

**TRAINING METHODOLOGY AND  
MATERIALS TO WORK WITH YOUTH**

**GREENER FUTURE**

## 1. INTRODUCTION

This document develops the methodology for the facilitation for the pilot training with 10-15 young people in each of the countries (Spain, Italy, Denmark and Belgium) on climate justice, just ecological transition, green jobs and social and sustainable entrepreneurship as part of the EU-funded project Greener Future. The idea is to guide and set a common approach for the training for the project partners (Alianza por la Solidaridad, VolontEurope, ActionAid Denmark and We World) even though each partner can adapt and readjust some aspects of the methodology in order to adapt to their national context, youth interest and demands linked to the training.

This document introduces the context of this training, the expected results of this pilot phase, the suggested methodology, the work plan and some sessions planning sheets to help partners to develop the training in each of the countries.

The initiatives developed by the youth will be shared and presented during the final event in Brussels where they will have the opportunity to exchange with youth of other countries and share their proposals with others.

### 1.1 CONTEXT

The current economic model seeks its response to the context of the climate emergency. A Just Ecological Transition (including energy) has become essential to face the challenges posed by the climate crisis and to change our production and consumption model.

In this sense, Green Jobs have gone from being recommendable (they have been operating as such for years, but below expectations) to being essential, especially taking into account two essential factors:

- UN 2030 Agenda and the SDGs.
- Next Generation/New Green Deal/Green Deal at EU level.

The European Green Deal promotes the development of a circular economy that offers a high potential for the creation of new business models and new jobs. The European Commission (Employment and Social Developments in Europe 2019) estimates the creation of up to two million new jobs associated with the green transition. This requires the development of knowledge and skills to help European workers, especially young people, to acquire the competences they need to: 1. engage in economic activities that generate "sustainable" products and services, 2. transition from declining sustainable economic sectors to expanding sustainable economic sectors and adapt to new processes.

On the other hand, the European youth are facing the second major international crisis since 2008. The COVID-19 pandemic has increased unemployment rates in Europe, especially youth unemployment (17% of young people who were employed before the outbreak stopped working). The consequences of the COVID-19 pandemic on the labour market, people's livelihoods, welfare and the environment have led European societies into a very delicate situation with a lot of uncertainty, added to which the war in Ukraine and the impacts it is having on all European

economies (inflation, rising fuel prices, etc.). The Youth and Covid 19 survey report underlines the need for "urgent, targeted and smart investments in decent jobs for young people, including the protection of young people's human rights; employment and training guarantee programmes; social protection and unemployment insurance benefits for young people; increased efforts to improve the quality and delivery of online and distance learning services; and greater complementarity with mental health services, psychosocial support and sporting activities. Only by working together, with and for young people, can we prevent the these crisis from having not only a negative but potentially long-lasting impact on young people's lives".

The EU and many of its Member States are working to increase their ambition on environmental policies, ecological and energy transition, and changes in the economy, production and consumption systems to reduce climate change and environmental impacts.

In this context, sustainable entrepreneurship models, green jobs and the cooperative movement in Europe could be a good opportunity to promote and facilitate social and sustainable entrepreneurship among young people and to find alternatives for young people in the real crisis.

## 2. RESULTS OR OUTPUTS OF THE PILOT TRAINING WITH YOUTH

This pilot phase and training with youth on social and sustainable initiatives has the following expected results:

1. Develop a working methodology for the training and materials used for the training that could be used in the future and shared with other organizations that work with youth. At the end of the training, a document with the methodology and the different materials will be handed out so that it can be shared with different organisations so that it can be replicated.
2. Proposals elaborated by the youth working groups with their projects or initiatives of social and sustainable entrepreneurship.
3. Feedback from the youth through evaluation surveys or questionnaires of the young participants.

## 3. SCOPE OF THE TRAINING

The training could be done online, face to face, or done with a mixed methodology that includes some sessions online and other face to face.

The training will be done in each of the 4 main countries of intervention (Spain, Italy, Denmark and Belgium).

## 4. SUGGESTED METHODOLOGY

### 4.1. DEVELOPMENT OF METHODOLOGY AND CONTENT FOR TRAINING

A methodology for the different modules or training sessions and materials for the pilot training with youth will be developed and validated with the all consortium partners, which can then be shared with different youth organisations so that it can be replicated.

### 4.2. TRAINING SESSIONS

At least 3 or 4 training sessions will be held with the young people who have already been selected by the partners to participate in the project. These sessions can be online, face-to-face or mixed.

These sessions will have to cover at least the following topics:

- Basic concepts and information on global warming, climate change, climate crisis, climate justice from a global perspective (not only what happens in rich countries but what impact there is on the global south), gender impact and inequalities of the climate crisis.
- Basic concepts and information on just ecological transition, green jobs and social and sustainable entrepreneurship, cooperatives in Spain and how they work, with examples of different green jobs and social and sustainable entrepreneurship.
- What elements do social and sustainable enterprises have to have, what needs to be done to start up this type of initiative and examples of good practices and initiatives that can be useful for the practical phase.

