participants but can also be scaled up. However, the workshop leader should consider an adaptation of the materials and workshop length.
- The workshops are suitable for young women between 14 and 20 years. Depending on the age as well as the prior knowledge about the topic, activities can be adapted.
- In each workshop, the main goal, the respective learning objectives, as well as the competencies to be achieved (personal, social, methodological, professional) of the participants are defined.
- The workshops consist of 3 phases: An introductory phase, in which central concepts are introduced and discussed; a working phase, in which the participants deal with the main objective of the respective workshop; and a closing phase, in which they can reflect on what they have learned and give feedback.
- Workshops 2 and 3 are also suitable for holding over several days or with one or more breaks. For this break, intermediate tasks have been set that can be handed over to the participants.
- Methodologically, the workshops are characterised by a variety of participatory and activating methods. As a basis, in addition to tested methods, those from the "International Methods Handbook for Vocational Orientation in Group Settings" (Abif 2012) were considered.

2. Workshop Plan 1: What are Green Jobs? An introduction to the professional world for more sustainability

Brief description	<p>This workshop provides a basic insight into green jobs. Participants will discuss why the term is used, what jobs might exist in the field, and to what extent they could imagine exploring these jobs further. The workshop is participatory in a way that the participants will be active as much as possible together with their trainers and peer-learners instead of listening only to presentations. In 3 units (150 minutes), participants not only reflect on their interests, but also creatively learn about key concepts of sustainability and related professions.</p> <p><u>Important tips</u></p> <ul style="list-style-type: none"> - The activities can be adapted depending on the age of the participants as well as the prior knowledge in regard to the topic. - Energizer can be included as required - A break can be included as required - Group discussions can be adapted to a more playful approach as required - It is suggested to conduct presentations using visual aids (e.g. PowerPoint, CANVA)
Number and age of participants	<p>Number of participants: 5-10</p> <p>Age: 14-20 years</p>
Applied methods	<p>Brainstorming; short presentation; group work; pair interview; group discussion.</p>
Materials	<p>Flip chart, markers, materials / templates according to appendix 1 and 2, 2 blank A6 cards for each participant in 2 colors each, sticky labels</p> <p>Optional: more flip charts with green job descriptions (e.g. based on the material of “Green Job – Gallery Walk”), pre-prepared presentations (e.g. PowerPoint, CANVA)</p>
Setting	<p>Only chairs in a circle, no tables required</p>

Duration		150 min The time of the individual activities can be adapted depending on the group dynamic.
Main target		Participants learn about green jobs and further engage with the topic.
Learning Objectives		The participants know: <ul style="list-style-type: none"> - how to deal fundamentally with the concept of green jobs. - how to recognize why it's called green jobs. - how to analyze job descriptions with regard to their strengths, possibilities and interests. - how to reflect on their interests and to what extent they want to engage with green jobs. - about the role of young women in green jobs.
Competences achieved		<p>Personal: Participants will learn more about green jobs and the opportunities it offers for women.</p> <p>Social: Participants share their experiences with their colleagues and are able to ask questions.</p> <p>Methodological: Participants learn participatory and creative methods and techniques to better solve specific green jobs tasks.</p> <p>Vocational: Participants will be able to identify their own contribution to working in green jobs and envision the extent to which they would actually like to work there.</p>
Introduction	50 min	<p>1. Presentation (5min)</p> <p>Workshop leader briefly introduces her-/himself and the workshop</p> <p>The participants are getting labels to write their name on and stick on their clothes.</p> <p>2. Getting to know the concept of sustainability: Sustainability Bingo (Appendix 1) (10min)</p> <p>Workshop leader hands out Bingo templates (see Appendix 1) to all participants and explains the rules. The participants start asking each other to what extent the statements apply to the other person. The winner is the first</p>

