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GREEN JOBS AMBASSADORS

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NEW EUROPE
FOUNDATION



CEIPES

Humaniser
Human development in the digital age

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Boost your digital skills

Green Job My Job

Welcome to the "Green Job, My Job" workshops! The world is facing an urgent environmental crisis, and it is crucial for individuals and organizations to take responsibility for their environmental impact. Green jobs are an essential part of the solution, as they focus on creating sustainable and environmentally friendly practices. These workshops aim to help individuals understand the importance of green jobs and how to incorporate sustainability into their current careers or transition into a new green job. Through interactive sessions and expert guidance, you will learn about the demand for green jobs and how to build a successful career in this field. We hope to inspire and empower you to make a positive impact on the planet through your work. Let's work together towards a sustainable future!

AIM OF THE WORKSHOPS



Develop interest in green jobs, as an alternative to traditional branches of the high-carbon economy.



Develop green competencies amongst youth.



Tackle the GEO-6 for Youth Competencies

REQUIREMENTS

- The program will contain 14 syllabuses and 14 educational materials. The workshops should have different lengths and methodologies.

TARGET GROUP

Youth age 16-22, in highschool/technical school, with different backgrounds, opportunities, and skills.

TIPS FOR TRAINERS

- Create a non-judgmental environment
- Make people feel comfortable and not afraid
- Set clear rules
- Encourage friendly atmosphere
- Embrace different perspectives
- Recognize and appreciate different people

SUGGESTIONS TO PREPARE THE ACTIVITY

- Create a safe environment supporting fruitful cooperation among youth and stakeholders during workshops.
- Have a brief explanation of the aim and objectives of the workshop to the participants. Explain to them the structure of the workshop and what their role will be.
- Run trust-building and ice-breaking activities before the workshop sessions.
- Encourage sharing of different opinions and perspectives. At the beginning of the workshop, assist the group in setting clear rules.
- Clarify participants' expectations from the workshop

1

What are green jobs and why are they important



NUMBER OF PARTICIPANT

25



TIME

60-90 minutes

PURPOSE OF THE WORKSHOP

The workshop's goal is to improve understanding of existing green work professions and what they entail. Participants will learn about the role of green jobs in the fight against climate change.

REQUIRED TOOLS

- Room with projector
- Students should have access to their own laptops or mobile phones
- For the activities, cards with 26 green jobs
- (Green Jobs Working Material) and tree cups will be needed - see Activity no. 1 folder
- What is a Green Job? Friends of the Earth - see Bibliography at the end

WORKSHOP AGENDA

In the theoretical part, the trainer will start with an open discussion about what sustainability is and how it can be applied across the board. Next, the educator will play a video titled "What is a Green Job?" and explain to participants the topic of green jobs. In the practical part, students will be divided into two teams. They will draw lots from three empty cups filled with 26 green jobs. Participants will have to describe their picked-up jobs to receive points. Lastly, students will have to sign up on LinkedIn and search for the professions that were most interesting to them during the previous activity.

ACTIVITIES

1 Introduction (15 min)

The introduction will contain a presentation by participants and an open debate about what sustainability is and how it may be implemented transversally.

2 Projection of the Green Jobs videos and comments (10 min)

The trainer will play a video of The Green Jobs created by Friends of the Earth and give a more accurate description of what is meant by green job. The trainer will also use the first section of the methodological handbook.

3 Guess the Green Job (45 min)

The trainer will prepare three empty cups and miniature cards with 26 green jobs on them to illustrate the jobs' economic, environmental, and social focuses.

1

First phase:

Students will be split into two teams, and each team member will be required to give a brief explanation of the duty they were assigned. The team member will be able to gain points for the team and learn the wage range of the position (derived from Italian statistics as a European average) by providing a more accurate definition, which the trainer will have in a separate paper.

2

Second phase:

The second phase will only include 10 of the 26 previously mentioned green jobs for each team. Once again, this template calls for a thorough description of the job and the completion of a tiny section detailing the environmental benefits of that green job.

3

Third phase:

The third and final stage will be an exploration period for the entire class using a personal digital tool. Students will be encouraged to sign up for a LinkedIn account and conduct a search for the career in which they are most interested. In order to learn more about the actual difficulties and duties of that particular green employment, they will also be urged to add that professional on LinkedIn.



Feedback and discussion at the end (10 min)

At the conclusion, there will be debate and feedback. The facilitator will guide the group in a debriefing session on the consequences of their activity and on assessing the data.

2

How to prepare a CV



NUMBER OF PARTICIPANT

25



TIME

60-90 minutes

PURPOSE OF THE WORKSHOP

Participants should receive instruction on how to create a CV and use modern technologies in that setting.

