

**METHODOLOGY FOR THE
TRAINING OF TRAINERS
GREENER FUTURE**

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GREENER FUTURE TRAINING OF TRAINERS METHODOLOGY

BACKGROUND

The GreenerFuture project aims at building a more sustainable and inclusive future by improving young people's access to jobs and initiatives in the emerging green economic sector. A key step in this is to build the capacity of identified organisations already working with youth to identify initiatives and opportunities and to train young people in social and sustainable entrepreneurship and green jobs. This training aims to build this capacity.

DURATION AND VOLUME

The training will happen once and is divided into two modules of 90 minutes each, 180 minutes in total.

NUMBER OF PARTICIPANTS AND TARGET GROUP

The target group is European organisations already working with youth, primarily from Denmark, Belgium, Italy and Spain which are the countries of the four main partners in GreenerFuture.

On a first phase staff of the 4 partner organizations will receive the training of trainers. The training will be then replicated at national level. The total number of expected participants will be at least 40 people from 10 different organisations.

OVERALL AIM AND LEARNING OBJECTIVES

AIM: IMPROVING THE CAPACITY OF ORGANISATIONS

This training sets out to improve the capacity of organisations working with youth to better identify and assist young people with engaging in opportunities within social and sustainable entrepreneurship and green jobs. The training draws on the research carried out in WP2 of the GreenerFuture project, identifying already existing initiatives within this sector around Europe.

By the end of the training, the participating organisations will be able to:

- 1) Understand and engage with the research and mapping of social and sustainable work initiatives around Europe.
- 2) Identify opportunities and challenges in working with especially marginalized youth and their access to and opportunities in the emerging green sector.
- 3) Link and connect initiatives and organisations across European borders.

Through these three learning objectives, participating organisations will have improved their capacity in linking their target group of youth to the emerging green job sector. They will have gained an enhanced understanding of the sector, the bureaucratic framework around it and an idea about what actors are involved. Through this, they will have identified opportunities and lastly created connections with other like-minded organisations, potentially paving the way for cross-border collaborations.

MODULES

Module 1: Sustainable jobs in a time of crisis

- This module sets the frame by introducing key concepts. First, participants are introduced to the issue of the climate crisis. Participants will then be introduced to the concept of “green jobs” and social entrepreneurship as a part of a solution to the green transition; what do they mean? When is a job “green”? And how can social entrepreneurship contribute to creating green jobs? The gender and intersectional aspects will be also taken into consideration to promote inclusive jobs and opportunities for all on “green sectors”. The definitions take vantage point in the study developed in WP2 as well as the mapping of existing initiatives for engaging with examples of green jobs and social entrepreneurship.

Module 2: Finding your role in the just and sustainable transition.

- This module, based on the key concepts introduced in module 1, dives into their applicability in the work participants already do in their respective organisations/institutions/companies. The module encourages participants to engage with opportunities of working within youth, green jobs and social entrepreneurship – and to envision themselves playing an active part in the green transition.
- The module is divided into two main parts: The first is about realising potential, the second about putting forth key recommendations. First, participants are asked to consider their potential for working with green jobs and social entrepreneurship; Could it be through creating trainings? Facilitating conferences and networks? Or something else? Maybe participants will realise some of their already existing work could feed into this – or maybe they will realise potential for starting up work within these fields.
- After this, participants will then, in groups, present key recommendations for changes that would see their organisations work more closely with green jobs and social entrepreneurship. This could entail institutional change at the European or national level; developing stronger networks between initiatives; providing more in-depth training etc.

The modules will incorporate the following principles:

INDEPENDENT YET COMPLEMENTARY TRAINING MODULES

The trainings will be divided into two complementary yet independent modules - focused on climate justice, green economic alternatives, and entrepreneurship/jobs. They will be designed in such a way that they can be relevant as stand-alone workshops, as well as a logical progression from problem to solution to taking concrete action.

EASY TO APPROPRIATE AND ADAPT

As the goal is to train organisations working with youth, the training offer will be designed to be appropriated and adapted by a diverse range of organisations from various countries. The trainers will experience the same training as young people to ensure a sense of ownership - though with slightly different purposes to similar activities, as the needs and capacities of NGOs are not the same as those of

young people. The training materials will contain methodological and pedagogical annexes that can be used by future trainers (guidelines, facilitation tips, etc.)

