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**GREEN
JOB
GROWTH**



Pedagogies and Competences Guidebook

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Introduction

In the face of our global environmental challenges, the transition towards sustainable development has become more than just a term —it represents an urgent global imperative. As industries worldwide gravitate towards a low-carbon, sustainable paradigm, the need for a well-equipped workforce armed with relevant green skills becomes evident.

It is within this context that the **"Green Job Growth (GJG)"** project, led by "Bridging Europe" from Germany, emerges, collaborating closely with partners from Spain, "Asociación Crecimiento Verde", and in Italy, "Gli Amici di Puck", to cultivate a new generation of youth workers who are both environmentally conscious and skilled within the framework of sustainable practices.

Central to the GJG project is the **"Pedagogies and Competences Guidebook" (PR1)**. Recognizing the essential role of youth workers in shaping future generations, PR1 seeks to offer a comprehensive overview of the project's primary objective – to impart green skills for sustainable employability. This guidebook goes beyond providing a superficial outline and explores in-depth the existing gaps in non-formal learning methodologies related to green skills.

To gather comprehensive insights, a data collection procedure was undertaken, incorporating extensive online questionnaires and detailed face-to-face interviews with youth workers committed to green skills and employability. A total of 130 youth workers across the three partner countries participated in the survey research. Moreover, the data gathered from these actions are instrumental for the construction of a "Key Competencies and Methodology Matrix", a tool that will help us list the important knowledge, skills, and attitudes needed to effectively teach green skills to young people.

Following, we invite you to explore our research results. Starting with an overview of our online survey's main findings, you will then have access to thorough responses for each individual question. Subsequently, you will read insights from our direct interviews, giving you a better understanding of green skills education as Europe's job scene changes.

We hope you find the content interesting and relevant!

Online survey's main findings

Note: The survey was designed and developed with the general project objectives in mind. We utilized a mix of closed questions, both single and multiple-choice, to gather detailed and relevant data. All responses were anonymous, ensuring no personal or identifiable information was requested.

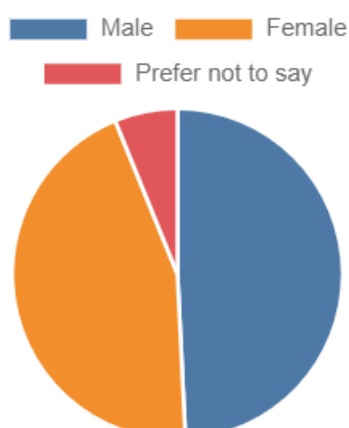
The survey was created using EUSurvey service, a European Commission's official survey management tool, launched in 2013 and it was distributed between the target group through the use of social media channels, e-mail, face to face activities, training sessions, staff meetings, discussion with organization's partners, etc.

1. Gender Distribution of Respondents

The gender distribution of respondents shows a fairly balanced representation between males and females. Of those surveyed:

- **49.23% identified as Male**, accounting for 64 respondents.
- **44.62% identified as Female**, comprising 58 respondents.
- A smaller portion, **6.15% or 8 respondents, chose Prefer not to say**, indicating a level of discretion or comfortability regarding gender disclosure.

The data suggests a nearly equal representation of male and female participants, with a small percentage of people who preferred to maintain their privacy on the matter.



Online survey's main findings

2. Age distribution

The age distribution of the respondents offers a snapshot into the demographic make-up of the surveyed group. The breakdown is as follows:

- **43.08% or 56 respondents fall within the 18-24 age range.**
- The next largest group, **38.46% or 50 respondents, belong to the 25-34 age group.** This group typically represents mid-career professionals or those who have been in the workforce for a few years.
- 14.62% or 19 respondents are in the 35-44 age category, which can be seen as more established professionals.
- A smaller portion, 3.08% or 4 participants, are aged 45-54. This age group may consist of experienced professionals.
- Only 0.77% or just 1 respondent is 55 or older, which could indicate the survey's lesser reach or appeal among older professionals.
- Notably, **there were no respondents under 18**, marking a complete absence of this age group in the data.

Overall, the majority of the respondents are young adults aged 18-34, accounting for over 80% of the total participants. This dominance underscores the potential focus or relevance of the survey content to the younger demographic.



Online survey's main findings

3. Geographical Distribution of Respondents

This question provides information into the distribution of respondents based on their country of residence:

- **Germany has the representation of 31.54%**, accounting for 41 participants. As expected, given the leadership of Bridging Europe in the project, there's a substantial participation from Germany.
- **Italy follows closely with 33.85%**, or 44 respondents. With the active participation of "Gli amici di Puck", the strong representation from Italy is anticipated.
- **Spain is also well-represented, with 32.31%** or 42 participants. This significant participation can be linked to the involvement of "Crecimiento Verde" in the project.
- **A minimal representation is observed from Denmark, Portugal, and Sweden**, each accounting for 0.77% with a singular respondent from each nation.

The data reflects the expected participation from Germany, Italy, and Spain due to the significant roles of the youth associations from these countries in the project. It's important to note the limited or absent participation from various other European nations.



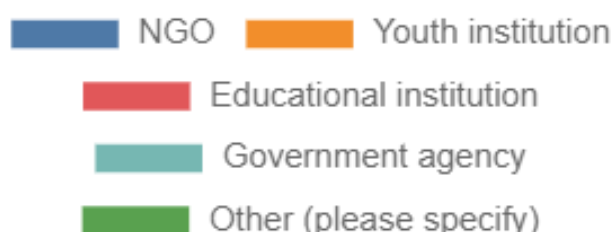
Online survey's main findings

4. Organizational Affiliations of Respondents

This section provides understanding on the kind of organizations our respondents are associated with:

- **NGOs emerge as the dominant sector, representing 46.92%** or 61 participants. This suggests a strong involvement and interest from non-governmental organizations in the realm of green skills and youth employment.
- **Youth Institutions make up the second-largest group with 36.15%**, which equates to 47 participants. This is anticipated given that the focus of the project is directed towards youth employment and green education, and thus youth institutions are a crucial stakeholder.
- **Educational Institutions account for 14.62%** or 19 respondents. This indicates the importance and relevance of the project's theme even within the broader educational spectrum, not limited only to youth-focused entities.
- **Government Agencies**, although playing an essential role in policy-making and implementation, **are least represented with only 2.31%** or 3 participants. This lower representation may prompt further engagement efforts to involve policy-makers in subsequent initiatives.

The data highlights the significant interest and involvement of NGOs and youth institutions, signifying their crucial role in green employability and the overall goals of the Green Job Growth project.



