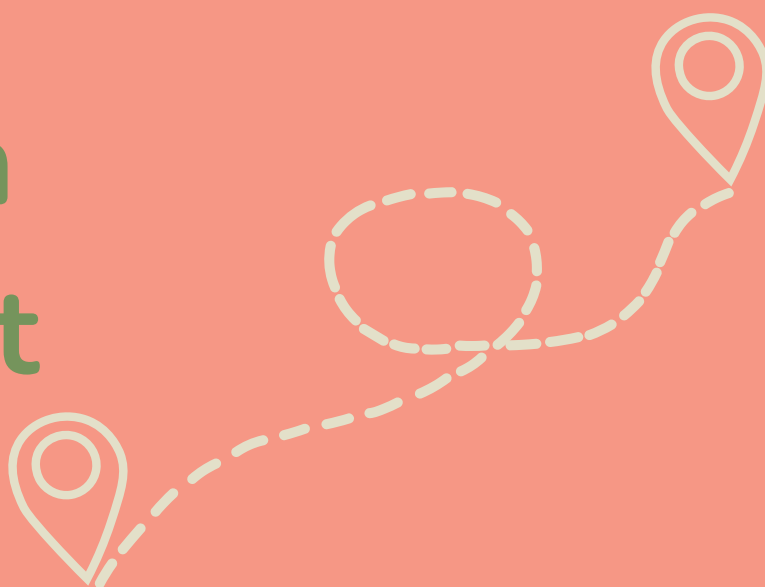




ToolKit on Green Soft Skills



A toolkit for Youth Workers based on
Non-Formal Education

Authors

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Green Youth Employability: Emerging Skills and Jobs for a Fair and Green Society

2023-1-IT03-KA220-YOU-000157988



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The ToolKit for Youth Workers on Green Soft Skills aims at providing and inspiring youth workers and educators with different proposed activities, methods and tools based on non-formal education to foster green soft skills among young people when designing local and EU activities.

The competence division is framed from the JRC GreenComp Framework Competence Study, which identifies 12 sustainability competences for lifelong learning. For each competence, the toolkit proposes 3 practical activities, tools and methods based on Non-Formal Education by gathering or adapting already existing ones or proposing new ones.



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INTRODUCTION

The **Toolkit on green soft skills** is developed through the Erasmus+ KA2 project **Green Youth Employability: Emerging Skills and Jobs for a Fair and Green Society** - GYE (2023-1-IT03-KA220-YOU-000157988).

The project aims at structuring a **learning and orienteering path for young people in Emerging Green Jobs** through **non-formal education** and **blended learning**.

It provides innovative methods, best practices, and tools for young people, educators, and labour centre members to ensure a quality learning experience and a fair transition to green development.

GYE is developed by **four participating organisations**: Scambieuropei ETS (Italy) as leading organisation, VŠ Grm Novo mesto (Slovenia), TOPCOACH (Slovakia), and Ajuntament d'Alzira (Spain).

The toolkit on green soft skills proposes **training sessions, methods and tools based on non-formal education** to provide and inspire youth workers and professionals working with young people to foster green soft skills acquisition among young people when designing local and EU activities.

The skills and competence division is framed by considering the **JRC GreenComp Framework Competence Study**, which identifies 12 sustainability competences for lifelong learning. For each targeted competence, the toolkit provides three different NFE-based sessions providing different perspectives and opportunities.

The Toolkit can be used by youth workers, educators, professionals, teachers to support green and sustainable skills acquisition supported by non-formal, interactive and participative activities promoting lifelong and experiential learning among young people.



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Youth workers can utilize this toolkit to deliver **engaging, non-formal education sessions** that inspire critical thinking, responsible actions, and sustainable living practices among young people.

The toolkit's development process incorporated extensive feedback from local events and surveys, ensuring that it meets the actual needs and preferences of the target groups.

The GYE Toolkit is available in **multiple languages**, making it accessible to a wider audience and ensuring inclusivity. By leveraging this resource, youth workers can effectively contribute to the global effort of building a sustainable future, empowering young people to become proactive agents of change in their communities.

Background

The GYE project was designed to tackle three major issues affecting our societies, daily lives, and future prospects.

On one hand, climate change is one of the most urgent challenges impacting us daily. Despite various EU policies addressing this issue, fostering a cultural and mindset change is crucial. Promoting a just transition in the economic sector is equally important.