	<p>person to collect 4 signatures vertically, horizontally or diagonally from four different people.</p> <p>Afterwards short discussion.</p> <p>3. Group discussion: What is climate change and sustainability, and what does it have to do with me? (15min)</p> <p>The workshop leader discusses the following questions with the participants and records key statements on the flip chart:</p> <ul style="list-style-type: none"> - <i>What do you associate with the term climate change?</i> - <i>What have you already experienced yourselves in regard to this topic?</i> - <i>Have you heard of the term sustainability? What related terms come to your mind?</i> - <i>Optional: Can you think of professions or companies that deal with climate change / sustainability issues?</i> <p>4. Brainstorming I (10min)</p> <p>The workshop facilitator adds the following questions to the flip chart:</p> <ul style="list-style-type: none"> - What do you associate the color "green" with? - What does the color have to do with professions or green jobs? <p>5. Short presentation (10min)</p> <p>This is followed by a resolution and giving an insight into the Green Economy and Green Jobs for example, using the following text:</p> <p><i>"Green jobs are jobs that contribute to environmental protection, for example to prevent environmental damage, or to conserve natural resources. These can be jobs in very different fields, e.g. renewable energies such as wind power or solar power; or sustainable construction. But also sustainable tourism can be a green job. You too can work in a green job! It doesn't matter what your educational background is, or what field you work in. People are being sought everywhere who want to actively work for the environment."</i></p>
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		<p>The presentation can be visually supported, e.g. by using PowerPoint.</p> <p>Answer questions (Q&A session)</p>
Work phase	70 min	<p>6. Guessing job profiles (appendix 2) (35min)</p> <p><u>Preparation</u></p> <ul style="list-style-type: none"> - Place the photo collection with green jobs on a table - Explanation of the method - Division of the group into teams of 2-3 people each <p><u>Implementation</u></p> <ul style="list-style-type: none"> - Teams choose a photo and come up with a story using the following guiding questions on the flip chart: <ul style="list-style-type: none"> o <i>Where could the picture have been taken?</i> o <i>What is the person in the picture doing?</i> o <i>Why might this activity provide a benefit to the environment?</i> o <i>What profession could the person have?</i> o <i>Which skills / training / education may need this person to do this job?</i> - Participants briefly present the story to the plenary (2 min per team; 15 min in total). - Workshop leader (or participants themselves) writes the respective job descriptions on a Post-It and sticks it together with the photo on a flip chart <p>7. Pair interviews (10min)</p> <p>The participants are divided into teams of 2 and interview each other based on the following questions:</p> <ul style="list-style-type: none"> - <i>Which of these professions would interest you?</i> - <i>Which profession would you like to get to grips within concrete terms? And why?</i> - <i>What opportunities might the job offer in your region?</i> - <i>Which salary can you expect?</i>

	<p>8. Group discussion (10min) The workshop leader calls on the participants and asks them for their impressions from the pair interviews: <i>In the first step the participants are presenting the answers from the pair interview (mutual presentation – participant 1 presents participant 2)</i></p> <ul style="list-style-type: none"> - <i>What was the most interesting fact for you and why?</i> - <i>Did any questions arise?</i> - <i>What questions do you have after talking about the topic?</i> - <i>Which job descriptions are still unclear to you?</i> <p>9. Brainstorming II (10min) On the previously used flipchart and additional flipcharts prepared by the trainer with the jobs/photos collected in Phase 4, other possible green jobs are collected as they are called out by participants:</p> <ul style="list-style-type: none"> - <i>What other green jobs can you think of?</i> - <i>What can you imagine under it?</i> <ul style="list-style-type: none"> o <i>What makes these jobs green?</i> o <i>Where do these people work?</i> o <i>What do the people do?</i> o <i>Which skills / training / education may be required?</i> <p>10. Group discussion (10min) Workshop leader begins by asking the obvious question, "So what difference can young women make in these jobs?" thus establishing the connection of women to green jobs. Questions for the group could be:</p> <ul style="list-style-type: none"> - <i>Do you know women around you who work in so-called green jobs?</i> - <i>In which professions do they work? Where?</i> - <i>How did they get there?</i> <p>The answers are collected on a flip chart by the workshop leader.</p> <p>11. Short presentation (5min)</p>
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		<p>This is followed by an input about the importance of women in green jobs building on the answers of the group discussion.</p> <p>The presentation can be visually supported, e.g. by using PowerPoint.</p> <p>Answer questions (Q&A session)</p>
Conclusion	30 min	<p>12. Card Reflection (15min)</p> <p>The workshop leader hands out each 2 blank cards in 2 colors in A6 format and pens to the participants.</p> <p>The participants can write down their workshop experiences based on the following questions (1 answer per card)</p> <ul style="list-style-type: none"> - <i>What did you learn in this workshop?</i> - <i>Why might green jobs be interesting for you? Why not?</i> <p>The workshop leader collects the cards and sticks them on a prepared flipchart.</p> <p>13. Group discussion (15min)</p> <p>The workshop leader reads out the answers to each question in key words and asks the group if anyone else would like to comment.</p> <p>Finally, the workshop leader thanks the group for their cooperation and ends the workshop.</p> <p>He/she also refers to the project, its website and related materials.</p>

3. Workshop Plan 2: Green Jobs - What are the requirements and how do my skills fit in?

Brief description		<p>In this workshop, participants learn about the concept of sustainability and green jobs and its requirements within 6 units (300 min). After creating an individual competence profile for themselves, they will find out whether these occupational fields could suit them and take the first further steps.</p> <p><u>Important tips</u></p> <ul style="list-style-type: none"> - The activities can be adapted depending on the age of the participants as well as the prior knowledge in regard to the topic. - Energizer can be included as required - A break can be included as required - Group discussions can be adapted to a more playful approach as required - It is suggested to conduct presentations using visual aids (e.g. PowerPoint, CANVA)
Number and age of participants		<p>Number of participants: 5-10</p> <p>Age: 14-20 years</p>
Applied methods		Brainstorming; short presentation; group work; pair interview; group discussion; sustainability bingo (Appendix 1), What am I? (Appendix 7), Internet research, skills profiling,
Materials		<p>Materials / templates according to Annex 1-7, flip chart, markers, 2 blank A6 cards for each participant in 2 colors each, sticky labels</p> <p>Optional: pre-prepared presentations (e.g. PowerPoint, CANVA)</p>
Setting		<p>Firstly, only chairs in a circle</p> <p>From step 6 on, tables will be needed (2 participants share 1 table)</p>
Duration		<p>300 min (6 UE)</p> <p>The time of the individual activities can be adapted depending on the group dynamic.</p>
Main target		Participants will be able to identify their own skills and decide which green professions would best fit them.