Online survey's main findings

5. Job Titles and Roles within Organizations

A look into the job roles of our respondents gives a view of the professional hierarchy and distribution within their respective organizations:

- **Manager/Coordinator:** Being in the lead with **32.31% or 42 participants**, this category suggests the proactive involvement of team leaders in the survey. Their participation underlines the strategic importance placed on green skills in organizational agendas.
- **Volunteer:** **At 30% or 39 participants**, volunteers play a significant role in grassroots activities and the day-to-day functioning of many organizations. Their sizeable representation underscores their integral involvement and enthusiastic involvement in the green employability sphere.
- **Youth Worker/Trainer:** **Accounting for 27.69% or 36 participants**, this category signifies direct interactions with the youth demographic, making them instrumental in implementing the Green Job Growth project's objectives.
- **Administrative Staff:** **With 10% or 13 participants**, this group may be perceived as the basis of an organization, ensuring smooth operations and perhaps having indirect influence over youth programs and initiatives.

The data demonstrates a healthy mix of leadership, field workers, and administrative roles, highlighting a collective interest and commitment towards the topic of green employability from all organizational levels.



Online survey's main findings

6. Experience in Environmental education

This spread suggests that while there is a strong representation of emerging professionals in the field, there is also a presence of experienced educators who can guide, mentor, and shape the direction of green education initiatives.

The data indicates **a diverse range of experience among the respondents** in teaching environmental education.

A significant portion, accounting for 50.77%, has 1-3 years of experience. This suggests that many have recently ventured into this area, potentially influenced by the rising global emphasis on sustainability and environmental awareness.

Those **with less than a year of experience make up 25.38%**, showcasing a promising influx of new entrants into the field. This could be attributed to the increasing realization of the importance of environmental education and its role in shaping a more sustainable future.

On the more experienced side, **17.69% have been in the field for 4-6 years**, suggesting they have had ample opportunities to witness and adapt to the evolving landscape of environmental education. **The 7-10 years and the 'more than 10 years' categories collectively represent a smaller fraction, 6.16%.** These professionals bring a wealth of experience and depth of knowledge that can be invaluable to the community. Their longer duration in the field signifies their dedication and provides opportunities for mentorship to those newer in the domain.

In summary, while a majority of educators have between 1 to 3 years of experience, there is a healthy mix of both new entrants and experienced individuals. This diversity can foster a dynamic and enriching environment for sharing knowledge, techniques, and best practices in environmental education.

Online survey's main findings

7. Perceived Importance of Green Skills and Competences for Youth Workers

Exploring the attitudes around the necessity of green skills and competences for youth workers, the responses were notably tilted towards recognizing their significance:

- **Highly Valued (Very important):** An overwhelming **77.69% or 101 participants** emphatically voiced that green skills and competences are integral for youth workers. This signifies a strong consensus on the critical role of green education in contemporary youth work, reflecting the increasing value placed on environmental sustainability and awareness.
- **Moderately Valued (Somewhat important):** **19.23% or 25 participants** consider these skills to be of moderate importance. This suggests that while they recognize the value of green skills, they might feel that there are other competencies which are equally or more significant in the youth work landscape.
- **Minimal Value (Not important):** A small minority, **3.08% or 4 participants**, do not view green skills as crucial for youth workers. This perspective, though limited in representation, might stem from a belief in traditional youth work models or the prioritization of other skills and competencies.

The prevailing perspective highlights a growing trend. As our global society moves towards a more ecologically-aware future, **there is an evident demand for youth workers to be equipped with the necessary green skills and competences** to guide the next generation.

Online survey's main findings

8. Essential Green Skills and Competences for Youth Workers

Analyzing the perspective-oriented question regarding **the primary green skills and competences seen as significant for youth workers**, the responses were varied, shedding light on multiple facets of green education:

- **Sustainable Development (40%):** Standing out as the most recognized competence, 52 participants highlighted the importance of understanding and teaching sustainable development. This underscores its central role in the green conversation, especially in equipping youth with a holistic perspective on ecological, social, and economic well-being.
- **Environmental Awareness (32.31%) and Circular Economy (33.85%):** With 42 and 44 votes respectively, these competences reflect a foundational knowledge of our environment's workings and the processes that can help maintain its balance. The close response ratio indicates the inherent link between being aware of environmental issues and the methods, like the circular economy, that can address them.
- **Carbon Footprint Reduction (28.46%):** Receiving 37 responses, this competence points towards a growing emphasis on practical skills that youth workers can impart, aiding youth in tangible actions to reduce their environmental impact.
- **Waste Management (17.69%) and Renewable Energy (15.38%):** With 23 and 20 votes respectively, these competences reflect the need for tangible skills in the green sector. Whether it's about managing waste efficiently or understanding the benefits of renewable energy, these are key areas where youth can actively make a difference.

Online survey's main findings

- **Climate Adaptation (9.23%), Sustainable Finance (7.69%), Digitalization for Sustainability (6.92%), and Green Marketing and Communication (3.85%):** These competences, though securing fewer votes, bring forward specialized areas within green education. From adapting to climate changes and understanding the financial dynamics of sustainability to leveraging technology and communication for green initiatives, they reflect a nuanced understanding of the green sector's diverse facets.

In conclusion, while sustainable development emerged as the cornerstone competence, **the responses reflect a blend of foundational, practical, and specialized skills.** This underscores the multi-dimensional nature of green education and the broad spectrum of knowledge and abilities that youth workers need to navigate and impart effectively



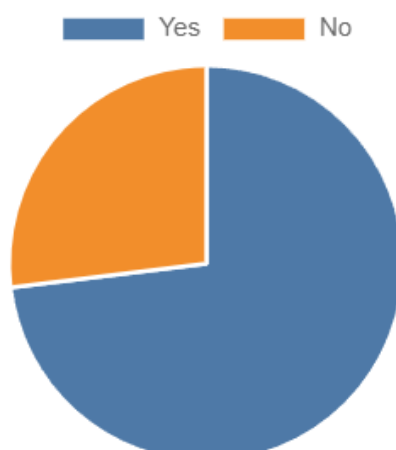
Online survey's main findings

9. Participation in Green Skills Training Programs for Youth Workers

Exploring the prior experience of respondents in relation to training programs focused on green skills and competences, the data yielded the following insights:

- **Yes (73.08%):** A significant majority, comprising 95 respondents, have previously participated in training programs or workshops centered on green skills and competences for youth workers. This demonstrates a strong inclination and proactive approach among participants towards equipping themselves with relevant knowledge and skills in the field of green education.
- **No (26.92%):** On the other hand, 35 participants have not had the chance to participate in such training programs or workshops. This segment reflects a potential area of focus, indicating the need to expand access to such educational opportunities, ensuring wider reach and inclusivity.

The data suggests that while there is a considerable momentum and interest in green skills training among the respondents, there remains a segment that has not been tapped into. Efforts could be directed towards understanding the barriers faced by this group and devising strategies to encourage and facilitate their participation in future training opportunities.