On the other hand, youth employment has faced longstanding difficulties, not due to a lack of skills or education, but because of structural issues. Addressing these challenges is vital for the future workforce. Connecting climate change and youth employment, there is a pressing need for environmental transformation. The EU Green Deal and the UN Sustainable Development Goal 13 emphasize the importance of the green transition. Emerging and future green jobs can support a fair environmental and employment transition, offering new opportunities.



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The GYE project's activities and results collect and address the needs of green actors while proposing practical activities for youth workers to create a ripple effect. More in particular, this toolkit responds to the need of supporting youth workers and educators in building quality based educational opportunities on experiential learning and NFE in green soft skills acquisition. Soft skills are core aspects not only for employment, but also for acting as aware and responsible citizens.

The toolkit's activities are designed to meet these objectives through NFE and lifelong learning principles. They offer a powerful and ambitious resource for youth workers and educators, inspiring them with new activities and alleviating the burden of creating NFE sessions on such an innovative topic from scratch.

Aims and methodology

GYE supports the youth sector and all the related fields working with young people by providing essential knowledge, tools, and best practices based on Non-Formal Education (NFE) and blended learning on green emerging jobs and development.

The project's activities are designed to engage youth workers (YWs), educators, employment staff, young people, and experts, transforming them into social changers and activators.

This engagement will provide a solid foundation in green understanding and values while facilitating the exchange of best practices and know-how, supporting the acquisition of specific skills.

By providing comprehensive resources and opportunities, the GYE project seeks to create a ripple effect, empowering young people to actively participate in and contribute to the green economy, thereby fostering sustain-

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-nable development and societal change.

The Toolkit aligns with the project's objectives by offering a comprehensive resource for youth workers and educators. It includes 36 sessions based on Non-Formal Education (NFE) methods, which can be used and adapted to design effective learning opportunities focused on green development and awareness for young people.

The proposed sessions serve as an inspirational resource, providing a starting point for educators. It is crucial to consider the specific needs and backgrounds of young people to tailor these sessions effectively. By doing so, youth workers can ensure that the learning experiences are relevant, engaging, and impactful, fostering a deeper understanding and commitment to sustainable practices among young people.

The Toolkit is grounded in the "GreenComp: The European Sustainability Competence Framework," developed by the Joint Research Centre (JRC) and published by the Publications Office of the European Union in 2022. This framework outlines four interrelated competence areas, each encompassing three specific competencies.

Building on this reference, the Toolkit includes three sessions for each outlined competence, designed to be interactive and rooted in Non-Formal Education (NFE) principles. The consortium recognized the significant value of NFE in promoting lifelong learning, especially considering the unique learning profiles of young people. By leveraging NFE, the Toolkit aims to facilitate a deeper internalisation of knowledge and maximise the overall learning experience.

During the toolkit development, each partner was responsible for creating nine sessions based on their expertise. Following an initial phase of designin-

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-g and drafting, partners tested nine activities developed by others, involving young people to gather their feedback and inputs. Based on this feedback, adjustments were made, leading to the release of the final version of the toolkit.

Limitations

The toolkit is an ambitious resource designed to support youth workers in developing NFE activities aimed at fostering green soft skills among young people. However, several limitations should be considered:

- 1. Target Audience:** The activities were tested with young people aged 18-30, including various youth categories. If these activities are proposed to younger individuals or those with specific needs and backgrounds, youth workers will need to adjust the sessions to accommodate different levels and requirements.
- 2. Program Structure and Adaptability:** When designing a learning program, it is crucial to develop a detailed, coherent and logical structure with specific objectives and expected learning outcomes. The toolkit is not intended to provide a comprehensive training model for green development. Instead, it should be seen as a source of inspiration for various sessions. Learning specialists can mix and integrate different proposed sessions based on their program objectives, but the toolkit should not be viewed as a fixed timetable for learning programs. While a learning activity can be developed by combining sessions focused on different competencies, such an approach may still be too general and broad, lacking the specific consideration of target groups' needs and a coherent program structure.

The proposed sessions are intended to serve as an inspirational starting point and should be adjusted and recalibrated according to the target group's needs, facilitators' expertise, and local contexts. This flexibility underscores the toolkit's nature as a living resource.



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These considerations highlight areas for potential improvement in future materials and resources, ensuring they are better tailored to diverse audiences and specific educational contexts.