REQUIRED TOOLS

- Room with access to computers and laptops
- Card with Personal Profiles - see Activity no. 2 folder
- Presentation - see Activity no. 2 folder
- Information about CV:
- Curriculum Vitae Tips: Use Principles of Good Resume Writing to Get a Better CV;
- 8 CV Design Principles for Creating a Professional CV - see Bibliography at the end

WORKSHOP AGENDA

The instructor will explain to the participants during the theoretical portion of the workshop how to create a CV. The trainer will go over the structure, principles, and elements of a good CV. The trainer will also outline various internet resources for creating CVs. In the practical part, participants will work in groups. They will create CVs for different people, using the knowledge from the theoretical part.

ACTIVITIES

1 Introduction (10 min)

The trainer will explain to the participants what the workshop is about: constructing a CV. The trainer will go through the fundamentals of a good CV, how it should be constructed, and what should be included. Furthermore, the trainer will demonstrate various online tools for creating a CV.

3 Task 2 (10 min)

After developing the CV, each group will present it to the entire group, and participants will debate the major components of the CV and what is significant in the CV with the entire group.

5 Task 4 (20 min)

With your new knowledge, prepare your own CV. Remember everything you learned during the workshop.

2 Task 1 (15 min)

The class will be divided into groups, and the trainer will provide each group with a personal profile and a CV for that person. Before they begin, the trainer will demonstrate how to use the "Supporting Material: Card with Personal Profiles" template.

4 Task 3 (20 min)

Optional: After that, if possible, we could invite a human resources specialist to speak with the group and show them how to properly write a CV so that s/he can assist them. If we do not have a specialist, we can consult "Supporting Material: Canva CV Principles."

6 Task 5 (10 min)

Feedback and conclusions

3

How to find a green job



NUMBER OF PARTICIPANT

25

PURPOSE OF THE WORKSHOP

Present many methods for finding a green job, as well as what is expected and required. And the significance of looking for a certain career based on your talents and experiences.

REQUIRED TOOLS

- Room with access to computers and laptops
- A YouTube video: How To Use LinkedIn For Beginners - see Bibliography at the end
- How Does Indeed Work? Using Indeed For Your Job Search - see Bibliography at the end



TIME

60-90 minutes

WORKSHOP AGENDA

Participants understand how to look for green jobs and what companies are searching for. The trainer will explain how this activity relates to the one before it. As a result, having a CV ready is essential.

ACTIVITIES

1 Introduction (10 min)

The trainer will explain how this activity relates to the one before it. As a result, having a CV ready is essential. Based on the prior CVs the participants created for those fictitious profiles, they will have to look for green employment that fits that profile.

3 Task 2 (10 min)

If they still have questions about how to utilize these sites, we will watch a video that explains the platform that was picked for the specific country. The primary one will be LinkedIn, but we will offer Indeed as an alternative and provide them with the link below. Also, depending on which country we are presenting the training in, we must be aware of other platforms that may be more valuable or well-known.

5 Task 4 (15 min)

Following the selection of this job offer, the trainer will instruct the individuals to stand and will then select another person. During the next 5 minutes, they will discuss which job offer they chose and why. This activity will be repeated three times to create three different pairs.

2 Task 1 (10 min)

To accomplish this, the trainer and participants will learn how to use several employment platforms. Before we get started, there will be a brief conversation to see what the participants think about these platforms, such as LinkedIn or Indeed, after working on them in Activity Workshop #1. If they do not complete the exercise, there will be a platform brainstorming session.

4 Task 3 (15 min)

They will determine which platforms they will work with after learning about them, and they will look for a job offer that is appropriate for the CV they created using those fictitious accounts.

6 Task 5 (15 min)

Following this, there will be a large group discussion. They will discuss the many employment offers they have found and which one is most suited to the person based on their information. The important points to emphasize in this debate can be found in the workshop description above.

4

UN sustainable development goals - mind map



NUMBER OF PARTICIPANT

25



TIME

90-120 minutes

PURPOSE OF THE WORKSHOP

Participants learn about the United Nations Sustainable Development Goals. They learn how to make a thought map and how to hold brainstorming sessions.

REQUIRED TOOLS

- Room with access to computers and laptops
- Flipchart paper or whiteboard
- Markers, sticky notes, pens/pencils
- Mind map template - see Activity no. 4 folder
- Mind map explanation - see Bibliography at the end
- Sustainable Development Goals Overview - see Bibliography at the end
- UN ppt on sustainable development goal - see Bibliography at the end

WORKSHOP AGENDA

In the theoretical part, the trainer will make an introduction to the UN Sustainable Development Goals and their purpose. In the practical part, students will be divided into groups and assigned one SDG to focus on. They will have to do research on them. Next, participants will exercise with mind mapping. At the end, participants will discuss the outcomes of the workshops and share their mind maps.