FLEXIBLE FOR DIVERSE CONTEXTS

Different organisations work in different contexts. The training guidelines will be flexible so that they can be held online, over a residential weekend or as a series of workshops spread over several weeks. In each case they will also include sets of questions and exercises to prepare the participants before and in between sessions, as well during potential follow-up activities.

METHODOLOGY

The methodology for the different workshops and trainings will be modelled on the general communication guidelines of the project, ensuring principles of a *participatory approach* and *adaptability* to different contexts and needs of the participating organisations. Furthermore, the methodology will also build on intersectional principles and promote full inclusion for all participants.

INSPIRE AND GIVE HOPE

The tones of the activities will be designed to inspire, give a perspective and invite to action.

SHOW MOTIVATION AND A POSITIVE ATTITUDE

The activities will be designed in a way that shows the involvement and commitment of the trainers.

BE PRACTICAL AND CONCRETE

The activities will be constructed in such a way as to be easily appropriated by participants from different backgrounds.

BE CLEAR AND DIRECT

The different modules and materials will provide clear and comprehensible data and interconnections.

BE ENGAGING

Using participatory methods and engaging participants, taking on board their experiences and circumstances.

BE FAIR

The facilitation will build on feminist and intersectional principles and be inclusive. The training materials will contain guidance to ensure that everyone is given a fair space.

BE FLEXIBLE

The modules and activities will be designed to be relevant both in person as well as online. They will be adaptable for diverse contexts.

BE FEMINIST

The facilitation will take in account structural oppression mechanisms and discriminatory biases, providing tools and resources to mitigate them.

EVALUATION AND REPORTING

After the training is concluded, participants will be invited to evaluate and give inputs through two methods: A participatory evaluation and a survey.

For the participatory evaluation, participants will be asked to provide input through the Keep Add Drop (KAD) framework. This asks participants to place elements under each category and elaborate on their choices. This will be done in both the in-person and online versions of the training – online through a Miro Board.

When participants have left the training, they will receive a short survey on email, asking them to rate the training overall as well as the different elements. The survey will be semi-structured, meaning that it both asks for single choice answers and provides the opportunity to elaborate, thus giving a mix of quantifiable and quantitative evaluation.

FOLLOW-UP

As a part of the evaluation, participants will be asked to share their email addresses and tick “yes” if they want to stay updated on news and opportunities related to the project. This ensures continuing communication and the establishment of a longer living network outside of the training.

GREENER FUTURE TRAINING OF TRAINERS WORKSHOP GUIDE

MODULE 1: SUSTAINABLE JOBS IN A TIME OF CRISIS

This module is about presenting how green jobs and social entrepreneurship are tools towards a sustainable transition. It will be mostly about appropriating concepts and relating them to the problem, as well as current existing examples drawing on the mapping from the research. The next module will be more hands-on.

Total time: 90 minutes

TIMING	SECTION	DESCRIPTION	PRACTICAL
15min	CHECK IN + INTRO	<p>Who's in the room and what are their expectations.</p> <ul style="list-style-type: none"> - <i>If online, can be done through the chat or a MIRO board (each fills a personal card and then a time is left for people to browse cards)</i> - <i>If in person, a quick round with maximum 1min per person.</i> <p>Who are we and what is this project about?</p> <ul style="list-style-type: none"> - <i>Quick explanation of Greener Future – 2 slides max.</i> 	<p>If online:</p> <ul style="list-style-type: none"> • Eventually MIRO board with empty personal cards. • 2 slides- presentation for Greener Future. <p>If physical:</p> <ul style="list-style-type: none"> • Projector • 2 slides- presentation for Greener Future.
15min	CLIMATE CRISIS	<p>Why are we here?</p> <ul style="list-style-type: none"> - <i>Remind the participants of the scale and impacts associated with the climate crisis from a global and intersectional approach. Insisting on the fact that we are conscious this is the elephant in the room, but that we need to have it in mind.</i> - <i>Show 3 daters about the impact of the current economy on the environment/climate.</i> - <i>Frame the crisis in terms of business, environment and human rights and corporate sustainability due diligence. Including data/criteria to define a non-</i> 	<p>If online:</p> <ul style="list-style-type: none"> • 1-2 slides about the climate crisis + data • MIRO board <p>If physical:</p> <ul style="list-style-type: none"> • 1-2 slides about the climate crisis + data • Flipchart + post its and pens.