Online survey's main findings

10. Efficacy of Training Programs in Enhancing Green Skills and Competences

For the segment of respondents who indicated prior participation in training programs centered on green skills and competences, their assessment of the program's impact on their personal skill set is vital. The results are as follows:

- **Very helpful (51.54%):** A dominant portion, with 67 respondents, found the training programs they attended to be "very helpful" in enhancing their green skills and competences. This strongly suggests that the majority of existing training programs are effective in their aim and are meeting the primary needs and expectations of the participants.
- **Somewhat helpful (18.46%):** A total of 24 respondents considered the training to be "somewhat helpful". While they derived some benefit, there might have been areas that were not fully addressed or certain expectations that were not met. Feedback from this group could offer understanding for refining and enhancing the content and delivery of such training programs.
- **Not helpful (3.08%):** A small fraction, comprising 4 participants, did not find the training beneficial. It's essential to understand the specific gaps they experienced, as this could provide a roadmap for improvement in the future.

In summary, while the majority acknowledge the positive impact of the training programs, there is place for growth and evolution, ensuring that the training becomes more universally effective and aligned with the evolving needs of youth workers in the green sector.

Online survey's main findings

11. Pedagogical Models for Effective Green Skill Training

The effectiveness of a pedagogical model can often be measured through its popularity and adaptability to a particular subject matter. When it comes to teaching green skills and competences to youth workers, the preferences of our respondents clearly indicate certain models as more suitable than others. Let's investigate these results:

- **Experiential Learning (16.15%):** Collecting support from 21 respondents, experiential learning emphasizes learning through action. While it is essential in providing hands-on experiences, its relatively lower preference suggests that perhaps combining it with other methodologies might make it more effective in the context of green skills.
- **Collaborative Learning (42.31%):** Favored by 55 respondents, collaborative learning underscores the significance of team effort. It is highly relevant in the green sector where inter-disciplinary collaboration is often necessary. By working together, learners can leverage diverse skill sets and viewpoints, fostering a holistic understanding of green issues and solutions.
- **Project-based Learning (43.08%):** A close second, with 56 respondents supporting it, project-based learning involves active exploration of real-world problems. This method aligns well with the green sector as it allows learners to tackle actual environmental challenges, devise solutions, and in the process, acquire relevant skills and competences.
- **Online Learning (36.92%):** Preferred by 48 participants, online learning offers flexibility and accessibility, which is especially relevant in today's digital age. With the plethora of digital resources, webinars, and online courses available, youth workers can adapt and grow at their own pace, although it's essential to ensure that the content quality remains high.

Online survey's main findings

- **Lecture-based Learning (6.15%):** With only 8 respondents advocating for it, the traditional lecture-based model seems to be less favored for this topic. The lower preference might be attributed to its one-dimensional approach, which might not be as engaging or effective for practical subjects like green skills.

In essence, while no single model is universally perfect, the emphasis is clear: **interactive, real-world, and collaborative approaches are favored in teaching green skills and competences.** It would be beneficial to blend these preferred methodologies to create a comprehensive and effective training program for youth workers in the green sector.



Online survey's main findings

12. Assessing the Preparedness of Youth Workers for the Green Economy

The transition to a green economy has accelerated, and as it evolves, the demands on youth workers to prepare young people for employment in this sector increase. Our survey sought to assess whether our respondents believe that youth workers are currently well-equipped with the requisite green skills and competences. Here is a detailed look at their perceptions:

- **Adequacy of Current Training (23.85%):** Approximately a quarter, or 31 respondents, believe that youth workers are presently adequately equipped with green skills and competences. This might suggest that some training programs or resources have been effective, but it also highlights a potential gap, as the majority still see place for improvement.
- **Need for More Training (14.62%):** 19 respondents expressed a desire for more training opportunities. Training, whether formal or informal, is a cornerstone for skill acquisition. The call for more opportunities suggests that what's available now might not be extensive or tailored enough to meet the demands of the green economy.
- **Access to Relevant Information (32.31%):** The most significant concern, as voiced by 42 participants, is the lack of access to pertinent information and resources. The green economy is a dynamic field, and staying updated with the latest information, technologies, and trends is crucial. Therefore, it's vital to ensure that youth workers have easy access to up-to-date resources.
- **Mentoring and Coaching (21.54%):** 28 respondents emphasize the importance of mentoring and coaching from experienced green coaches. Mentoring provides tailored guidance and knowledge transfer, allowing youth workers to gain from the wisdom and experiences of those who have been in the field longer.

Online survey's main findings

- **Collaboration with Industry (7.69%):** 10 participants pointed out the need for collaboration with employers and industry experts. Direct interaction with the industry can offer real-world insights, bridge gaps between theory and practice, and even pave the way for employment opportunities for young people.

In sum, while there's some confidence in the current state of youth workers' green skills and competences, there's a significant call for enhanced training, better access to resources, mentoring, and industry collaboration. Addressing these areas can ensure youth workers are optimally positioned to guide young individuals into the promising green economy.



Online survey's main findings

13. EU Green Deal: A Catalyst for Youth Employment in the Green Economy?

Our survey aimed to **evaluate the optimism around the potential of the EU Green Deal** in creating new job opportunities for the younger generation in the green economy. Here's what our respondents had to say:

- **Optimism Prevails (87.69%):** A resounding majority, with 114 respondents, believe that the EU Green Deal will pave the way for new job opportunities in the green economy. This optimistic outlook likely arises from the Deal's emphasis on sustainability, renewable energy, and ecological innovation.
- **Skeptics Remain (12.31%):** On the other end, 16 participants remain skeptical about the EU Green Deal translating into tangible job opportunities for young people. Their concerns might be rooted in implementation challenges, potential bureaucratic hurdles, or the perceived pace of the Deal's rollout.

The positive sentiment from our respondents underscores the potential of policy-driven initiatives like the EU Green Deal in fostering economic opportunities, especially in sectors prioritized for sustainable growth.

Additional Note: For the readers that are unfamiliar, the European Green Deal is a set of policy initiatives by the European Commission aimed at making Europe climate neutral by 2050. It encompasses a broad range of areas from reducing emissions, investing in green technology, preserving natural habitats, and promoting cleaner modes of transport. As a part of its commitment, significant investments are being made in green initiatives, which is expected to stimulate the green economy and, in turn, create new jobs.