ACTIVITIES

1 Introduction and Welcome (10 min)

The trainer introduces themselves and gives the attendees a rundown of the workshop.

They place a strong emphasis on the SDGs' role in promoting sustainable development and the contribution that green jobs provide to attaining these objectives.

3 Goal Selection and Research (40 min)

Participants can either choose their own goal or be divided into small groups of four to six people and given one SDG to focus on.

The trainer asks participants to investigate the goal they were given, learning about the main objectives, important performance indicators, and similar projects.

To help participants with their research, the trainer should provide resources like websites, publications, or articles.

2 Understanding the UN Sustainable Development Goals (20 min)

The trainer gives a summary of the 17 SDGs, how they relate to one another, and how important they are for tackling global issues.

They explain, "Why are green jobs important for attaining sustainable development?".

4 Mind Mapping Exercise (40 min)

Each group draws a mind map outlining its allocated SDG and how it connects to other objectives on a flipchart or whiteboard.

Participants should be encouraged to put pertinent data, figures, and examples on their mind maps. To express the relationships between goals graphically, the trainer can use markers, sticky notes, and various colors.

5 Group Presentations and Discussion (30 min)

Each group shows the other participants their mind map.

The trainer should encourage discussion of the SDGs' interconnections, overlaps, and potential synergies.

The trainer will inspire the participants to contribute their views, ideas, and insights.

6 Wrap-up and Conclusion (10 min)

The trainer will briefly summarize the workshop's main points.

The trainer will also stress the significance of comprehending the SDGs in the context of sustainable development and green jobs.

5

Case study - analysis of the problem UN Sustainable development goals



NUMBER OF PARTICIPANT

25



TIME

100-140 minutes

PURPOSE OF THE WORKSHOP

This workshop's goal is to engage participants in a case study activity centered on assessing a real-world situation related to one of the United Nations Sustainable Development Goals (SDGs). The workshop's goal is to promote creative thinking, collaboration, and the development of novel solutions.

REQUIRED TOOLS

- Room with access to computers and laptops.
- Flipchart paper or whiteboard
- Markers, sticky notes, pens/pencils
- Presentation slides or visual aids displaying the 17 SDGs - see Bibliography at the end
- Case study materials (real or fictional) related to a specific SDG

WORKSHOP AGENDA

In the theoretical part, the trainer will briefly recap the previous workshop. The educator will explain the importance of the selected SDGs and their relevance to sustainable development. In the practical part, students will be divided into small groups and assigned a specific case study. In the next part, participants will present their analysis and discuss ideas for addressing the identified problems. Students will also make a presentation (in PowerPoint or poster) with suggestions, key components, and potential impacts for their cases.

ACTIVITIES

1 Introduction and Welcome (10 min)

The trainer will welcome everyone and give a brief summary of the prior workshop. They will describe the goals of the workshop in general and the significance of looking at current issues through the prism of the SDGs.

2 Overview of the Case Study and SDG Selection (20 min)

The trainer will describe the several SDG-related case studies that the participants will examine during the session. Next, they describe the significance of the chosen SDGs and their connection to sustainable development. They will permit participants to pose preliminary queries or offer their initial observations on the case study.

3 Analysis of the Problem (40 min)

Participants should be divided into small groups of four to six people, with each group receiving a particular case study.

The trainer will instruct participants to conduct a detailed analysis of the issue they were given, taking into account any stakeholders, impacts, and viable solutions.

They encourage participants to apply their knowledge of the SDGs from the prior workshop to their critical and creative thinking.

5 Group Presentations and Feedback (30 min)

Each group outlines its solution to the other participants, emphasizing how it relates to the SDG and any potential advantages. The trainer will conduct a feedback session with the audience after each presentation so they can ask questions, offer suggestions, and offer constructive criticism.

4 Group Discussion and Idea Generation (90 min)

To the other participants, each group makes its problem-analysis presentation. The trainer will encourage dialogue so that people can contribute their knowledge, viewpoints, and potential solutions to the problems that have been recognized. Next, they promote cooperation, open-mindedness, and active listening among participants. The trainer should encourage participants to consider different viewpoints, think creatively, and try new things. Each group develops a presentation (such as a PowerPoint slide show or a poster) demonstrating their solution, along with its essential elements, prospective effects, and implementation tactics.

6 Wrap-up and Conclusion (10 min)

The trainer will summarize the main ideas covered at the workshop, focusing on the significance of looking at current issues through the prism of the SDGs. At the end, they inform the audience of upcoming seminars or project-related events.

6

Design thinking



NUMBER OF PARTICIPANT

25

PURPOSE OF THE WORKSHOP

The goal of this session is to introduce participants to design thinking methodology and show how it can be applied in an environmental setting. Participants will learn about the design thinking process and how to apply it in their work to address environmental issues and promote sustainable solutions.