Learning Objectives		<p>The participants know how to:</p> <ul style="list-style-type: none"> - know the concept of sustainability and can relate the topic to their own living environment - deal fundamentally with different occupational fields of green jobs and its requirements. - can identify their own competencies, and relate them to the requirements of selected green jobs.
Competences achieved		<p>Personal: Participant know more about green jobs, and how young women can contribute.</p> <p>Social: Participants exchange with their peers to identify skills for green jobs and relate them to their own talents.</p> <p>Methodological: Participants learn participative and creative methods and techniques to identify their own competencies and to better imagine green jobs and their requirements.</p> <p>Vocational: Participants will be able to identify their own skills and know which green jobs might fit them.</p>
Entry	30 min	<p>1. Presentation (5min)</p> <p>Workshop leader briefly introduces her/-himself and the workshop</p> <p>The participants are getting labels to write their name on and stick on their clothes.</p> <p>2. Getting to know the concept of sustainability: Sustainability Bingo (Appendix 1) (10min)</p> <p>Workshop leader hands out bingo templates (see Appendix 1) to all participants and explains the rules. The participants start asking each other to what extent the statements apply to the other person. The winner is the first person to collect 4 signatures vertically, horizontally or diagonally.</p> <p>Afterwards short discussion about the answers of the Sustainability Bingo.</p> <p>3. Group discussion: What is climate change and sustainability, and what does it have to do with me? (15min)</p> <p>The workshop leader discusses the following questions with the participants and records key statements on the flip chart:</p> <ul style="list-style-type: none"> - What do you associate with the term climate change?

		<ul style="list-style-type: none"> - What have you already experienced yourselves in regard to this topic? - Have you heard of the term sustainability? What related terms come to your mind? - Optional: Can you think of professions or companies that deal with climate change / sustainability issues? <p>The workshop leader finalizes the discussion with a short theoretical input about the topic.</p>
Work phase	230 min	<p>4. Learn about green jobs (50min):</p> <p>The workshop leader briefly explains that organizations / individuals in the business world are also concerned with climate change / sustainability. There are many interesting professions / occupational fields that could also be interesting for the participants of this workshop. The aim of this workshop is to identify these professions and to deal with their requirements.</p> <ul style="list-style-type: none"> - After that introduction to the topic with the help of a short film about a sustainable company incl. reflection based on the workshop material "Smart solutions for sustainability" (Appendix 3) (40min) - Ask about other professions / occupational fields in the context and document them on a flip chart. - Brief explanation (optional presentation can be made): <i>"Green jobs are jobs that contribute to environmental protection, for example to prevent environmental damage, or to conserve natural resources. These can be jobs in very different fields, e.g. renewable energies such as wind power or solar power; or sustainable construction. But also sustainable tourism can be a green job. You too can work in a green job! It doesn't matter what your educational background is, or what field you work in. People who want to actively work for the environment are being sought everywhere."</i> <p>Answer questions (Q&A session)</p> <p>5. Guessing professions with PlayMais (Appendix 4) (50min):</p> <ul style="list-style-type: none"> - All participants receive PlayMais and create an object (e.g. a wind turbine, a test tube etc.) for a green job of their choice (30min). - Afterwards, the participants present their objects and let the others guess which profession they have chosen.