What the reader can find in the Toolkit

The Toolkit on Green Soft Skills provides youth workers with a variety of activities, methods, and tools based on Non-Formal Education (NFE) to foster green soft skills among young people. These resources are designed to inspire and support the development of local and EU activities.

The methodology is grounded in the JRC GreenComp Framework Competence Study, which identifies 12 sustainability competencies for lifelong learning. For each competence, the toolkit offers three practical activities, tools, or methods. These are a mix of adapted existing resources and newly proposed ones.

The Toolkit is structured into three main parts:

- 1. Introduction to the GYE Project:** This chapter presents the GYE project, providing an overview of its objectives and expected outcomes.
- 2. General View of the Toolkit and methodology:** This chapter outlines the aims of the toolkit and identifies the target groups. Moreover, this chapter details the methodology used and the structure of the activities.
- 3. Sessions for Green Soft Skills Acquisition:** The core of the toolkit, this chapter presents the sessions based on NFE designed to help young people acquire green soft skills.

Green Youth Employability



2. Green Youth Employability

Project Title: Green Youth Employability: Emerging Skills and Jobs for a Fair and Green Society

Acronym: GYE

Project Code: 2023-1-IT03-KA220-YOU-000157988

Call: Cooperation Partnerships - Youth

Duration of the project: 36 months (01/12/2023 - 30/11/2026)

Total Budget: €400,000

Consortium: SCAMBIEUROPEI ETS (Italy), VŠ Grm Novo mesto (Slovenia), TOPCOACH (Slovakia), Ajuntament d'Alzira (Spain)

2.1 Context and Background

“Green Youth Employability: Emerging Skills and Jobs for a Fair and Green Society” addresses the critical need for sustainable employment opportunities for young people within the EU.

It focuses on equipping the youth sector with necessary skills and knowledge for emerging green jobs, thus contributing to a fair and green society.

The GYE project was designed to address **three major issues** impacting our societies, daily lives, and future prospects:

Climate Change

One of the most urgent challenges our society faces is climate change, which threatens the survival of ecosystems, humankind, and the planet. Implementing effective measures is crucial for building a more sustainable future. Significant changes must be made, which will shape both the labour market and societal structures. Ensuring a fair transition in the job market and individual behaviours is essential, as emphasised by current EU policies. The GYE project addresses these needs by offering a learning program for young people focused on emerging green jobs, combining Non-Formal Education (NFE) and blended learning.



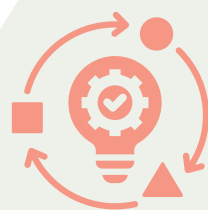
2. Green Youth Employability

Youth Unemployment



For a long time, young people have faced high unemployment rates, not due to their lack of skills or education, but because of structural issues. GYE project provides not only a tool for youth workers to operate successful green soft skills training on NFE, but also an e-learning platform to have an orientation on possible jobs and 4 hubs in 4 different countries to experience green learning and to come into contact with the communities networking.

Environmental Transformation



Connecting the first two points, there is a pressing need for environmental transformation. The EU Green Deal and the UN Sustainable Development Goal 13 highlight the importance of the green transition. Young people are increasingly interested in taking action, seeing the crisis as both a social and learning challenge. As noted by the ILO (2022), the crisis may have accelerated structural changes in the labour market, presenting opportunities in growing sectors for young people at the start of their careers. Emerging and future green jobs can support a fair environmental and employment transition, offering new opportunities. With the right policy mix, future job markets and green developments can be analysed to provide young people with the necessary skills and re-skilling procedures (The Future of Jobs is Green, 2021).

Young people should be empowered to think critically, act responsibly, and live sustainably in response to the climate crisis, ensuring their engagement, active participation and a just transition in the process.

The GYE project's activities and results collect and address the needs of green actors while proposing practical activities for youth workers to create a ripple effect.

2.2 Objectives

GYE's goal is to create structured learning and guidance for young people in emerging Green Jobs through Non-Formal Education (NFE) and blended learning.

2. Green Youth Employability

GYE believes in the urgency to act for the creation of a sustainable EU that offers care and quality employment for young people.