REQUIRED TOOLS

- Room with access to computers and laptops
- Flipchart paper or whiteboard
- Markers, sticky notes, pens/pencils
- Presentation slides or visual aids on design thinking - see Activity no. 6 folder
- What is design thinking - see Bibliography at the end
- Design thinking for sustainability - see Bibliography at the end

ACTIVITIES

1 Introduction and Welcome (10 min)

The trainer will give a warm welcome to everyone and a brief description of the program. Next, they'll describe the role that design thinking plays in stimulating innovation and tackling environmental problems.

3 Empathy and Problem Framing (40 min)

The trainer will describe the significance of empathy in recognizing user requirements and environmental difficulties. To gain a thorough understanding of stakeholders and their viewpoints, they will lead participants through empathy exercises like MOC interviews or role-playing.

To choose and define a specific environmental issue or challenge to emphasize throughout the workshop, the trainer will facilitate a group discussion.



TIME

120-180 minutes

WORKSHOP AGENDA

In the theoretical part, the trainer will explain the importance of design thinking in addressing environmental challenges and fostering innovation. The educator will present an overview of the design thinking methodology. Participants will learn about empathy exercises such as MOC interviewing or role-playing to identify and define a specific environmental problem or challenge to focus on during the workshop. In the practical part, students will work in groups. They will have to generate as many ideas as possible to address the identified problem, emphasizing quantity over quality.

2 What is Design Thinking? (30 min)

The trainer will give a general summary of design thinking, highlighting its guiding principles and essential phases (such as empathize, define, ideate, prototype, and test). They'll give participants inspiration by demonstrating design thinking initiatives in an environmental context.

4 Ideation and Solution Generation (60 min)

To promote creative thinking, the trainer introduces ideation tools like mind mapping and brainstorming. They utilize the mind maps and resources created in workshops four and five. The trainer divides participants into small groups. Next, they give the groups the task of coming up with as many solutions as they can to solve the stated issue, valuing quantity over quality.

The trainer should encourage participants to think creatively and from a variety of viewpoints.

5 .Visualizing Solutions (50 min)

The trainer describes the value of prototyping as a technique for visualizing and improving ideas. They give participants resources to build solutions or project ideas (such as PowerPoint templates from Canva). The trainer gives groups the task of coming up with project ideas that illustrate their suggested responses to the environmental problem. They should encourage participants to refine their solutions over time in response to input from other group members.

7 Reflection and Application (20 min)

The trainer conducts a reflection session where participants talk about the lessons they took away from the design thinking process and how they may use them in their projects or at work. They should encourage participants to identify particular instances where design thinking principles can be applied. The trainer summarizes the workshop's main points of discussion.

6 Solution Presentation and Feedback (40 min)

Each team explains the reasoning behind their answers and displays them. The trainer organizes a feedback session where participants can offer helpful criticism and ideas for enhancing the solutions.

7

Carbon footprint - green job in transportation



NUMBER OF PARTICIPANT

25



TIME

90-120 minutes

PURPOSE OF THE WORKSHOP

Participants learn about different kinds of transportation as well as their carbon footprint. The event will also create awareness among participants about green mobility and how it may have a low-carbon impact.

REQUIRED TOOLS

- Room with access to computers and laptops.
- Cards with routes - see Activity no. 7 folder
- Carbon footprint templates - see Bibliography at the end

WORKSHOP AGENDA

In the theoretical part, the trainer will explain what sustainable mobility is, the existing environmental effects of fuel-based vehicles (cars), and why it is critical to employ alternative mobility tools to meet the EGD targets in a brief presentation on Canva. In the practical part, the students will work in groups.

ACTIVITIES

1 Introduction (15 min)

In a brief presentation on Canva, the trainer will explain what sustainable mobility is, the existing environmental effects of fuel-based vehicles (cars), and why it is critical to employ alternative mobility tools to meet the EGD targets.

3 Presenting results (20 min)

The groups will present their proposal to the class, which will be explained and commented on by the facilitator.

2 Mapping distances (40 min)

Students will be separated into groups of four or five and given four cards with four routes, each with a city starting point and a city destination point. They must determine the cost of the journey as well as the distance covered by each mode of transportation through online research. The exercise will contain a template for calculating the carbon footprint.

-The students will next be challenged to reach the more distant route with less environmental impact by selecting alternate modes of transportation (such as public transportation) and analyzing the difference in price and environmental impact.