		<p><i>At this point the workshop can be divided so that it can be continued after a longer break or on the following day. For this purpose, the leader should briefly conclude the first part or briefly present the last and now following steps before the start of the 6th sequence.</i></p> <p>A homework or intermediate task could be assigned:</p> <p>The participants should think about what they liked to do in their last professional activities or in their private lives, and on which specific occasions they did it. Can they name competencies from this?</p> <p>6. Identify own competencies (Appendix 5) (30min):</p> <p>Using the workshop material in the appendix, participants create their own competency profile and give themselves points from 1-4 for each competency (if they have not already done so in some way).</p> <p>7. Identify competencies for green jobs (Appendix 6) (30min):</p> <p>The workshop leader briefly explains the procedure and goal of the next part of the workshop: The participants are given a specific occupation/occupational field in the green jobs sector and are asked to research the following questions on the Internet:</p> <ul style="list-style-type: none"> - <i>What companies are there that offer this job? What are their products / services?</i> - <i>What do you do in this job?</i> - <i>What competencies / requirements do you need for this?</i> <p>After that the participants assign points for each job and competence from 1-4 on the template in the appendix. These are collected and average points are calculated for each competence in each job.</p> <p>Please note: The assignment of points for competencies here is intentionally very subjective from the participants point of view. However, this is only a first impression of these jobs.</p> <p>8. Game What am I? (Annex 7) (20min):</p> <p>For consolidation, the participants play the game "What am I?" using the game instructions in the appendix.</p> <p>9. Group discussion (30min):</p> <ul style="list-style-type: none"> - <i>Which jobs are most suitable for the participants' own skills?</i>
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		<ul style="list-style-type: none"> - <i>Which ones would the participants deal with in more detail? Why?</i> - <i>What training / education would be needed for this profession?</i> <p>10. Group discussion (20min)</p> <p>Workshop leader begins by asking the striking question, "So what difference can young women make in these jobs?" thus establishing the connection of women to green jobs.</p> <p>Questions for the group could be:</p> <ul style="list-style-type: none"> - <i>Do you know any women around you who work in so-called green jobs?</i> - <i>In which professions do they work? Where?</i> - <i>How did they get there?</i>
Conclusion	30 min	<p>11. Card reflection (15min)</p> <p>The workshop leader hands out each 2 blank cards in 2 colors in A6 format and pens to the participants.</p> <p>The participants can write down their workshop experiences based on the following questions (1 answer per card)</p> <ul style="list-style-type: none"> - <i>What did you learn in this workshop?</i> - <i>Why might green jobs be of interest to you?</i> <p>The workshop leader collects the cards and sticks them on a flip chart.</p> <p>12. Group discussion (15min)</p> <p>The workshop leader reads out the answers to each question in key words and asks the group if anyone else would like to comment.</p> <p>Finally, the workshop leader thanks the group for their cooperation and ends the workshop.</p> <p>He/she also refers to the project, its website and related materials.</p>

4. Workshop Plan 3: Green jobs in my region: What can I do and what do I need to do it?

Brief description		<p>This workshop provides participants with an impression of what sustainable development and green jobs are all about, what skills are required and what professions are available in the region in course of 600 min. In addition, a field trip to a company will be conducted in order to get an impression of the importance of green jobs and the opportunities for women directly on site and in exchange with professionals. The workshop is divided into 4 days. Between each of these, a small homework assignment can be assigned and briefly discussed at the beginning of the next day. The tasks are explained in more detail in the following workshop schedule.</p> <p><u>Important tips</u></p> <ul style="list-style-type: none"> - The activities can be adapted depending on the age of the participants as well as the prior knowledge in regard to the topic. - Energizer can be included as required - A break can be included as required - Group discussions can be adapted to a more playful approach as required
Number and age of participants		<p>Number of participants: 5-10</p> <p>Age: 14-20 years</p>
Applied methods		Brainstorming; short presentation; group work; pair interview; group discussion; internet research; field trip.
Materials / Preparations		<p>Flip chart, markers, materials / templates according to appendix 1-7, 2 blank A6 cards for each participant in 2 colors each, sticky labels</p> <p>Preparation of the excursion with organization of possible interview partners</p> <p>Optional: pre-prepared presentations (e.g. PowerPoint, CANVA)</p>
Setting		<p>Only chairs in a circle</p> <p>On day 2, tables are needed (2 participants share 1 table)</p>
Duration		<p>600 min (split into 4 days, 150 min each day)</p> <p>The time of the individual activities can be adapted depending on the group dynamic.</p>
Main target		Participants learn about green jobs, are aware of their importance for sustainable development, and have gained an impression of which jobs are available in their region.

Fine Learning Objectives		<p>The participants know how to:</p> <ul style="list-style-type: none"> - Know the concept of sustainability and can relate the topic to their own living environment - Deal fundamentally with different occupational fields of green jobs and their requirements. - Can identify their own competencies and relate them to the requirements of selected green jobs. - Get to know green jobs in their region and exchange with professionals directly on the spot about its importance to sustainable development and the importance of women in this field
Competences achieved		<p>Personal: The participants know more about green jobs and how they can contribute to sustainable development.</p> <p>Social: Participants interact with their peers and those already in the workforce to identify skills for green jobs and connect them to their own talents.</p> <p>Methodological: Participants learn participative and creative methods and techniques to identify their own competencies and to better imagine green jobs and its requirements.</p> <p>Professional: Participants will be able to find green jobs in their region and become aware of the importance and requirements by interacting with professionals.</p>
Day 1	160 min	<p>1. Presentation (5min) Workshop leader briefly introduces her-/himself and the workshop</p> <p>The participants are getting labels to write their name on and stick on their clothes.</p> <p>2. Getting to know the concept of sustainability: Sustainability Bingo (Appendix 1) (10min) Workshop leader hands out bingo templates (see Appendix 1) to all participants and explains the rules. The participants start asking each other to what extent the statements apply to the other person. The winner is the first person to collect 4 signatures vertically, horizontally or diagonally. Afterwards short discussion.</p> <p>3. Group discussion: What is climate change and sustainability, and what does it have to do with me? (15min)</p> <p>The workshop leader discusses the following questions with the participants and records key statements on the flip chart:</p>