		<p><i>green job/initiative. This will allow to make it easier to make the cards of a green initiative (following part of this module "Green Jobs") and brighter the way of a greener future.</i></p> <p>Individual exercise</p> <ul style="list-style-type: none"> - <i>People write down what is their biggest concerns for them about the climate crisis If online it can be done on a MIRO board (anonymous), if in person it can be done by post-it's on a flipchart taped to a wall.</i> - <i>Those concerns are not read aloud, they are an exercise to increase the personal involvement of participants. They eventually serve again in the evaluation (if there is enough time).</i> <p>Conclusion: we need to transform the economy and ensure a <i>just transition</i>, ecologically AND socially</p> <ul style="list-style-type: none"> - <i>For that we will talk about 2 tools: green jobs and a just transition.</i> 	
20min	GREEN JOBS	<p>What is a green job?</p> <ul style="list-style-type: none"> - Participants are shown the definition from the WP2 study. - 2 concrete examples are shown and briefly discuss to practice applying the definition. - Each participant creates an ID card of a green business that they know. - In pairs, participants exchange examples, checking if they live up to the definition. - If physical, all business ID cards are added on a mural flipchart (if online, they are already on the MIRO board) 	<p>If online</p> <ul style="list-style-type: none"> • Slides for definition, indicators, and case studies (4-5 slides) • Template for Green business ID cards <p>If physical</p> <ul style="list-style-type: none"> • Printed ID card templates • Markers • Sticky gum • Flipcharts

20min	JUST TRANSITION	<p>What is a just transition?</p> <ul style="list-style-type: none"> • Definition of just transition and relevant indicators taken from the study • 2 concrete examples of companies/economic activities taken from the study (and how they illustrate the definition) • Each participant creates an ID card of a green business that they know. • In pairs, participants exchange examples, checking if they live up to the definition (placing them on the different indicators' continuum – ecological/social/democratic) • If physical, all business ID cards are added on a mural flipchart (if online, they are already on the MIRO board) • 	<p>If online</p> <ul style="list-style-type: none"> • Slides for definition, indicators, and case studies (4-5 slides) • Template for Green business ID cards <p>If physical</p> <ul style="list-style-type: none"> • Printed ID card templates • Markers • Sticky gum • Flipcharts
10min	EVAL AND CHECK OUT	<ul style="list-style-type: none"> • EVALUATION – based on the discussions, evaluating how green jobs are a source of hope (or not) - post-its/Miro cards again. • Check out is to allow people for a few minutes to navigate the room/Miro board and then to have a round of check out (1-2 key words) 	<p>If online:</p> <ul style="list-style-type: none"> • Miro cards <p>If physical:</p> <ul style="list-style-type: none"> • Post-its

Comment:

In this module, participants are invited to use and reflect on the definitions of green jobs, green and socially sustainable businesses or initiatives while reflecting on the role of such tools in a just transition. The first part of the module, where the participants are invited to reflect on their personal perception of the climate crisis, is an essential part of the module and should not be neglected. Its role is to emphasize the fact that the subject matter of this module is not only a theoretical or abstract discussion, but rather a very urging necessity. If time is an issue the parts on green jobs and just transition can be combined into one. We still advise doing them separately to explore both concepts and increase the number of alternatives mapped.

MODULE 2: FINDING YOUR ROLE IN THE JUST AND SUSTAINABLE TRANSITION

Everyone in the room is part of an organization. This workshop's objective is to help participants identify their role as in a sustainable and just transition and explore different possibilities within social entrepreneurship and green jobs directed at youth. The module asks participants to reflect on their own role, to relate to some key recommendations identified in the WP2 study and develop a long-term vision.