8

Eco-solutions for houses - green jobs in renewable energy sector/ construction sector/waste management sector



NUMBER OF PARTICIPANT

25



TIME

60-90 minutes

PURPOSE OF THE WORKSHOP

Participants learn about potential eco-solutions and technologies. They understand how to calculate the expenses of enhancements and modifications. They acquire experience in strategy planning and task segmentation.

REQUIRED TOOLS

- Room with access to computers and laptops
- Diagram of the house - see Activity no. 8 folder
- Presentation on Canva - see Activity no. 8 folder

WORKSHOP AGENDA

In the theoretical part, the trainer will explain that under Green Jobs, we can find jobs that are explicitly tied to sustainability and ecology, as well as common jobs that can be greener. In this situation, we'll look at the first category: jobs required to make a house more environmentally friendly. In the practical part, students will be divided into groups.

ACTIVITIES

1 Introduction (Task 1) (5 min)

At the beginning, the trainer will explain that inside Green Jobs, we may find jobs that are specifically dedicated to sustainability and ecology, as well as common ones that may be greener. In this situation, participants will learn about jobs that are required to make a house more environmentally friendly.

3 Task 3 (5 min)

The trainer will present many eco-solutions (Canva Eco Solutions in Supporting Materials), and the students will select one from each category. The trainer will display a mind map on the screen.

2 Task 2 (10 min)

The participants will be divided into four or five medium groups and will be asked to assume that they have moved into an old-fashioned house (Supporting Material: Diagram) and have decided to renovate it to be as environmentally friendly as possible. Tool: We will post all of the data to a shared and public folder, where people will be able to download, view, and upload whatever.

4 Task 4 (20 min)

Participants must conduct studies on how to apply those four eco-solutions (how it is done, prices, etc.) and what employment position is required to execute them if they must pay someone to do it. Tool: They can utilize Google Drive so that everyone can contribute to the same document at the same time. Furthermore, they will need to look at the LinkedIn or Indeed platforms to discover how the demand for those positions is right now, as well as what they need to study to become that. Tool: They will include relevant material in the same Google Document.

5 Task 5 (15 min)

Students will have to give a presentation explaining the decisions they made, why they made them, and how much they cost. Tools: Prezi, Canva, Powtoon, Animaker, Adobe Express, or any other current tool (not PowerPoint).

7 Task 7 (5 min)

At the end, there will be a feedback conversation. The description of the workshop includes information about the key issues under discussion.

6 Task 6 (15 min)

Each group will show their presentation to the rest of the participants.



Science skills



NUMBER OF PARTICIPANT

25

PURPOSE OF THE WORKSHOP

Participants learn about various strategies for safeguarding, monitoring, and managing natural resources. Various critical roles that will be needed in the future.

REQUIRED TOOLS

- Room with access to computers and laptops
- Cards with roles - see Activity no. 9 folder
- Green transition - see Bibliography at the end
- Presentation - see Activity no. 9 folder

ACTIVITIES

1 Task 1 (5 min)

The trainer will teach the importance of green skills through a Canva presentation.

3 Task 3 (15 min)

Once each group has been assigned a job, they will conduct a study on what they do in general and how they may contribute to our future green economy. They will also look into how each job might help with monitoring, managing, and safeguarding natural resources.

5 Task 5 (15 min)

Each group will perform the roleplay. And it will be recorded (if they signed and consented to the image rights) for use in social media or project dissemination in the future.



TIME

60-90 minutes

WORKSHOP AGENDA

The trainer will demonstrate why green skills are crucial in the theoretical section via a Canva presentation. In the practical part, the students will be divided into groups. Each group will be given a scientific role.

2 Task 2 (5 min)

The class will be divided into groups, with each group assigned a scientific job, such as environmental scientists, biologists, hydrologists, and biochemists.

4 Task 4 (20 min)

Now, the participants will prepare a roleplay based on the scientific role they were allocated, in which those eager to participate (at least one-half of the group, if not the entire group) will build the context, each character in the play, each script... If somebody is ashamed, he or she will not be forced to do it but will instead assist others with past tasks. The roleplay should include information about the role, the surroundings they regularly move into, the jobs they usually do, and how they got the job.

6 Task 6 (10 min)

Feedback on the importance of these types of employment today and their future presence. More information about this conversation can be found in the workshop description above.



NUMBER OF PARTICIPANT

25

PURPOSE OF THE WORKSHOP

Knowledge of various methods for creating a green area as well as the various restrictions that must be followed.

REQUIRED TOOLS

- Room with access to computers and laptops
- A YouTube video - see Bibliography at the end
- Projects on Genially:
- Urban Green Spaces - see Bibliography at the end
- Green Building - see Bibliography at the end
- The ideal green city - see Bibliography at the end
- Presentation - see Activity no. 10 folder

ACTIVITIES

1 Task 1 (10 min)

Participants must learn how Europe is becoming a more sustainable continent. They will watch a YouTube video in which the European Green Deal is described and contextualized.