		<ul style="list-style-type: none"> - <i>What do you associate with the term climate change?</i> - <i>What have you already experienced yourselves in regard to this topic?</i> - <i>Have you heard of the term sustainability? What related terms come to your mind?</i> - <i>Optional: Can you think of professions or companies that deal with climate change / sustainability issues?</i> <p>The workshop leader finalizes the discussion with a short theoretical input about the topic.</p> <p>4. Learn about green jobs (50min): The workshop leader briefly explains that organizations / individuals in the business world are also concerned with climate change / sustainability. There are many interesting professions / occupational fields that could also be interesting for the participants of this workshop. The aim of this workshop is to identify these professions and to deal with its requirements.</p> <ul style="list-style-type: none"> - After that introduction to the topic with the help of a short film about a sustainable company incl. reflection based on the workshop material "Smart solutions for sustainability" (Appendix 3) (40min) - Ask about other professions / occupational fields in the context and document them on a flip chart.. - Brief explanation (optional presentation can be made): <i>"Green jobs are jobs that contribute to environmental protection, for example to prevent environmental damage, or to conserve natural resources. These can be jobs in very different fields, e.g. renewable energies such as wind power or solar power; or sustainable construction. But also sustainable tourism can be a green job. You too can work in a green job! It doesn't matter what your educational background is, or what field you work in. People who want to actively work for the environment are being sought everywhere."</i> <p>Answer questions</p> <p>5. Guessing professions with PlayMais (Appendix 4) (50min): All participants receive PlayMais and create an object for a green job of their choice (30min). Afterwards, the participants present their objects and let the others guess which profession they have chosen.</p> <p>6. Identify own competencies (Appendix 5) (30min): Using the workshop material in the appendix, participants create their own competency profile and give themselves 1-4 stars for each competency (if they have not done so before in some way). Create competency profile.</p>
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		<p>A homework or intermediate task could be assigned:</p> <p>After learning about green jobs, participants could study 1-2 of them in more detail at home, and research specific activities related to those jobs on the Internet.</p>
Day 2	150min	<p>7. Identify competencies for green jobs (Appendix 6) (30min): The workshop leader briefly explains the procedure and goal of the next workshop part, which builds on the homework or intermediate task: The participants are given another occupation/occupational field in the field of green jobs and are asked to research the following questions on the Internet:</p> <ul style="list-style-type: none"> - <i>What companies are there that offer this job? What are their products / services?</i> - <i>What do you do in this job?</i> - <i>What competencies / requirements do you need for this?</i> <p>Afterwards, the participants assign stars for each job and competence on the template in the appendix according to the requirement they assess. These are collected and average points are calculated for each competence in each job. This is not about the actual correctness of the requirements, but only about the participant's personal assessment of which requirements might be needed and to what extent.</p> <p>Group discussion (30min):</p> <ul style="list-style-type: none"> - <i>Which jobs are most likely to match your skills?</i> - <i>Which would the participants deal with in more detail? Why?</i> <p>8. Game What am I? (Annex 7) (20min): For consolidation, the participants play the game "What am I?" using the game instructions in the appendix.</p> <p>9. Group discussion (20min): Workshop leader begins by asking the striking question, "So what difference can young women make in these jobs?" thus establishing the connection of women to green jobs. Questions for the group could be:</p> <ul style="list-style-type: none"> - <i>Do you know any women around you who work in so-called green jobs?</i> - <i>In which professions do they work? Where?</i> - <i>How did they get there?</i>

		<p>10. Preparation excursion (50min):</p> <p>The decision which company to visit should have been made beforehand by the workshop leader. In order to prepare the participants for the company visit, the following methods are suggested:</p> <p>Entry to the company (15min)</p> <p>The participants are divided into groups of 2-3 people and sit down at a computer with internet connection and browser (smartphone is also ok). The workshop leader now shows the full name of the company and the company location. The participants should briefly research information about the company. After about 5 minutes, the workshop leader collects key terms about the company on a flip chart (what is produced/offered; who are the customers; how big/old is the company; what professions could be there, etc.).</p> <p>Getting to know the company (30min)</p> <p>After this initial research, the participants now find out more about the company. Each group chooses a topic:</p> <ul style="list-style-type: none"> - <i>Products / Services: What does the company produce? Why are the products/services sustainable?</i> - <i>Customers: Which customers does the company have? What do they use the products / services for?</i> - <i>Sustainability: Why is this company or its products / services sustainable?</i> - <i>Occupational fields in the field of green jobs: What jobs are there? What do they have to do with green jobs? What skills might be required for those jobs?</i> <p>The central points are recorded by each group on flipchart paper. Afterwards, the groups present their topic.</p> <p>Open questions (5min)</p> <p>At the end, the participants reflect on their research. What questions remain unanswered that they would like to ask the company representatives during the excursion? These are also recorded on the flip chart by the workshop leader.</p> <p>A homework or intermediate task could be assigned:</p> <p>The participants may have further questions that they would like to ask the company representatives. These should be written down briefly. In particular, questions regarding green jobs and the extent to which women are involved here would be interesting.</p>
Day 3	150min	<p>11. Excursion (150min)</p> <p>The excursion to a company in the region should primarily include the goal of presenting green jobs that are represented by women wherever possible. The women participating in the workshop should be taught what competencies and skills they need for this, what a possible way to get there might look like, and what to expect.</p> <p>Documentation: If desired, a team of 2-3 participants may take over the photo and video documentation of the excursion.</p>