Total time: 90 minutes

TIMING	SECTION	DESCRIPTION	PRACTICAL
10min	CHECK IN AND INTRO	<p>Who's in the room and what are their expectations.</p> <p>Round of names + expectations (if not done on the same day as Module 1)</p> <p>Who are we and what is this project about?</p> <p><i>Quick explanation of Greener Future – 2 slides max.</i></p>	<p>If online:</p> <ul style="list-style-type: none"> • 2 slides- presentation for Greener Future. <p>If physical:</p> <ul style="list-style-type: none"> • Projector • 2 slides- presentation for Greener Future.
10 min	<p>“How does your organization work with social entrepreneurship and green jobs?”</p> <p>Part I: REALISING POTENTIAL</p>	<p>For each organization participating, members prepare a presentation card answering the following questions:</p> <ul style="list-style-type: none"> - <i>What is your organization's purpose?</i> - <i>What part of your work is related to a just and sustainable transition?</i> - <i>Do you already support youth access to green and just jobs/entrepreneurship? How?</i> - <i>Where do you think you could improve? How?</i> <p>Participants are given a few minutes to browse the different cards (they are not presented aloud to save time – if on a residential weekend with lots of time, this section can be expanded.</p>	<p>If online</p> <ul style="list-style-type: none"> • MIRO board with collective cards or A3 cards for organizations • Break-out rooms for people from the same organization to do the exercise together. <p>If physical:</p> <ul style="list-style-type: none"> • Physical cards, painter tape or other materials to put them on the wall, colors.

		<p>Bridging their current activities to the areas that do not have many points on them</p>	
<p>25min</p>	<p>Part II: KEY RECOMMENDATIONS Collective mapping</p>	<p>Write the following question on a flipchart or MIRO board:</p> <p><i>“How can CSOs and organisations working with youth support green jobs and other economic activities for a just transition.”</i></p> <p>Participants can give 3 types of inputs (color-coded):</p> <ul style="list-style-type: none"> • A challenge/difficulty that they see relevant. • A specific recommendation/idea or solution of practices NGO can do to support (no policy change!) • An already existing policy or practice that can be used/replicated. (No policy demand – only already implementation of already existing policy!) <p>If more than 10 participants, split in 2 groups or breakout room (1 facilitator per group)</p> <p>Participants speak one by one. The facilitator takes note on the flipchart. Inputs can be related to each other; in which case the facilitator makes it clear on the flipchart. For example, a solution can come to answer a challenge)</p> <p>Participants can each speak maximum 2 times and only 1 min per intervention. We go for a maximum of 20 min.</p> <p>=====</p> <p>Back in plenary:</p>	<p>If online:</p> <ul style="list-style-type: none"> • Miro board • If more than 10 participants, break-out rooms <p>If physical:</p> <ul style="list-style-type: none"> • Flipchart • Colors

		<p>The facilitator summarizes the recommendations (eventually including challenges and examples).</p> <p>The facilitator then adds other relevant missing recommendations from the study (in case they were not all already mentioned)</p>	
30min	APPLYING RECOMMENDATIONS	<p>1) Each participant picks 2 recommendations and write down on a pre-made sheet of paper how they could be implemented in their organization answering the following questions: (10min)</p> <p>For each recommendation:</p> <ul style="list-style-type: none"> • <i>In which area of their work would it most make sense to apply it?</i> • <i>What is already in place and can serve as a strong basis?</i> • <i>Which positions or internal policy would need to change/be added?</i> • <i>Establish a rough 3 years' timeline for implementation (what would be the different steps to take?)</i> <p>2) Participants pair 2 by 2 to discuss their perspectives and exchange strategies'.</p> <p>3) Back in plenary – participant share inspiring ideas and strategies or challenges that they see for the implementation of recommendations.</p>	<p>If online:</p> <ul style="list-style-type: none"> • Miro board • Break out rooms. <p>If physical:</p> <ul style="list-style-type: none"> • Pre-made sheets of paper
5	CONCLUSION	<ul style="list-style-type: none"> • What's next with the project? • Sign up process for pilot project. 	<p>If online:</p> <ul style="list-style-type: none"> • Slide about pilot project

		<ul style="list-style-type: none"> • What sort of extra capacity building would they like to receive? 	If physical: <ul style="list-style-type: none"> • Slide about pilot project.
10	EVAL AND CHECK OUT	<ul style="list-style-type: none"> • EVALUATION • Check out is to allow people for a few minutes to navigate the room/Miro board and then to have a round of check out (1-2 key words) 	If online: <ul style="list-style-type: none"> • Miro cards If physical: <ul style="list-style-type: none"> • Post-its

Comment:

In this module, participants are invited to reflect on their role in a sustainable and just transition and explore different possibilities within social entrepreneurship and green jobs directed at youth. If possible, it is recommended to keep the information from the first module in the room. This can be done by saving the flipcharts and setting them up on the walls, or by saving the MIRO board and making sure that it is accessible for the participants.

At the end of the 2 modules, it is advised to take pictures of the flipcharts or screenshots of the MIRO board and send them to the participants in a follow-up email.