### 4.3. YOUTH INITIATIVES DEVELOPMENT

In this phase the young participants will be divided into working groups (3 or 4 young people per group is suggested). Each working group will have about 4 weeks to develop a proposal for a social or sustainable entrepreneurship initiative that they would like to carry out. The groups will agree on the initiative they want to work on and will develop a proposal with the support and advice of the training team and consortium partners, which they will then present to the rest of the groups and people from the organizations for their assessment in a final session or event that will serve to close the pilot training.

As mentioned, some young people will be invited to participate in the final event in Brussels where they will have the opportunity to share their initiatives and exchange with youth from the other countries about social and sustainable entrepreneurship lead by youth, the challenges, opportunities, concerns, among other issues that they would like to address.

## 5. WORK PLAN

The suggested work plan includes the following phases:

1. Development of the methodology and detailed contents of the training sessions adapted to each of the context and participant availability and interests.

2. Training sessions with youth.
3. Mentoring and accompaniment of the initiatives developed by the youth groups.
4. Presentation of young people's initiatives
5. Development of the training report, training materials, and initiatives carried out by the young people.

<b>CRONOGRAMA PROPUESTO</b>	<b>Weeks</b>											
<b>FASE</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Development of the methodology and detailed contents of the training sessions												
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## PLANNING SHEET (SESSION 1)

Introduction   The Global Ecological Crisis						
N.º Session	1	Format	Date	Time	Duration	No. Participants
		Online / Face to face			2/3 horas	At least 10
<b>Description</b>	<p>This first session will serve as an introduction to the pilot training, presenting the training, the work dynamics that will be followed and the expected results. Participants will have the opportunity to introduce themselves and get to know the other participants and the team that will run the sessions.</p> <p>In addition, the current context of the environmental crisis, which has become one of the main challenges we face as humanity, will be introduced. To this end, there will be an initial group activity to define the concept of ecological crisis, followed by a presentation to reflect on other associated concepts and some of the main large-scale global problems that exist today.</p>					

Objectives of the session	Contents	Cross-cutting themes
<ol style="list-style-type: none"> <li>1. Introduce the pilot training within the framework of the Greener Future project.</li> <li>2. To have a first contact with the participants, creating a suitable space for the exchange of opinions and reflection.</li> </ol>	<ol style="list-style-type: none"> <li>1. What is the so-called "Global Ecological Crisis"?</li> <li>2. Associated concepts such as: anthropocene, global change, polycrisis, planetary health.</li> <li>3. Large-scale global problems:               <ul style="list-style-type: none"> <li>- Biodiversity loss (definition, causes)</li> <li>4. - Pollution (definition, types, ecological footprint)</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>- Climate Justice</li> <li>- Gender approach</li> </ul>

<p>3. To collectively define some key concepts to understand the current global crisis.</p>	<p>- Global warming (definition, causes, Paris Agreement)</p>	
<p>4. To introduce and reflect on current environmental issues.</p>	<p>- Climate change (characterisation, climate emergency)</p>	

<p><b>Methodology</b></p>	<p><b>Activities</b></p>
<p>The session will follow an active-participatory methodology, therefore, the participation of the attendees will be encouraged. There will be an expository part of the contents and also work in groups.</p>	<ol style="list-style-type: none"> <li>1. Introduction of the pilot training</li> <li>2. Dynamics of presentation of the participants</li> <li>3. Group activity "What do we talk about when we talk about the Global Ecological Crisis?"</li> <li>4. Presentation and concepts around climate change, climate crisis, global warming, etc.</li> <li>5. Final conclusions and questions</li> </ol>

## PLANNING SHEET (SESSION 2)

Climate Justice / Just Transition						
N.º Session	2	Format	Date	Time	Duration	No. Participants
		Online / Face to face			2/ 3 hours	At least 10
<b>Description</b>	<p>The second session will be focused on the concept of Climate Justice and just transition as the focus of the debate. The aim will be to recognise the existence of global inequalities that are clearly reflected in the impact of environmental issues, specifically the impact of global warming. North-South inequalities, gender inequalities and the role of migration in the context of the ecological crisis will be taken into account.</p> <p>In addition, a first analysis exercise will be carried out by groups of cases of current environmental conflicts, taking into account the concepts learnt so far.</p>					