		<p>The field trip could consist of the following parts:</p> <p>Welcome and guided tour (100min)</p> <p>First, the workshop leader and the company representative welcome the participants. The representative then briefly introduces the company and gives a guided tour. The following questions should be addressed:</p> <ul style="list-style-type: none"> - <i>How was the company founded and how has it developed since its foundation?</i> - <i>What products / services does it offer? For which customers?</i> - <i>What makes the company sustainable? How does it contribute to sustainable development?</i> - <i>What green jobs does this company offer? What requirements / competences does it need?</i> - <i>Optional: Open questions from the preparatory session</i> <p>Interview with women in green jobs (40min)</p> <p>Afterwards, 1-2 female employees of the company are invited to talk to the group about their job and how they got there. These employees should be women who have a similar educational background as the participants of the workshop and have a green job in this company.</p> <p>In the first part, the women introduce themselves and their jobs. Afterwards, the participants or the workshop leader could ask questions about the following topics, for example, in the style of an interview:</p> <ul style="list-style-type: none"> - <i>How did you get this job?</i> - <i>What is your educational background and path?</i> - <i>What skills do you need for the job?</i> - <i>Why is this job "green" from your point of view? What does it contribute to sustainable development?</i> - <i>What do you like about the job? What is exhausting?</i> - <i>What does a normal day in this job look like for you?</i> - <i>Why is the job also or especially suitable for women?</i> - <i>Optional: Open questions from the preparatory session</i> <p>Conclusion (10min)</p> <p>Finally, the workshop leader thanks the company representatives and asks the participants if there are any questions left. The excursion ends.</p> <p>A homework or intermediate task could be assigned:</p> <p>The participants should briefly reflect on the excursion: How did they like it? What did they learn about sustainable companies and green jobs for women? What topics/questions remained open from their point of view?</p>
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Day 4	150min	<p>12. Reflection of the excursion (50min)</p> <p>The participants first give a grade for the excursion by holding up a piece of paper. Afterwards, they are asked for their general feedback on the excursion:</p> <ul style="list-style-type: none"> - <i>Were all questions answered? Which not? What else did you think of?</i> - <i>To what extent did the excursion help you in your further career orientation?</i> <p>In a further step, the flip charts from the preparation session for the excursion are referred to again and distributed to the groups, but each group does NOT receive its own flip chart. Afterwards, the groups reflect again on the excursion and add their findings to the flip charts on the respective topics. Each group then presents these findings briefly.</p> <p>13. Discussion of further career orientation (30min)</p> <p>Now the participants reflect on the last 3 days individually:</p> <ul style="list-style-type: none"> - <i>What is my impression of green jobs and their contribution to sustainable development?</i> - <i>What skills do I personally have for which green jobs?</i> - <i>What did I learn from the field trip about women in green jobs?</i> <p>From these questions, the participants are asked to deduce which 3 green jobs would be suitable for them in principle, what would speak in their favor, and what would not. Next, the participants pair up and briefly present their ideas. The partner gives feedback, possibly with ideas for other suitable jobs.</p> <p>14. Research of green jobs in the region (40min)</p> <p>The workshop leader presents a printed map of the region or country. He/She also shows prepared pins and small flags that can be written on.</p> <p>The participants use their laptops to research which companies in their region offer the jobs they have previously identified. Once they have found a company, they write its name on the flag and attach it to the map. Over time, a map of regional companies with green jobs is created.</p> <p>Conclusion</p> <p>15. Card reflection (15min)</p> <p>The workshop leader hands out each 2 blank cards in 2 colors in A6 format and pens to the participants. The participants can write down their workshop experiences based on the following questions (1 answer per card)</p> <ul style="list-style-type: none"> - <i>What did you learn in this workshop?</i> - <i>Why might green jobs be of interest to you?</i>
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		<p>The workshop leader collects the cards.</p> <p>16. Group discussion (15min)</p> <p>The workshop leader reads out the answers to each question in key words and asks the group if anyone else would like to comment.</p> <p>At the end of the workshop, the facilitator summarises the workshop and reviews the green jobs identified by each participant that could be of interest to them. An initial skills analysis conducted could help to further explore such jobs that might fit the participant’s needs. The field trip also helped to look at specific employers in the region that offer sustainable products or services and therefore could be candidates for future green job opportunities. Afterwards, the workshop leader thanks the group for their cooperation and ends the workshop. He/she also refers to the project, its website and related materials.</p>
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5. Appendix

1.1 Appendix 1: Sustainability Bingo

Duration:	10 min
Materials:	Printed template, pens for signature for all participants
Preparation:	Only the materials need to be prepared
Procedure:	<ul style="list-style-type: none"> - All participants receive the printed template and take a pen. - The goal is to get signatures from the other participants who can answer “yes” to the respective statements. - The winner is the first person who can show a horizontal, vertical or diagonal row of 4 statements with signatures of 4 different people. He/She shouts out loud "Bingo!"