3 Task 3 (20 min)

Because of the importance of these types of constructions, each participant will create a slogan to promote them, and they will be given three general public presentations to get some ideas (these will be shared in a Google Drive public folder, so they can view them at any time).

5 Task 5 (15 min)

The tagline with the most points will be picked, and each participant will produce a poster using Canva or another similar program. These posters must have the GJA logo and a disclaimer from the European Union (which will be provided by the trainers in the public Google Drive folder - see Activity no. 10 folder).



TIME

60-90 minutes

WORKSHOP AGENDA

In the theoretical part, participants must first understand how Europe is becoming a more sustainable continent. They will learn this by watching a YouTube video in which the European Green Deal is described and contextualized. In the practical part, participants will use the method of brainstorming. Next, students will have to make a slogan and project a poster on Canva.

2 Task 2 (5 min)

Following this video, there will be a discussion of what a green space or building is.

4 Task 4 (20 min)

After task number 3, participants will vote for the best slogan.



NUMBER OF PARTICIPANT

25

PURPOSE OF THE WORKSHOP

Knowledge of the many technological abilities that will be required, as well as information on green technology.

REQUIRED TOOLS

- Room with access to computers and laptops
- Mentimeter app (participants will vote through this app)
- Vote - see Bibliography at the end
- Results - see Bibliography at the end
- Presentation - see Activity no. 11 folder
- Information about green engineering - see Bibliography at the end



TIME

60-90 minutes

WORKSHOP AGENDA

In the theoretical part, the trainer will question the participants about their thoughts on green engineering and why they believe green technologies are becoming more significant. In the practical part, students will be divided into groups, and they will try to sell us that green engineering process or product they selected.

ACTIVITIES

1 Task 1 & 2 (20 min)

The trainer will ask the participants what they think about green engineering and why they think green technologies are vital. It will be questioned via the Mentimeter app via a work cloud. After their responses, the teacher will explain the topic through a Canva presentation.

3 Task 3 (20 min)

It's now time for the presentations. The rest of the individuals watching the presentation must consider themselves a family debating whether or not to install it. As a result, the group giving the presentation must do a tiny bit of theater to persuade us (as if they were a salesperson).

2 .Task 3 (20 min)

After that, the class will be divided into 4-5 medium-sized groups, with each group responsible for researching one of the cases depicted in the presentation's final slides. Each group must select 1 or 2 representatives (or all of them) to make a presentation to the entire group in order to sell us that green engineering process or product they chose, mentioning the importance of it as well as the benefits (and drawbacks) of installing it (such as solar panels).

4 Task 5 (10 min)

The session's feedback and conclusions. The main topics for this activity and conversation can be gleaned from the workshop description above.



NUMBER OF PARTICIPANT

25

PURPOSE OF THE WORKSHOP

The goal of this workshop is to provide participants with the knowledge and skills they need to engage in sustainable agriculture practices and emerging green occupations in the agricultural industry. Participants will learn about various techniques for safeguarding, monitoring, and managing natural resources in the context of farming, as well as crucial roles that will be needed in the future.

REQUIRED TOOLS

- Room with access to computers and laptops
- Flipchart paper or whiteboard
- Markers, pens/pencils
- What is sustainable agriculture (three articles) - see Bibliography at the end
- Sustainable agriculture techniques - see Bibliography at the end
- Careers in sustainable agriculture - see Bibliography at the end



TIME

60-90 minutes

WORKSHOP AGENDA

The theoretical part will contain an introduction to the topic of workshops. Participants will learn about the importance of sustainable agriculture and its role in creating green jobs. In the practical part, students will be divided into small groups to brainstorm and develop innovative solutions to real-life sustainable agriculture challenges.

ACTIVITIES

1 Introduction and Welcome (5 min)

The trainer welcomes guests and gives an outline of the workshop's goals and schedule. They stress the value of sustainable agriculture and how it helps create green jobs.

3 Protecting and Managing Natural Resources (30 min)

It's now time for the presentations. The rest of the individuals watching the presentation must consider themselves a family debating whether or not to install it. As a result, the group giving the presentation must do a tiny bit of theater to persuade us (as if they were a salesperson).

2 Sustainable Agriculture and Green Jobs (15 min)

The trainer gives an overview of sustainable agriculture, focusing on its advantages for the environment and the economy. They talk about the burgeoning green employment options in the agricultural sector, such as precision agriculture, urban farming, and organic farming. Next, the trainer gives instances of sustainable agriculture initiatives that have been successful and their effects on food production and environmental preservation.

4 Sustainable Farming Techniques (45 min)

The trainer describes different agricultural methods and sustainable farming practices that support conservation of resources and environmental sustainability. They talk about issues like vertical farming, hydroponics, agroforestry, organic farming, and permaculture.