Objectives of the session	Contents	Cross-cutting themes
<ol style="list-style-type: none"> <li>1. Reflect on climate justice (injustice) by situating this event in the perspective of North-South inequalities.</li> <li>2. Examine some concrete cases and examples taking into account the concepts learnt.</li> </ol>	<ol style="list-style-type: none"> <li>1. Climate justice</li> <li>2. Multidimensional inequalities (structural, socio-economic, intergenerational, geographic)</li> <li>3. North-South environmental impacts</li> <li>4. Gender and climate change</li> <li>5. Climate migrations</li> <li>6. Climate disasters</li> </ol>	<ul style="list-style-type: none"> <li>- Water stress</li> <li>- Neo-colonialism</li> <li>- Illegitimate debt</li> <li>- Climate Justice</li> <li>- Gender approach</li> </ul>



<b>Methodology</b>	<b>Activities</b>
<p>This session will have an expository content component and two practical components (collective glossary and analysis of cases of environmental conflicts).</p>	<ol style="list-style-type: none"><li>1. Group activity: "What is climate justice?"</li><li>2. Presentation of contents</li><li>3. Case Analysis - environmental conflicts</li></ol>

## PLANNING SHEET (SESSION 3)

Answers and alternatives						
N.º Session	<b>3</b>	Format	Date	Time	Duration	No. Participants
		Online / Face to face				2/3 hours
<b>Description</b>	<p>The third session will focus on identifying existing proposals for both understanding the current ecological crisis and trying to overcome it. Different perspectives will be presented, some more institutional such as the concept of sustainable development, just transition, and others closer to social movements or academic proposals such as degrowth.</p> <p>Case studies will also be analysed by groups, and examples of citizen mobilisations for the defence of environmental rights will be reviewed.</p>					

Objectives of the session	Contents	Cross-cutting themes
<ol style="list-style-type: none"> <li>1. To reflect on various proposals that attempt to respond to the current global ecological crisis.</li> <li>2. To learn about measures that are being developed to mitigate the effects of the crisis.</li> <li>3. Analyse cases of responses organised by citizens' movements around the world.</li> </ol>	<ol style="list-style-type: none"> <li>1. Capitalism and ecological crisis</li> <li>2. Paradigms of response to the ecological crisis:               <ul style="list-style-type: none"> <li>- Sustainable development (SDGs, Agenda 2030)</li> <li>- Degrowth (post-growth, the good life)</li> <li>- Circular economy</li> </ul> </li> <li>3. Other perspectives:               <ul style="list-style-type: none"> <li>- Ecofeminism (eco-dependence, interdependence, care)</li> <li>- Ecology of the poor</li> </ul> </li> <li>4. Concrete actions:               <ul style="list-style-type: none"> <li>- Social-ecological transition (energy transition)</li> <li>- Climate litigation</li> <li>- Citizens' initiatives (civil disobedience)</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>- Collapse</li> <li>- Environmental justice</li> <li>- Colonialism</li> <li>- Overexploitation of natural resources</li> <li>- Environmental policies</li> <li>- Gender approach</li> </ul>

Methodology	Activities
<p>This session will include both theoretical contents and exercises for the young participants (analysis of real life environmental conflicts)</p>	<ol style="list-style-type: none"> <li>1. Presentation of contents</li> <li>2. Analysis of cases of citizen responses to environmental conflicts</li> </ol>

## PLANNING SHEET (SESSION 4)

Social and Sustainable Initiatives						
N.º Session	4	Format	Date	Time	Duration	No. Participants
		Online / Face to face			2/3 horas	At least 10
<b>Description</b>	<p>The fourth and last training session will focus on green jobs, social and sustainable entrepreneurship, with the aim of enabling participants to build their own economic projects within a sustainable logic.</p> <p>At the end of this session, the next phase of the pilot training will be introduced, which will be dedicated to the creation of sustainable and socially responsible productive projects.</p>					

Objectives of the session	Contents	Cross-cutting themes
<ol style="list-style-type: none"> <li>To learn about tools for the creation of sustainable and socially responsible productive projects.</li> <li>Identify economic concepts linked to sustainability..</li> </ol>	<ol style="list-style-type: none"> <li>Green economy</li> <li>Greenwashing (types, examples)</li> <li>Green and decent jobs (sectors)</li> <li>Techno-optimism</li> <li>Fair trade</li> <li>Payment for environmental services</li> <li>Doughnut Economics</li> <li>Economy of the common good (matrix of the common good)</li> <li>Social and Solidarity Economy (SSE entities: cooperatives)</li> </ol>	<ul style="list-style-type: none"> <li>- Climate Justice</li> <li>- Gender approach</li> </ul>

	10. Social and sustainable entrepreneurship (value chain, experiences)	
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Methodology	Activities
<p>This session will introduce several concepts linked to green employments, green economy and specially on social and sustainable initiatives.</p> <p>During the sessions we will introduce the methodology to work on the initiatives designed by the youth and the groups will be created.</p>	<ol style="list-style-type: none"> <li>1. Presentation of contents</li> <li>2. Beginning of the youth initiatives work (entrepreneurship projects).</li> </ol>