<p>I usually do my errands on foot, by bike, bus or train.</p>	<p>I've approached people myself about sustainable lifestyles before.</p>	<p>I know some of the causes of climate change.</p>	<p>I have had my current smartphone for longer than 3 years.</p>
<p>I have been to a climate change demonstration before.</p>	<p>I think that you can also do something for more sustainability at work.</p>	<p>I have already noticed effects of climate change in my environment.</p>	<p>When possible, I avoid the airplane for longer trips.</p>
<p>I am interested when something about climate change is reported on TV or the Internet.</p>	<p>I can explain what the greenhouse effect is.</p>	<p>I don't eat meat or sausage every day.</p>	<p>I have already made a positive difference for sustainability at school or at work.</p>
<p>I think you can still do something about climate change.</p>	<p>I have bought secondhand clothes before.</p>	<p>I avoid the bathtub and prefer to take a quick shower instead.</p>	<p>I waste as little food as possible.</p>

2.1 Appendix 2: Guess job profiles

Duration:	35 min
Materials:	Printed template, pens for all participants
Preparation:	<ul style="list-style-type: none"> - Placing the photo collection with green jobs on a table - Explanation of the method - Division of the group into teams of 2-3 people each
Procedure:	<ul style="list-style-type: none"> - Teams choose a photo and come up with a story using the following guiding questions on the flip chart: <ul style="list-style-type: none"> - <i>Where could the picture have been taken?</i> - <i>What is the person in the picture doing?</i> - <i>Why might this activity provide a benefit to the environment?</i> - <i>What profession could the person have?</i> - Participants briefly present the story to the plenary (2 min per team; 15 min in total). - Workshop leader writes the respective job descriptions on a Post-It and sticks it together with the photo on a flip chart

Resolution photo collection with green jobs

- 1) Organic farmer
- 2) Wastewater Technician
- 3) Laboratory technician - biochemistry
- 4) Tour guide in sustainable environment
- 5) Solar technician
- 6) Wind Energy Technician

Job titles according to [AMS Berufslexikon](#)

Other possible jobs:

- Power Engineer
- Skilled worker biomass production
- Waste Disposal Technician
- Recycling Technician
- Eco-builder
- Environmental Chemist
- Process engineer - environmental protection
- Forester
- Horticultural Specialist
- Skilled worker for biomass production and agricultural and forestry bioenergy production



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3.1 Appendix 3: Smart solutions for sustainability

Duration:	50 min
Materials:	Laptop, beamer, film about a sustainable company, notes, pens, flip chart
Preparation:	Video search of a company e.g. in the subject area of wood, sustainable tourism, wind or solar energy, biochemistry, etc.. This video should present the company, its product/service and a selection of jobs. Be sure to reflect the chosen company critically by yourself to avoid e.g., green washing.
Procedure:	<ul style="list-style-type: none"> - The workshop leader shows the participants a short film about a company in the sustainability sector, e.g. <ul style="list-style-type: none"> o https://www.youtube.com/watch?v=4pyjiV0e53U (Naturstrom AG, in German; change subtitles accordingly for other languages) - Afterwards, the workshop leader will discuss the following questions with the participants: <ul style="list-style-type: none"> o <i>What sustainability issue is the company trying to address?</i> o <i>What green jobs have you discovered?</i> o <i>What do the people in the company do? What do they contribute to sustainability?</i> - Afterwards, all participants receive 3 notepads and a pen. They move around the room and think about what characterizes green jobs in general. Each thought is written down and the note is placed on a table. Afterwards, the workshop leader picks up the notes and discusses the results again with the participants. The notes are also pasted on a flip chart. - Finally, the workshop leader asks the participants to what extent they think green jobs can make an important contribution to sustainable development. The participants then line up on a fictitious opinion line that runs diagonally through the entire workshop room. One end of the opinion line means: "Yes, very much". The other end means: "No, definitely not". Some opinions of the participants are collected and discussed.

4.1 Appendix 4: PlayMais

Duration:	50 min
Materials:	PlayMais, water in a container, sponges
Preparation:	Only the materials need to be prepared
Procedure:	<ul style="list-style-type: none">- All participants receive PlayMais and create an object for a green job of their choice (30min).- Afterwards, the participants present their objects and let the others guess which profession they have chosen.