Online survey's main findings

14. The Role of Youth Workers in Promoting Sustainable Practices

To evaluate the perceived significance of youth workers in spearheading sustainable practices among the younger generation, we posed this question to our respondents. Here's a breakdown of the results:

- **Forefront of Sustainability (79.23%):** An overwhelming majority, with 103 participants, firmly believe that it's imperative for youth workers to actively champion sustainable practices among young individuals. They seem to recognize that youth workers, often seen as role models or mentors, hold significant sway in influencing the mindset and actions of the youth.
- **Moderate Importance (16.15%):** A smaller faction, consisting of 21 respondents, consider it as somewhat important. This group may believe in the cause but also recognize that there are other equally critical areas where youth workers should focus.
- **Minimal Emphasis (4.62%):** A marginal number of 6 participants felt that promoting sustainable practices isn't a primary role for youth workers. They might opine that while sustainability is important, the direct responsibility doesn't necessarily lie with youth workers.

Given the prevailing global focus on sustainability and environmental conservation, the strong inclination towards its importance reflects a collective understanding that **inculcating green habits early on is crucial for our planet's future**. Youth workers, with their influential position, are ideally placed to nurture this mindset among the next generation.

Online survey's main findings

15. Aspiring Green Coaches: The Rising Trend in Youth Empowerment

Going deeper into the survey's findings regarding **the interest in becoming a 'green coach'**, the data provides a clear indication of the enthusiasm and commitment of youth workers in this area:

A resounding **107 participants, 82.31%, expressed their interest in assuming the role of a green coach.** This showcases a strong inclination towards proactive involvement in fostering green skills and competencies among young individuals. Such a substantial percentage of affirmative responses is not only encouraging but also serves as a proof to the growing recognition of the significance of green education in today's world.

On the other end of the spectrum, **23 respondents, 17.69%, opted out of this role.** Various reasons could underpin this stance, ranging from personal interests, current job responsibilities, or simply a preference for other means of environmental advocacy.

The growing interest in becoming a green coach underscores the increasing awareness and dedication towards creating a sustainable future. The willingness to mentor and guide the younger generation in their green endeavors indicates a promising trajectory towards achieving a more environmentally-conscious society. These findings highlight the vital role of youth workers in bridging the gap between knowledge and action in the field of green skills and competencies.

Online survey's main findings

16.Resources/support needed to effectively support young people in their green employability path?

For the respondents interested in taking the role of a green coach, understanding their perceived needs is paramount in framing effective strategies and offering targeted support. Here's what the data unfolds about their needs:

- **Knowledge Portal (40%):** 52 participants underscored the necessity of having access to relevant information and resources. This denotes a strong desire to stay updated and informed, ensuring that their coaching is based on the latest developments and insights in the green sector. A centralized knowledge portal or database could be a potential solution, providing curated and updated content on the evolving green employment landscape.
- **Skill Enhancement (34.62%):** The importance of continuous learning is evident as 45 respondents advocated for training and professional development opportunities. These sessions would arm the green coaches with cutting-edge techniques, methodologies, and best practices, enabling them to impart high-quality coaching to the youth.
- **Guided Pathways (30.77%):** 40 participants expressed a need for mentoring and coaching from those already entrenched in the green coaching field. This highlights the importance of a mentor-mentee ecosystem where experienced green coaches guide and shape the next generation, ensuring a seamless transfer of expertise and skills.
- **Industry Connect (7.69%):** While only 10 participants emphasized the need for collaboration with employers and industry experts, this facet is crucial. Building bridges between coaches and the industry can facilitate real-world experiences, internships, and job opportunities for young individuals, making the coaching more actionable and result-oriented.

These findings provide a clear roadmap for institutions, governments, and NGOs. By offering these resources and support structures, they can inspire the team of aspiring green coaches, ensuring they are well-equipped to usher in the next wave of green professionals.

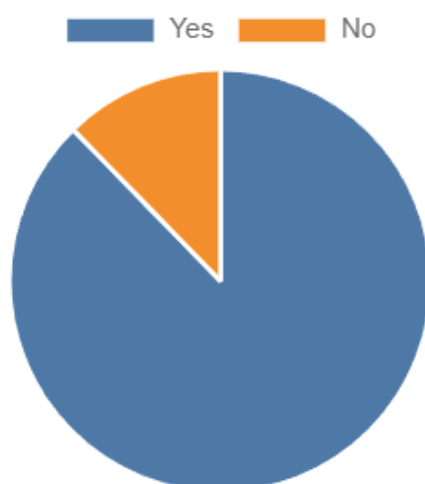
Online survey's main findings

17. Industry Collaboration in Green Employment Guidance

Understanding the relationship between youth workers and the industry is crucial in assessing the hands-on approach to green job placements.

- **Yes (65.38%):** A notable 85 respondents have indeed collaborated with employers or industry experts to help young individuals navigate green employment opportunities. This indicates that a majority of youth workers are taking active measures to ensure that the youth they work with are connected directly with potential employers in the green sector.
- **No (34.62%):** Meanwhile, 45 respondents have not yet engaged in such collaborations. This could be due to a myriad of reasons, from not knowing where to start in forming these collaborations to a lack of available opportunities. Given the importance of direct industry connections in ensuring job placements, **there's a clear need to bridge this gap and provide more paths for these collaborations to take place.**

Promoting further partnerships and collaborations between the "Yes" and "No" groups can serve as a catalyst, aligning youth education and training more closely with the needs of the green employment sector.



Online survey's main findings

18. Effectiveness of Industry Collaboration in Green Skills Development

The significance of industry collaboration in fostering green skills is essential, and here's how the respondents rated their experiences:

- **Very helpful (52.31%):** A resounding majority, with 68 participants, found that collaborating with industry stakeholders was immensely beneficial. This underscores the fact that hands-on, industry-focused collaborations can play a major role in delivering relevant, practical, and impactful training to young individuals.
- **Somewhat helpful (10.77%):** A smaller segment of 14 participants felt that the collaboration was only somewhat effective. This might suggest that while industry partnerships can offer insights and opportunities, the overall integration and implementation may have some room for enhancement.
- **Not helpful (2.31%):** A small proportion, represented by 3 respondents, did not find these collaborations beneficial. This underlines the importance of ensuring that these partnerships are not just about names and connections, but about creating value-driven experiences for the youth.

From this data, it is clear that most youth workers see the tangible benefits of industry collaboration. Yet, there's a need to refine and optimize these collaborations to ensure universally positive outcomes.



Online survey's main findings

19. Facing Challenges in Promoting Green Skills and Competences

Analyzing the experiences of youth workers while promoting green skills and competences, the responses give an insightful perspective:

- **Yes (76.15%):** An overwhelming 99 respondents reported encountering obstacles in their efforts to promote green skills. This significant percentage suggests that while the need and importance of green skills are recognized, there might be systemic, cultural, or resource-related hindrances that make it challenging to impart these skills effectively to young people.
- **No (23.85%):** On the other hand, 31 participants have not faced such challenges. This indicates that certain environments, methodologies, or resources might be more conducive to green skills education, or these individuals might be in contexts where green education is already well-integrated and accepted.