To demonstrate how these strategies can actually be used, the trainer gives examples of successful sustainable agricultural initiatives or case studies.

6 Interactive Activities (20 min)

The trainer assigns participants to small groups so they can brainstorm and create original answers to current problems in sustainable agriculture.

They should encourage group presentations and conversations so that participants can share knowledge and ideas.

5 Key Roles in Future Agriculture (30 min)

The trainer discusses burgeoning careers, including those of urban farm managers, precision agriculture specialists, and consultants in sustainable agriculture. They discuss the relevant competences, skills, and qualifications with the learners and then explore various career paths in the green employment market.

7 Further Learning and Conclusion (10 minutes)

The trainer gives participants access to more books, articles, and online resources for in-depth study and investigation. They recap the workshop's main points, focusing on the value of sustainable agriculture and its potential to create green jobs. The trainer promotes sustainable practices in their community by encouraging participants to use the knowledge and skills they have acquired in their future pursuits.



NUMBER OF PARTICIPANT

25



TIME

60-90 minutes

PURPOSE OF THE WORKSHOP

The goal of this workshop is to give participants an awareness of environmental justice as well as the skills they need to address the nexus of human rights, social justice, and environmental challenges. Participants will learn about the legal, social, and historical dimensions of environmental justice in order to avoid repeating previous errors connected to racial and social inequality, as well as poor environmental and social health.

REQUIRED TOOLS

- Room with access to computers and laptops
- Flipchart paper or whiteboard
- Markers, pens/pencils
- What is environmental justice (three articles) - see Bibliography at the end
- A YouTube video: Environmental racism - see Bibliography at the end
- Intersectionality in environmental justice (three articles) - see Bibliography at the end
- Presentation - see Activity no. 13 folder

ACTIVITIES

1 Introduction and Welcome (30 min)

The trainer welcomes guests and gives an outline of the workshop's goals and schedule. They describe the importance of environmental justice and how it relates to social and human rights. The trainer will explain environmental justice and its guiding ideals, placing special emphasis on the demand for a fair distribution of environmental advantages and disadvantages. They describe the environmental justice movement's historical background and significant turning points. Also, the trainer will have case studies or illustrations that illustrate how environmental injustice affects disadvantaged populations.

2 Legal Framework and Policies (40 min)

Participants will be introduced to the national and international legal systems and policies relating to environmental justice. The trainer describes ground-breaking laws and rules intended to address environmental justice issues in the EU. They underline the significance of lobbying, public involvement, and community involvement in developing environmental justice policy.

WORKSHOP AGENDA

The theoretical part will contain an introduction to the topic of workshops. Participants will learn about the historical context and key milestones of the environmental justice movement. The trainer will explain the legal framework and policies related to environmental justice and describe environmental justice skills. In the practical part, participants will be divided into small groups and assigned to specific environmental justice scenarios.

3 Social and Historical Awareness (40 min)

The trainer examines the racial bias, socioeconomic inequality, and discriminatory laws and practices that are social and historical causes of environmental injustice. They should encourage participants to evaluate environmental injustice's underlying causes critically and come up with solutions.

5 Further Learning (10 min)

The trainer should assist participants in their ongoing learning and study of environmental justice subjects by providing them with further books, articles, and internet resources. They recap the workshop's main points, highlighting the significance of environmental justice and the roles attendees may play in fostering just and sustainable societies.

4 Environmental Justice Skills (30 min)

The trainer talks about abilities including coalition-building, public speaking, community organizing, policy analysis, and negotiating. They give instances and case studies that illustrate how to use these techniques in environmental justice efforts. They should engage participants in group conversations to promote their active participation. Participants should be divided into smaller groups and given particular environmental justice case studies or situations to analyze. The trainer will encourage group conversations so people may exchange ideas, come up with solutions, and talk about ways to advance environmental justice.



NUMBER OF PARTICIPANT

25

PURPOSE OF THE WORKSHOP

The goal of this course is to provide participants with the systems thinking abilities needed to build, operate, and monitor diverse systems in the green economy. Participants will learn how to use macroeconomic principles to assess systems against performance metrics, discover opportunities for optimization, and integrate sustainability into long-term infrastructure projects.

REQUIRED TOOLS

- Room with access to computers and laptops
- Flipchart paper or whiteboard
- Markers, pens/pencils
- What is systems thinking (three articles)
- see Bibliography at the end

ACTIVITIES

1 Introduction and Welcome (10 min)

The trainer welcomes everyone and gives them an overview of the workshop's aims and agenda. They explain how systems thinking and macroeconomics are important in the context of the green economy.