5.1 Appendix 5: Competence profile (individual)

Duration:	30 min
Materials:	Print template for all participants, pens, calculator
Preparation:	Only the materials need to be prepared
Procedure:	<ul style="list-style-type: none"> - The participants receive the competence profile templates from the workshop leader. They divide into groups of 4 and discuss the individual competencies one after the other, awarding stars according to how they assess their competencies. The following questions could be helpful in the assessment: <ul style="list-style-type: none"> ○ Do I have the competence? ○ How strong is this competence? ○ Where have I used / leveraged the competency before? - After the participants have gone through all the competencies, calculate the arithmetic mean for each of the three areas.

	Technical-methodical skills and competences	****	***	**	*
1	Craftsmanship I can tinker and repair well.				
2	Technical understanding I know how technical devices work and understand technical descriptions.				
3	Three-dimensional imagination I can draw sketches of things to scale or read maps well.				
4	Computational thinking I have mastered basic arithmetic and can handle weights and measures.				
5	Confident use of the computer I know how to use programmes and I'm good at using the Internet.				
6	Organizational skills I can manage my time well and recognize what needs to be done first.				
	Other professional-methodical skills and competences				
	Average				

**** very good | *** good | ** average | * little

	Social-communicative skills and competences	****	***	**	*
1	Communication skills I can express myself well and also speak in front of several people.				
2	My native language is:				
	Listening and understanding				
	Reading				
	Speaking				
	Writing				
3	I also speak the following language(s)				
	Listening and understanding				
	Reading				
	Speaking				
	Writing				
4	Ability to contact I am good at dealing with people, explaining things to others and expressing my opinion.				
5	Teamwork I enjoy working with others, actively contributing and taking on tasks.				
6	Ability to criticize and deal with conflict I try to discuss conflicts with everyone involved, I can take criticism and admit mistakes.				
7	Assume responsibility I keep my promises and reliably complete the tasks I have taken on.				
8	Intercultural competence I am interested in other cultures and their people, and can work well with them				
	Other social-communicative skills and competences				
	Average				

**** very good | *** good | ** average | * little

	Personal skills and competences	****	***	**	*
1	Physical fitness I keep fit and have a good physical condition. I can work outdoors in all weather condicitons.				
2	Creativity I can draw well and have original ideas for gifts or decoration.				
3	Independence I can do work without specific instructions and know how to organize help.				
4	Flexibility I can adapt well to new situations, and cope well with changing work situations.				
5	Willingness to learn I am constantly trying to learn something new and can perform tasks or work assignments independently.				
	Other personal skills and competences				
	Average				

**** very good | *** good | ** average | * little

6.1 Appendix 6: Competence Profile (Green Jobs)

Duration:	50 min
Materials:	Print template for all participants, pens, calculator
Preparation:	Only the materials need to be prepared
Procedure:	<ul style="list-style-type: none"> - The participants are given a specific occupation/occupational field in Green Jobs and are asked to research the following questions on the Internet: <ul style="list-style-type: none"> ○ What companies are there that offer this job? What are their products / services? ○ What do you do in this job? ○ What skills / requirements do you need for this? - Then the participants assign points for each job and competence from 1-4 on the template . These are collected and the arithmetic average for each competence in each job is calculated. - Finally, there will be a group discussion with the following questions: <ul style="list-style-type: none"> ○ <i>Which jobs are most likely to match your skills?</i> ○ <i>Which would the participants deal with in more detail? Why?</i>

	Professional-methodical skills and competences	****	***	**	*
1	Craftsmanship				
2	Technical understanding				
3	Three-dimensional imagination				
4	Computational thinking				
5	Confident use of the computer				
6	Organizational skills				
	Other professional-methodical skills and competences				
	Average				

**** very good | *** good | ** average | * little

	Social-communicative skills and competences	****	***	**	*
1	Communication skills				
2	Language skills in this job				
	Listening and understanding				
	Reading				
	Speaking				
	Writing				
3	Other languages that are important in this job				
	Listening and understanding				
	Reading				
	Speaking				
	Writing				
4	Ability to contact				
5	Teamwork				
6	Ability to criticize and deal with conflict				
7	Assume responsibility				
8	Intercultural competence				
	Other social-communicative skills and competences				
	Average				

**** very good | *** good | ** average | * little

	Personal skills and competences	****	***	**	*
1	Physical fitness				
2	Creativity				
3	Independence				
4	Flexibility				
5	Willingness to learn				
	Other personal skills and competences				
	Average				

**** very good | *** good | ** average | * little

7.1 Appendix 7: What am I?

Duration:	20 min
Materials:	Post-its, pens
Preparation:	Only the materials need to be prepared
Procedure:	<ul style="list-style-type: none"> - The participants each receive a Post-It and write the name of a green job (e.g. solar plant technician, ecologist, or others that have already been identified in the workshop) on it. Afterwards, they stick this Post-It on the forehead of one of the other participants without that person seeing the designation. - One of the participants begins to find out what profession he/she has by asking specific questions. The answer can only be yes or no. As soon as the others have to answer no, the next person is allowed to guess his/her profession. The winner is the person who guesses his/her profession first. Of course, the game can be continued.

6. Literature

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