Understanding these barriers is crucial. The high percentage of those facing challenges emphasizes **the need for further investigation to identify and address these barriers**, ensuring smoother and more effective green skills education for the youth.



Online survey's main findings

20. Understanding the Barriers in Green Skills Promotion

For those who encountered challenges in promoting green skills and competences, the nature of these obstacles provides further clarity on the areas needing attention:

- **Limited access to information and resources (32.31%):** A total of 42 respondents pointed out that they faced difficulties due to limited access to necessary information and resources. This underscores the importance of creating centralized repositories or platforms where educators can easily access up-to-date information and teaching resources related to green skills.
- **Lack of training or professional development opportunities (33.85%):** 44 participants felt that their challenges stemmed from a lack of opportunities to enhance their own skills or undergo training. This emphasizes the need to develop structured training programs tailored for educators in the domain of green skills and competences.
- **Resistance or skepticism from young people (34.62%):** Interestingly, 45 respondents cited resistance or skepticism from the youth as a significant barrier. This may point to broader societal or cultural perceptions about green jobs and sustainability. Addressing this requires tailored communication strategies that make the importance and relevance of green skills more apparent to young individuals.
- **Resistance or skepticism from employers or industry experts (8.46%):** Only 11 respondents felt resistance from employers or industry experts. While this percentage is lower compared to other barriers, it still highlights the need for greater industry-education collaboration to ensure that green skills education aligns with industry needs and expectations.

In summary, the challenges span from logistical issues like access to resources to perception barriers among the youth and employers. Addressing each of these systematically can pave the way for a more receptive environment for green skills education.

Online survey's main findings

21. Recognizing the Rewards of Green Skills Education

When asked about the key benefits of promoting green skills and competences among young individuals, the participants pointed out the following advantages:

- **Creating job opportunities in the green economy (56.15%):** A significant majority, with 73 respondents, believe that green skills lead to increased job opportunities in the rapidly growing green economy. This is indicative of the participants' optimism about the potential of the green sector to provide sustainable employment options for the youth.
- **Addressing environmental challenges (36.92%):** 48 respondents recognize that empowering the youth with green skills has the added benefit of enabling them to tackle pressing environmental challenges. With the current environmental crises faced globally, this shows a strong acknowledgment of the role the youth can play in making a tangible difference.
- **Encouraging sustainable practices (25.38%):** 33 participants opined that green skills education fosters sustainable practices among young individuals. This is crucial as today's youth will be the decision-makers of tomorrow, and instilling sustainable habits early on can have lasting positive impacts on society.
- **Developing a skilled and knowledgeable workforce (22.31%):** 29 respondents highlighted the advantage of having a workforce that's not only skilled but also well-informed about sustainability. This showcases an understanding that the benefits of green skills go beyond just job creation, contributing to a holistic professional ecosystem where sustainability becomes a norm.

To sum up, **participants clearly understand the multifaceted advantages of promoting green skills.** From boosting employment opportunities to fostering a culture of sustainability and creating an equipped workforce, the perceived benefits emphasize the importance of green education for the current generation.

Survey Key Findings & Concluding Insights

The survey provided an invaluable panorama into the views, experiences, and aspirations of youth workers regarding the incorporation of green skills and competences in their line of work. The respondents predominantly comprised male and female **youth workers aged between 18 to 34**. A significant proportion of these respondents were from **Germany, Italy, and Spain** and **were associated with NGOs or youth institutions**, fulfilling various roles from managerial positions to trainers, volunteers, and administrative staff.

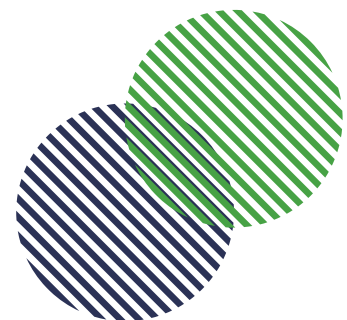
A dominant theme emerging from the survey was the unanimous recognition of the importance of green skills and competences. Not just as an asset, but as an essential necessity, especially against the circumstances of pressing global environmental challenges and the growing green economy. Despite a majority having some exposure to green skills training, **there is a conspicuous interest for more comprehensive training**. The demand for more training opportunities is coupled with a pressing need for access to pertinent resources, mentoring, and a strong collaboration with employers.

The efficacy of pedagogical methods was another significant area of discussion. **Collaborative and project-based learning methods emerged as the pioneers**, underlining the community's belief in the potency of hands-on and shared learning experiences. However, the journey isn't without challenges. A significant portion of respondents relayed their difficulties in promoting green skills. These obstacles often manifest in the form of limited access to resources, scarce training opportunities, and occasional skepticism or resistance from various stakeholders.

A promising revelation was **the success of collaborations between the youth workers and industry experts or employers**. Those who began this collaborative path found it immensely beneficial, accentuating the importance of forging these bridges between the realms of academia and industry. The optimism surrounding the potential of the EU Green Deal was evident among the participants. A vast majority anticipate this initiative to be a catalyst for new job opportunities in the green sector, highlighting a promising future for the youth. This optimism is additionally reinforced by the enthusiasm of many respondents who expressed their aspiration to desire to transform into green coaches.

Survey Key Findings & Concluding Insights

To sum up, this survey underlines the essential role of green skills in today's rapidly evolving world. With transformative initiatives like the EU Green Deal on the horizon, **there is a compelling case for equipping our youth workers with the right green skills and competences.** This would not only address the pressing environmental challenges but also pave the way for a sustainable and prosperous future for the younger generation.



Face to Face Interviews

In the second part of this document, we shift our focus from the broader survey landscape to a more detailed and comprehensive analysis - face to face interviews with experienced youth workers. These individuals, with their hands-on experience and knowledge of the field, offer precious viewpoints that may not be easily obtained from broader surveys. The purpose of this thorough exploration is to comprehend the challenges and the benefits that come with promoting green skills and competences amongst the youth. Through their narratives, stories, and first-hand accounts, we aim to create together a more comprehensive picture of the current state of green skills education, and how it shapes the future of our youth in the context of a greening economy.

The questions we have asked our respondents were the following:



How do you integrate green skills and competences into your current programs or initiatives for the youth? Can you provide examples of successful integration?

The extensive range of discussions on practical implementation were both inspiring and instructive. Most youth workers unanimously agreed on the importance of **integrating green skills into the mainstream youth programs** rather than treating them as niche or specialized subjects.

Types of hands-on activities described varied greatly, ranging from community-oriented activities such as neighborhood clean-up days and tree planting activities to more formalized educational programs. The aim was consistently to make environmental education tangible and relatable. Some youth workers from Germany emphasized activities showcasing the interconnection between urban living and nature, introducing concepts like urban gardening and 'adopt a plant' initiatives.