It provides innovative methods, best practices, and tools for young people, educators, and labour centre members to ensure a quality learning experience and a fair transition to green development. Specific objectives as follows:

- **Empower and support young people in their personal and professional green development** by providing them with learning activities for personal and social green change and a digital learning MOOC;
- Give value to **Non-Formal Education methodology in the green soft skills** learning, acquisition and reflection for young people;
- **Train and share best practices among 12 youth workers** in blended learning programs to support young people orienteering and skills development;
- **Foster synergies** among the youth, labor, and institutional sectors at local and EU levels and raise awareness on the need to collaborate for a mixed policy in green and youth society fostering green communities and fair transition.

2.3 Activities

The project is structured into 5 Work Packages with each a series of activities designed to achieve its objectives:

WP1 PROJECT MANAGEMENT AND COORDINATION

- Kick-off Meeting: Initiate the project and align all partners.
- Monitoring Activities
- Final Meeting: Conclude the project and discuss long-term impacts.

WP2 GREEN SOFT SKILLS

- Analysis on matching needs based on different actors
- Toolkit development

2. Green Youth Employability

- Local Events: Test NFE sessions with local youth.
- Transnational Meetings: Develop the toolkit; prepare the MOOC; focus on sustainable communities and sustainable behaviors.

WP3 THE DIGITAL TOOL: THE MOOC

- Transnational Meeting with experts and youth workers about Sustainable Communities
- Development of the MOOC based on WP2 Transnational Meeting
- Testing events
- Learning Activities: Engage young people in testing and learning about green skills.

WP4 THE GREEN YOUTH LAB

- Training for Trainers: Equip trainers with the skills to support young people with green competences development
- Green Youth Labs: Conduct four labs to provide hands-on experience.

WP5 PROMOTION, DISSEMINATION. MULTIPLYING EVENTS AND SUSTAINABILITY

- Promotion events engaging local stakeholders
- Dissemination Events: Share project outcomes and best practices
- Social Media Campaigns
- Final Multiplying event each in its local community

2.4 Expected Results

The GYE project aims to produce several key outputs:

- **Survey Report:** Insights into the current state of youth employability in green jobs.
- **Toolkit for Youth Workers:** Tools and methods for supporting green skills acquisition, available in English and four other languages.



2. Green Youth Employability

- **MOOC:** An online course with at least four learning modules, a forum for peer interaction, an e-portfolio space for reflection and employability, and a manual for the e-learning platform.
- **Green Youth Labs:** Practical labs to apply green skills and networking in local communities.
- **Handbook:** Documentation of experiences and best practices from the Green Youth Labs.

The project significantly enhances the youth sector by providing high-quality resources for youth development in green jobs.

Youth workers gain access to powerful methods and tools through a Toolkit for Green Soft Skills, Mooc and digital learning know-how, a pilot learning program based on blended learning addressing both local and EU needs. Exchange of best practices and innovation are put into place.

This initiative not only boosts young people's employability in the green sector but also promotes sustainable practices, cultural change, active and aware citizenship, fostering a more environmentally conscious and skilled workforce.

2.5 Partners

SCAMBIEUROPEI ETS



Scambieuropei ETS

Scambieuropei ETS is an association dedicated to empowering youth by supporting the development of professional skills and enhancing social and participatory engagement. Through non-formal education methodologies and participatory processes, Scambieuropei ETS promotes active European citizenship among young people and youth workers. Additionally, the association is committed to youth entrepreneurship and employability, fostering skills development and providing tools to empower young people to make informed future choices, embrace challenges, and initiate new ventures.



2. Green Youth Employability

Scambieuropei ETS has extensive experience in digital learning and communication, utilising podcasting, e-learning, and informative platforms to reach and support its audience effectively.

AJUNTAMENT D'ALZIRA



Alzira On Europe is the European Projects Office of the Alzira City Council. Created in 2008, it aims to promote new lines of funding and resources for the municipality that allow the development of new projects in all municipal areas, as well as favoring the exchange of knowledge and good practices with other European municipalities. Alzira is a Spanish city of 44.225 inhabitants located in the Region of Valencia, 40 km away from Valencia which is the third largest city in Spain. Ajuntament d'Alzira, manages related projects in different fields such as the implementation of cooperation projects for innovation and exchange of good practices, projects to support policy reform, student mobility, vocational training for employment, the European Solidarity Corps, youth exchanges and training courses abroad, Eurodyssey, etc.