3 Performance Indicators and Systems Assessment (60 min)

The educator examines the significance of performance indicators in assessing and monitoring system performance. They introduce participants to several green economy performance measures, such as energy efficiency, carbon footprint, and resource use. They use the CEIPES template for exercises or group discussions in which participants investigate systems and evaluate their performance against particular indicators.



TIME

60-120 minutes

WORKSHOP AGENDA

In the theoretical part, the trainer will welcome everyone and introduce the topics of the workshops. They provide the participants with knowledge about system thinking fundamentals. In the practical part, students will use the CEIPES template for exercises or group discussions. The outcome of the workshops is to give students knowledge about the different tech skills that will be needed in systems thinking in the green economy.

2 Systems Thinking Fundamentals (40 min)

The trainer introduces the notion of systems thinking and its application to the green economy to participants. They explain the fundamental concepts of systems thinking, such as feedback loops, interconnections, and emergent behavior. Next, they present case studies or examples of how systems thinking is used in sustainable development projects.

4 Optimization and System Improvement (60 min)

The trainer investigates approaches and techniques for improving system operations and sustainability. They provide techniques for assessing the environmental footprint of systems, such as life cycle assessment (LCA) and environmental impact assessment (EIA).

5 Resources and Further Learning (20 min)

The educator provides extra resources, references, and online platforms for participants to learn more about systems thinking and macroeconomics.

They recap the workshop's core takeaways, highlighting the necessity of systems skills. At the end, they invite participants to consider how they may utilize their newly acquired knowledge and skills in their current or future endeavors.

BIBLIOGRAPHY

ACTIVITY 1:

<https://www.youtube.com/watch?v=bAbruP-FwwY>

ACTIVITY 2:

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<https://hk.indeed.com/career-advice/cvs-cover-letters/cv-design-principles>
https://drive.google.com/file/d/1PbXbD12SIU2dymBjS4rCeT7H9szYyOgl/view?usp=drive_link
https://drive.google.com/file/d/1KcgGPKTJFzJdNGL8stE4iX0JrvWg8jHD/view?usp=drive_link

ACTIVITY 3:

https://youtu.be/_kwqqtpprrE
<https://www.indeed.com/career-advice/finding-a-job/how-does-indeed-work>

ACTIVITY 4:

https://docs.google.com/document/d/1VZ_9keVlPldCfrrMoU4i0ul9cqW4nERTBydTEdHriOg/edit
<https://blog.igmatrix.com/how-to-mind-map>
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<https://sdgs.un.org/goals>
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ACTIVITY 5:

https://docs.google.com/presentation/d/1Wo7_t3rZlSLFoutl7_QFGgTrF-MmWYdY/edit#slide=id.p1

ACTIVITY 6:

<https://www.interaction-design.org/literature/topics/design-thinking>
https://lel.crires.ulaval.ca/sites/lel/files/educational_guide_design_thinkingcc.pdf
<https://www.amati-associates.com/design-thinking-for-sustainability/>

ACTIVITY 7:

<https://viviamosostenibile.it/mezzi-di-trasporto-quali-preferire-per-muoversi-in-maniera-ecologica/#:~:text=L'autobus%20urbano%20inquinata%20parecchio,km%20CO2%20per%20passaggero.>

ACTIVITY 9:

<https://www.adeccogroup.com/future-of-work/latest-insights/5-must-known-trends-defining-the-green-transition-and-the-green-economy-/>

ACTIVITY 10:

<https://www.youtube.com/watch?v=gShVdPOp1D4>
<https://view.genial.ly/6225b56fcdfca70019f6baea/interactive-content-urban-green-spaces>
<https://view.genial.ly/6096ffcece12260d5a3fc7fa/interactive-image-green-building>
<https://view.genial.ly/60a75efcc345dd0dd4986c64/presentation-the-ideal-green-city>

ACTIVITY 11:

[Vote \(https://www.menti.com/alrjdghep8nx\)](https://www.menti.com/alrjdghep8nx)
<https://www.mentimeter.com/app/presentation/altvcvzrtg1bybbzxmkn88t3j4mi793d>
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ACTIVITY 12:

<https://www.ucsusa.org/resources/what-sustainable-agricultur>
<https://sarep.ucdavis.edu/sustainable-ag>
<https://www.nal.usda.gov/farms-and-agricultural-production-systems/sustainable-agriculture>
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<https://www.agrirs.co.uk/blog/2018/03/why-sustainable-agriculture-slash-agricultural-sustainability-has-bright-career-prospects?source=google.com>

ACTIVITY 13:

<https://www.epa.gov/environmentaljustice/learn-about-environmental-justice>
<https://www.clientearth.org/latest/latest-updates/stories/what-is-environmental-justice/>
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ACTIVITY 14:

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