Face to Face Interviews

Workshops emerged as a particularly effective medium. They covered topics from the basics of sustainable living to more specialized subjects like composting, upcycling, and water conservation. Designed to be interactive, these workshops combined theoretical knowledge with practical demonstrations.

A youth worker from Spain, for instance, spoke of a "Zero Waste Challenge" workshop where participants were educated on reducing waste and then tried living waste-free for a week. Moreover, several Spanish youth workers emphasized the power of applied learning experiences like those offered in a program called 'Pasaporte Verde'.

'Pasaporte Verde' (Green Passport) was launched with the aim of promoting awareness among students of all educational levels about the need to respect the environment they live in. It offers environmental itineraries to facilitate and promote the re-education of habits.

To achieve this goal, nine workshops make up the program

- Changing my consumption model;
- Taking care of my neighbourhood;
- The habitat and life of the chameleon;
- This sounds familiar to me;
- School garden, sow and learn;
- Acting for the climate;
- Generation-Restoration;
- Researching to protect marine biodiversity;
- Ecowaste... reduce and separate.

In addition, last year, the Green Passport program saw the participation of 41,000 students from 205 centers, achieving a high degree of satisfaction, with an average rating of 4.8 out of 5 in evaluations related to coordination and activity realization and the energizing of the monitors.



Face to Face Interviews

Indeed, **collaborations** also played an essential role according to the respondents. Youth workers frequently mentioned partnering with local businesses, environmental NGOs, and schools to leverage external expertise.

Lastly, the dynamic nature of environmental challenges meant no program remained static. Feedback, both from participants and peers, was imperative. Youth workers stressed the importance of refining and iterating their programs to maintain relevance and engagement. The overarching sentiment was clear - the integration of green skills is not about introducing new knowledge, but about embedding it into the very fabric of existing youth activities, ensuring it becomes a core part of their developmental journey.



Which pedagogical methodologies have you found to be most effective in fostering green skills and awareness among the youth? How do these methods engage and resonate with young learners differently than traditional approaches?

In our extensive dialogue with youth workers from various regions and backgrounds, the efficacy of certain pedagogical methodologies over others in promoting green skills and environmental consciousness became evident.

A significant majority emphasized the unparalleled impact of **experiential learning**. By immersing young people in real-world environments, be it a sustainable farming workshop, or urban upcycling projects, the tangible experiences lead to deep-rooted understanding. A youth worker from Ercolano, Italy shared an instance of a beach cleanup event, which not only taught participants about waste management but also fostered a respect for marine ecosystems.

Face to Face Interviews

Another frequently offered approach was **collaborative learning**. Environmental challenges, by their nature, are collective issues requiring collective solutions. Working together in teams, young people often came up with innovative solutions to complex green challenges. A notable case came from an Italian youth worker who organized a collaborative "Eco-Hackathon." Here, young participants brainstormed sustainable solutions to real-world problems, emphasizing **the power of collective intelligence**.

Project-based learning, where learners undertake a project over an extended period, also emerged as a favorite. A German youth worker illustrated this with a project where young individuals were tasked with turning a derelict plot of land into a community garden. Over several months, the youth learned about biodiversity, sustainable agriculture, and community engagement. This methodology, by anchoring learning in a tangible outcome, ensured higher retention and practical application of knowledge.

Contrasting these with traditional approaches, the difference becomes clear. Traditional learning often places learners as passive recipients of knowledge. **The modern green methodologies, on the other hand, position them as active participants, problem solvers, and change-makers.** These methods not only impart green skills but also foster attributes like leadership, teamwork, and critical thinking.

Overall, the shift from a purely instructional paradigm to one that's participatory and hands-on has made green education more resonant and impactful among the youth.



Face to Face Interviews

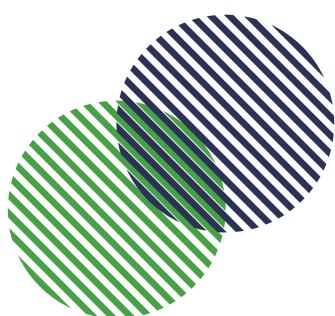


Considering the broad spectrum of green skills, which knowledge areas, skills, and attitudes do you believe are indispensable for youth workers to emphasize? Are there areas that often get overlooked but hold significant value?

Across the board, youth workers consistently highlighted the trinity of knowledge, skills, and attitudes as essential components in promoting green education.

From a knowledge perspective, **understanding the fundamental principles of sustainability and environmental science was paramount.** Many expressed that a clear grasp of the basic scientific principles behind climate change, biodiversity, and ecosystems offers a solid foundation. Additionally, there was a consensus on the importance of localized environmental knowledge. A youth worker from Spain shared how they integrate information about the Mediterranean's unique ecological challenges and opportunities, making the learning experience more relatable for local youth.

When it comes to skills, **the ability to critically assess information, especially in today's digital age, was acknowledged as necessary.** Given the overwhelming amount of information and misinformation on the internet, fostering skills in environmental literacy and critical thinking was seen as non-negotiable. Practical skills, like understanding waste management protocols, or basic sustainable agricultural practices, were also frequently mentioned.



Face to Face Interviews

In the field of attitudes, the universal emphasis was on fostering a genuine sense of stewardship towards the environment. Developing empathy towards nature, understanding the interconnectedness of all living beings, and cultivating a proactive problem-solving mindset were viewed as paramount. Many youth workers reflected on **the importance of instilling an attitude of hope and positive action** rather than doom and gloom, as it is more empowering and motivating for young learners.

However, a few areas are often overlooked but bear immense significance. For instance, the socio-economic dimensions of environmental issues, understanding how marginalized communities are disproportionately affected by environmental degradation, or the principles of environmental justice are seldom at the forefront but are essential for a holistic green education.

In essence, while the technical and scientific aspects of green education are undeniably crucial, the socio-cultural, ethical, and historical dimensions add depth, making the learning experience richer and more comprehensive for young individuals.



Face to Face Interviews



As the youth sector increasingly acknowledges the importance of green skills, how can we ensure that this knowledge becomes accessible and integrated across various youth entities? What strategies or platforms would you suggest for widespread dissemination?

The **increasing significance of green skills in the youth sector is evident**, but the primary challenge remains - ensuring such knowledge is both accessible and integrated throughout various youth entities. Our discussions with experienced youth workers revealed a diverse set of strategies and platforms, crucial for facilitating this widespread integration and dissemination.

Online collaborative learning platforms emerged as a top suggestion, serving as repositories for educational resources, best practices, and case studies. Building networks was another key strategy. Through fostering connections between local, national, and international youth organizations, the efficiency of sharing best practices is heightened, leading to the development of consistent green training standards. This perspective was reiterated by a German youth worker who had engaged in collaboration with organizations from both Germany and the Netherlands, jointly creating a transnational green youth program.