TOPCOACH



Topcoach is an innovative educational organization based in Slovakia. Personal growth and self-development is our lifestyle. We believe that change can first occur within us, especially through constant improvement and progress, unlocking human potential. They have a rich experience in the field of self-development, marketing communication and event management.



2. Green Youth Employability

They believe that by unlocking human potential through self-development, a person will live a fuller and better quality life. They want to facilitate people's access to self-development on a regular basis, through leTalks and workshops with professional coaches and lecturers from various fields and of the highest quality.

LANDSCAPE GOVERNANCE COLLEGE GM NOVO MESTO

The Landscape Governance College is an independent institution of higher education that implements a first-cycle higher professional education study program in Landscape Management. This program spans diverse fields, such as agriculture, tourism, nature protection, economy, and logistics.

The higher professional education study program in Landscape Management is officially registered and accredited by the Slovenian Quality Assurance Agency for Higher Education (NAKVIS). Our institution holds full membership status within the European Association for Quality Assurance in Higher Education (ENQA) and is listed in the European Quality Assurance Register for Higher Education (EQAR). The duration of the 1st cycle program is six semesters (3 full years).



The Toolkit



3. The Toolkit

3.1 Aims

The **ToolKit for Youth Workers on Green Soft Skills** aims to equip and inspire **youth workers, educators and learning professionals** with a variety of activities, methods and tools based on **non-formal education** to **foster green soft skills among young people**.

This toolkit is designed for use in both local and EU activities, providing **36 NFE activities, methods, or learning sessions focused on green soft skills acquisition**.



The structure of the toolkit is based on the **12 sustainable competencies** outlined in the "**GreenComp: The European Sustainability Competence Framework**" developed by the Joint Research Centre (JRC) and published by the Publications Office of the European Union in 2022 (Bianchi G., Pisiotis U., Cabrera Giraldez, M., 2022).

Each competency is supported by **three practical activity options, offering a robust selection of interventions adaptable to various contexts and needs**.

This resource promotes the design of high-quality educational opportunities, emphasising that non-formal education, peer exchange, and experiential learning support knowledge sharing, reflection, deep analysis of key concepts, and internalisation of the learning experience.

Soft skills in green development are key factors to consider and core skills to possess.



From a **social and civic perspective**, they support critical analysis and awareness on climate change, driving the need for change and shaping communities. They foster active citizenship, encourage cultural shifts toward more sustainable behaviours, and promote engagement in social change.

3. The Toolkit



From the **employability perspective**, possessing green soft skills is crucial for young people seeking job opportunities. In a competitive and global market, being an aware, responsive, and fully-engaged individual with specific green soft skills can make a significant difference.

3.2 Target group

The Toolkit is designed for use by **youth workers, educators, professionals, learning specialists, teachers, informal groups or people intending to deliver learning opportunities on green development** to support the acquisition of green and sustainable skills. It employs non-formal, interactive, and participative activities that promote lifelong and experiential learning among young people.



Please note:

This resource is not intended to propose a comprehensive Learning Model or Training Program. Rather as an inspirational resource and starting point for practical activities.

When designing a program, the toolkit can be used to complement and enhance the specific objectives of the initiative, taking into account the target groups and the unique needs of the learning community.

It is essential to consider the specific needs and backgrounds of young people to tailor these sessions effectively. Adaptation of the tools may be necessary to ensure customised learning experiences. By doing so, youth workers can create relevant, engaging, and impactful learning opportunities that foster a deeper understanding and commitment to sustainable practices among young people.

3.3 Methodology

This comprehensive resource is aligned with the **GreenComp Framework**, aiming to equip the younger generation with essential competences for sustainable living and active participation in the green transition.



3. The Toolkit

Building on this reference, the Toolkit includes **three sessions for each outlined competence**, designed to be interactive and rooted in Non-Formal Education (NFE) principles.

The consortium recognized the significant value of **Non Formal Education** in promoting lifelong learning, especially considering the unique learning profiles of young people.

The GreenComp Framework itself emphasises lifelong learning (LLL), as it is designed to support educational programs for LLL. Additionally, the framework acknowledges the importance of various learning settings, including NFE, underscoring its relevance in diverse educational contexts.

By leveraging NFE, the Toolkit aims to facilitate a deeper internalisation of knowledge and maximise the overall learning experience.