Training of Trainers workshops were highly recommended, with many viewing regular training sessions focusing on green skills as a significant advancement. The idea is that by ensuring educators and trainers themselves are well-equipped with green competencies, they can better impart this knowledge to the youth.



Face to Face Interviews

However, the integration of green skills doesn't solely lie with youth entities. It also calls for broader community involvement. Several youth workers emphasized **the potential of local community workshops, public campaigns, and information sessions**. These not only amplify awareness but also ensure programs remain contextually relevant by gathering community feedback. In our digital age, platforms like Instagram, TikTok, and YouTube are powerful tools. They can disseminate bite-sized information, success stories, or challenges faced by youth entities. A notable instance was shared by an Italian youth worker, who talked about an online challenge where young individuals posted about their green initiatives, resulting in heightened engagement.



Youth Worker Testimonies

"When I first began integrating sustainability practices into our programs, I was met with both curiosity and skepticism. Over time, I've seen that hands-on activities, where young people can tangibly connect with nature, deliver the most profound results. "

"Teaching about sustainability isn't just about presenting facts. It's about shaping a mindset. We strive to help our youth view the world with a lens of responsibility, understanding that every decision they make can ripple out into broader consequences for our planet."

"There's a misconception that green skills are only about the environment. In my experience, they're also about leadership, teamwork, problem-solving, and innovation. We're not just cultivating eco-conscious citizens; we're supporting the leaders of tomorrow."

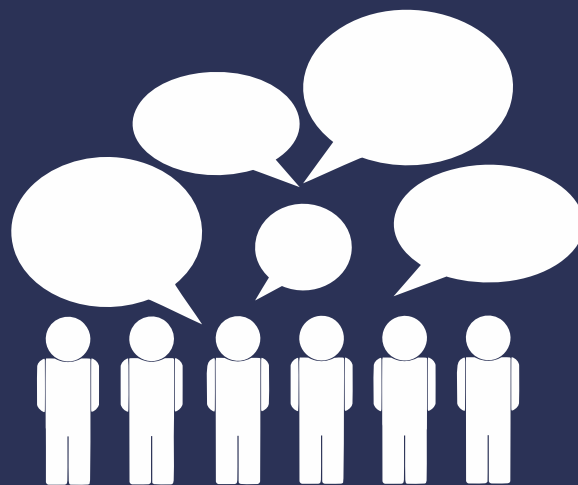
Face to Face Interviews



Youth Worker Testimonies

"Sustainability isn't a trend - it's a lifelong commitment. And the best way to instill that commitment in young people is to ensure they feel a deep, personal connection to the environment. That's where field trips, outdoor activities, and experiential learning come into play. It's one thing to talk about the environment; it's another to immerse them in it."

"In all my years working with the youth, I've realized one thing: they're eager to make a difference. Our job is to ensure they have the knowledge, skills, and opportunities to do so. Every tree they plant, every sustainable project they undertake, is a step towards a brighter, greener future."



Survey Overview

The integration of results from the online survey and the face-to-face interviews underscores **the evolving significance of green skills and competences in the field of youth work**. This summary highlights crucial trends, aspirations, and challenges that today's youth workers face in fostering environmental awareness and sustainable practices. Both the online survey and the interviews confirmed the increasing importance of green skills in today's world. An overwhelming majority in the online survey affirmed the critical importance of youth workers possessing and advocating for green competences. This observation was further enriched through the interviews' detailed stories and experiences.

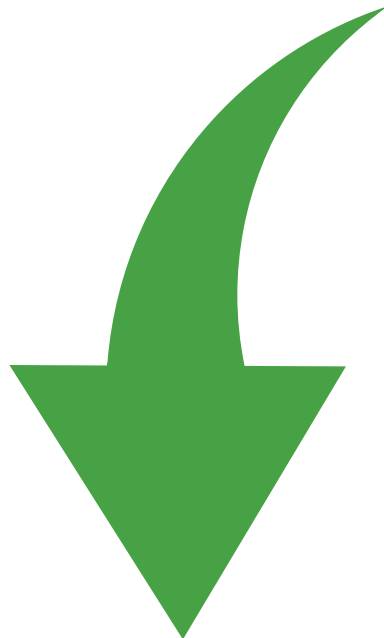
The personal interviews enriched our understanding of the varied methodologies youth workers use. Whether through experiential learning, community projects, or innovative workshops, the practical application of green skills is both diverse and impactful. However, while there is evident enthusiasm and commitment to green education, **the path isn't without its obstacles**. Both platforms highlighted challenges, ranging from **limited resources and skepticism to gaps in training**. The interviews especially presented a more personal dimension, sharing stories of resistance, adaptability, and eventual success.

It's evident that **green skills are not just about knowledge but also encompass a broad range of skills and attitudes**. The need to prioritize certain skills, often overshadowed yet critical, emerged as a consistent theme in the face-to-face discussions. One of the most important insights from the interviews was the emphasis on making green skills accessible across the board. As the youth sector acknowledges the value of these skills, the challenge lies in weaving them seamlessly into existing frameworks and ensuring widespread outreach. The resonance and agreement across both data sources are indicative of a vibrant momentum in the youth sector towards a greener future. The aspirations voiced by respondents, combined with their recommendations, paint an optimistic picture. They signal not just the urgency of the hour but also the collective will to act, adapt, and advance.

Survey Overview

In summary, the blend of quantitative insights from the survey and qualitative richness from the interviews presents a comprehensive landscape of green skills in youth work. As we look ahead, this report not only stands as evidence of the progress achieved but also provides a roadmap for the goals still to be reached in cultivating a generation that is sustainable and environmentally aware.

Following, based on the results, our team would like to propose a possible **“Key Competencies and Methodology Matrix”** for fostering green skills among youth through youth workers. This matrix outlines essential competencies that youth workers should ideally possess and the recommended pedagogical methodologies for imparting these skills to the youth.