The integration of the JRC GreenComp Framework with NFE and lifelong learning principles underscores the importance of flexible and inclusive educational approaches in fostering sustainability competences. NFE methodologies, characterised by their interactive and participatory nature, are particularly effective in engaging young people and addressing their diverse learning needs. This approach not only supports the acquisition of green skills but also encourages continuous personal and professional development, ensuring that the knowledge and competences gained are relevant and adaptable throughout their lives.

By promoting lifelong learning through NFE, the Toolkit helps to build a resilient and adaptable youth capable of driving and sustaining the green transition.

3.3.1 GreenComp: The European Sustainability Competence Framework by JRC

As mentioned above, the toolkit structure is modelled on the JRC GreenComp Framework Competence Study.

3. The Toolkit

The GreenComp: The European Sustainability Competence Framework is a reference framework developed by the **Joint Research Centre (JRC) in 2022**. It provides a **common ground for learners and guidance for educators**, offering a consensual definition of what **sustainability as a competence** entails.

The GreenComp defines **sustainability competence** (p15) as:

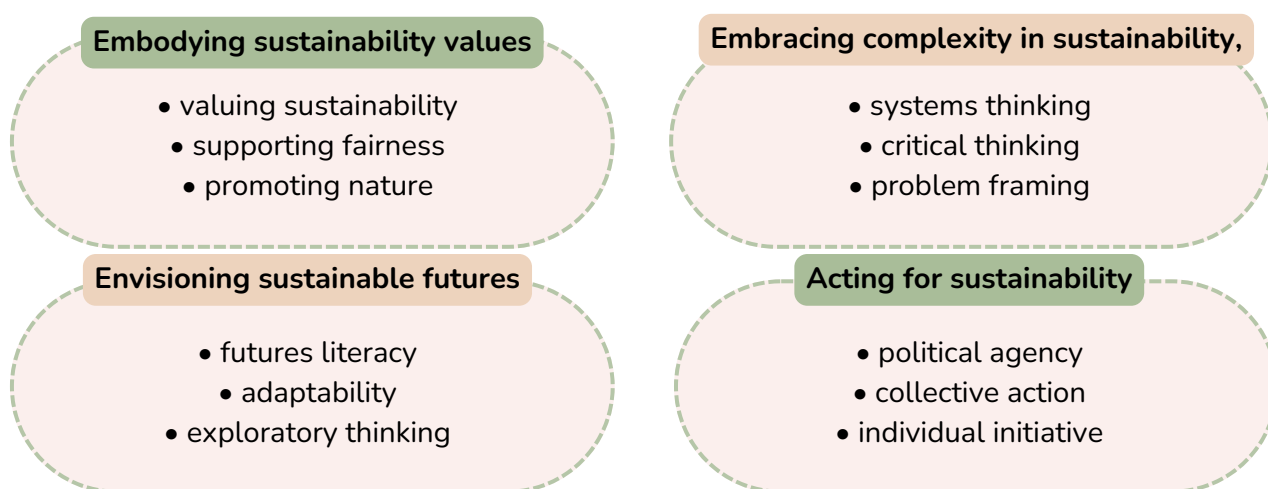
“A sustainability competence empowers learners to embody sustainability values, and embrace complex systems, in order to take or request action that restores and maintains ecosystem health and enhances justice, generating visions for sustainable futures.”

It is focused on **lifelong learning** and addresses the sustainability competence as an **acquisition for all ages**. Moreover, all **types of learning** (formal, non formal, and informal) are considered in the document as vectors for developing the learning in sustainability.

GreenComp identifies **four competence areas** that correspond to the definition of sustainability and **12 key competencies essential for fostering sustainability mindsets and behaviors**.

These competencies are designed to be integrated into various educational and professional contexts to promote sustainable development and environmental responsibility.

The **four competence areas and their related competencies** are:



3. The Toolkit

The GreenComp Framework was chosen as the core methodology to follow for this toolkit because it provides a **comprehensive and structured model** for developing sustainability competencies in lifelong learning.

The competence structure offers a complete vision of the sustainability concept, emphasizing that the competencies do not imply a sequence of acquisition. All areas and competencies are interrelated and interconnected.

This framework provides guidance and structure for youth workers and learning specialists in **promoting sustainability development and acquisition**.

The GYE project and this specific toolkit address green soft skills acquisition through non-formal education for young people by following the GreenComp reference.