Key Competencies and Methodology Matrix

Competency Area	Skills & Knowledge	Attitudes	Recommended Methodology
Environmental Awareness	<ul style="list-style-type: none"> - Basic environmental science principles - Current environmental issues - Local and global environmental impact 	<ul style="list-style-type: none"> - Value for nature - Curiosity about environmental changes 	<ul style="list-style-type: none"> - Experiential Learning - Project-Based Learning
Sustainable Development	<ul style="list-style-type: none"> - Principles of sustainable development - Local sustainable initiatives - Global sustainability goals 	<ul style="list-style-type: none"> - Commitment to sustainable practices - Open-mindedness to new solutions 	<ul style="list-style-type: none"> - Collaborative Learning - Online Learning
Waste Management	<ul style="list-style-type: none"> - Waste reduction techniques - Recycling processes - Impact of waste on environment 	<ul style="list-style-type: none"> - Responsibility towards waste generated - Value for recycling and reducing 	<ul style="list-style-type: none"> - Hands-on Workshops - Experiential Learning
Renewable Energy	<ul style="list-style-type: none"> - Types of renewable energy - Benefits and challenges - Implementation techniques 	<ul style="list-style-type: none"> - Positive attitude toward sustainable energy - Willingness to adopt and adapt 	<ul style="list-style-type: none"> - Collaborative Learning - Project-Based Learning
Carbon Footprint Reduction	<ul style="list-style-type: none"> - Carbon footprint calculation - Techniques to reduce carbon footprint - Impact of carbon emissions 	<ul style="list-style-type: none"> - Commitment to reducing personal and community carbon footprint - Awareness of the global implications 	<ul style="list-style-type: none"> - Online Learning - Experiential Learning

Key Competencies and Methodology Matrix

Competency Area	Skills & Knowledge	Attitudes	Recommended Methodology
Circular Economy	<ul style="list-style-type: none"> - Principles of a circular economy - Benefits and challenges - Real-world examples of circular economy 	<ul style="list-style-type: none"> - Value for resource optimization - Openness to innovative economic practices 	<ul style="list-style-type: none"> - Collaborative Learning - Online Learning
Climate Adaptation	<ul style="list-style-type: none"> - Understanding of climate change impacts - Adaptation strategies - Role of communities in adaptation 	<ul style="list-style-type: none"> - Commitment to sustainable practices - Open-mindedness to new solutions 	<ul style="list-style-type: none"> - Collaborative Learning - Online Learning

Each row of this matrix represents a competency area that youth workers should ideally focus on. The skills and knowledge column outlines the technical and informational aspects that are essential for each competency. The attitudes column is equally crucial as it emphasizes the mindset and perspective with which these skills should be approached. Lastly, the recommended methodology offers youth workers pedagogical techniques that are effective for each competency.

This matrix can serve as a roadmap for youth workers aiming to enhance their green skills curriculum and can be refined further based on specific needs and feedback.

Key Competencies and Methodology Matrix

Furthermore, based on the key competencies and methodologies identified in the table, we would like to propose the following e-learning modules to be included in the GJG e-learning courses (PR2):

Module 1: Introduction to Green Skills and Sustainable Development

- **Objective:** Familiarize youth workers with the principles of sustainable development and the role of green skills in fostering it.
- **Content Highlights:**
 - Overview of global environmental challenges
 - Significance of green skills in the modern workforce
 - Understanding sustainable development goals
- **Evaluation Quiz:** Questions to test understanding of basic green skills concepts and their role in sustainable development.

Module 2: Waste Management & Sustainability

- **Objective:** Equip youth workers with knowledge and skills related to effective waste management techniques and their environmental significance.
- **Content Highlights:**
 - Techniques for reducing waste
 - The recycling process and its benefits
 - Practical tips for promoting waste reduction among youth
- **Evaluation Quiz:** Questions about waste reduction and recycling techniques and their impact on the environment.

Module 3: Renewable Energy: The Path to a Greener Future

- **Objective:** Introduce youth workers to renewable energy sources and their advantages, preparing them to guide young people towards green energy jobs.
- **Content Highlights:**
 - Overview of various renewable energy types
 - Job opportunities in the renewable energy sector
 - The future of energy: challenges and prospects
- **Evaluation Quiz:** Questions about different renewable energy types, their benefits, and potential job opportunities.

Key Competencies and Methodology Matrix

Module 4: Carbon Footprint Awareness & Climate Resilience

- **Objective:** Impart knowledge about carbon emissions, their environmental impact, and techniques to build climate resilience.
- **Content Highlights:**
 - Calculating and understanding carbon footprint
 - Strategies for reducing carbon emissions in daily life
 - Building resilience in the face of changing climate conditions
- **Evaluation Quiz:** Questions related to carbon footprint calculation, emission reduction techniques, and climate change impacts.

Module 5: Circular Economy & Sustainable Economic Practices

- **Objective:** Provide a detailed understanding of the circular economy and its potential benefits in shaping a sustainable economic future.
- **Content Highlights:**
 - The concept and principles of a circular economy
 - Real-world examples of successful circular economy implementations
 - Opportunities in the green economy for young professionals
- **Evaluation Quiz:** Questions about the principles of a circular economy, its advantages, and job opportunities in the sector.

Module 6: Becoming a Green Coach: Skills, Attitudes, and Pedagogies

- **Objective:** Prepare youth workers to become efficient green coaches, emphasizing pedagogical techniques suitable for green skills education.
- **Content Highlights:**
 - Essential skills, knowledge, and attitudes for a green coach
 - Effective pedagogical methodologies for green skills education
 - Case studies: Success stories of green coaching from around the world
- **Evaluation Quiz:** Questions about the role of a green coach, effective teaching methodologies, and the attributes required to succeed in the role.

General Conclusion

As we conclude our findings and discussions in this PR1 document, significant outcomes become apparent. The contemporary landscape underscores **an increasing emphasis on sustainability, green initiatives**, and the conscious choices both individuals and industries are making for a more sustainable future. Within this context, youth workers stand as crucial enablers in guiding young individuals to be informed and proactive contributors to this green transformation.

The survey data and face-to-face interviews have been instrumental in portraying **the current state of green skill awareness and preparedness among youth workers**. A compelling majority acknowledges the significance of these skills, and yet, there's a shared sentiment of needing more resources, training, and collaborative opportunities to truly make a transformative impact.

Moreover, our “Key Competencies and Methodology Matrix” represents the combined insights and aspirations we have collected throughout. It aims to provide a cohesive, structured, and pragmatic framework that highlights essential green skills, the requisite knowledge domains, and the most impactful teaching methodologies. This matrix is not merely a static reference but a dynamic tool, envisaged to evolve with the ever-changing environmental and societal needs.

The proposed e-learning modules for PR2, conceptualized based on PR1's findings, further encompass our commitment to facilitating accessible, meaningful, and comprehensive green education for youth workers. In addition, the findings will be used for the elaboration of a Toolkit for youth workers (PR3), aiming at provides a step-by-step guide to youth workers on how to develop skills, attitude and enhance young people generic green skills by connecting a number of activities that are grouped according to their methodology and the Key Competencies and methodology matrix.

In conclusion, the PR1 document serves as a foundational stone, bridging current realities with our envisioned future. It emphasizes the undeniable significance of green skills in today's world and advocates for **the role of youth workers in shaping a sustainable and green future**.



***Every green skill taught
today is a step towards a
brighter tomorrow!***