3.3.2 Non Formal Education for Green Soft Skills development

Current and future generations are inheriting a complex world that is constantly evolving and facing significant challenges. Our society has the duty to empower and prepare young people to think critically, adapt, act responsibly, and live sustainably in response to the climate crisis, ensuring their engagement and active participation in the process.

This can be achieved through the development of green soft skills, supported by non-formal education, and a deep understanding of the needs of both young people and society. To accomplish this, youth workers need clear guidance for delivering quality educational resources.

Non-formal education is a powerful resource for efficient learning in the youth sector. In its intrinsic structure and methods, NFE and lifelong learning respect and fulfil the specific characteristics of youth learning. **Kolb's Experiential Learning Cycle** (Brader P., De Witte L. Ghanea N. et al, pp.34-35), articulated in four circular phases—concrete experience, reflective observation, abstract conceptualization, and active experimentation—highlights the foundation of NFE: learning by doing, reflection, and the exchange of practices and knowledge. This circularity points to continuous learning that never ends but can always be questioned and refined.

3. The Toolkit

Moreover, young people are particularly well-suited for lifelong learning. As they transition from adolescence to adulthood, they move from formal education to a phase where continuous learning is necessary to face the challenges of the economic market and civic society, which constantly demands updates, and to become aware, engaged citizens. Their experiences and knowledge are valuable resources for others, and the typical relationship between a facilitator and a learner in NFE respects the youth learner profile by emphasising mutuality, respect, and involving the learner in their own learning needs and responsibilities.

To summarise, it can be stated that the main advantages **points** are the following:

- 1. Flexibility and Adaptability:** NFE can be tailored to meet the diverse needs and learning styles of young people. It can adapt to various contexts and environments, making it more accessible and relevant to their lives. The learning sessions should involve the learners' needs and, when possible, learners themselves should be involved in designing their learning needs and outcomes in a participatory process.
- 2. Engagement and Motivation:** NFE employs interactive and participatory methods that actively engage young learners. This approach can be more motivating and stimulating compared to traditional formal education methods, helping to maintain their interest and enthusiasm for learning. It also employs the know-how they already possess empowering their strengths.
- 3. Practical and Experiential Learning:** NFE emphasises learning by doing, allowing young people to apply what they learn in real-world situations and making the learning process more meaningful and long-term based.
- 4. Empowerment and Responsibility:** NFE encourages young people to take ownership of their learning journey, fostering a sense of empowerm-

3. The Toolkit

-ent, responsibility and agency. It enables young people to be aware of their role in the community becoming more active.

5. **Inclusivity and Accessibility:** NFE can reach young people with fewer opportunities.

In summary, non-formal education is well-suited for young people because it is adaptable, engaging, experiential, skill-oriented, empowering, inclusive, and promotes lifelong learning. These attributes make it an effective approach to address the unique needs and challenges faced by young learners.

3.4 Structure of the toolkit

The toolkit offers **36 learning sessions on NFE to foster the acquisition of green soft skills among young people**. It is designed for youth workers, learning designers, educators, and anyone interested in organising learning sessions focused on green development.

The competence division is based on the JRC GreenComp Framework Competence Study, which identifies four macro-areas, each containing three competences, for a total of twelve sustainability competences for lifelong learning. For each competence, the toolkit proposes three practical NFE activities, tools, or methods.

The consortium gathered or adapted existing sessions and developed brand new ones. During the toolkit's development, each partner was responsible for creating nine sessions based on their expertise. Following the initial phase of designing and drafting, partners tested nine activities developed by others, involving at least 20 young people per partner to gather feedback and inputs. This **testing phase** ensured that the activities were aligned with young people's needs, involving them directly as active social changers. Based on this feedback, adjustments were made, leading to the release of the final version of the toolkit.

3. The Toolkit

The toolkit is available in **English**, with translations provided in **Italian**, **Spanish**, **Slovak**, and **Slovenian**.

These multiple versions support its dissemination to various target groups and communities, making it a handy resource ready for use in translated sessions. This multilingual approach enhances its impact on local communities and young people.

The following table shows the overall sessions included in this document.

The first three columns are derived from the GreenComp Framework, serving as the core methodology for this resource. The first column lists the areas, the second one shows the competences (three per area), and the third column provides their related descriptors. The fourth and fifth columns refer to the tools created by the project consortium.

3. The Toolkit

COMPETENCE AREA	Embodying sustainability values		
COMPETENCE	DESCRIPTOR	NFE SESSION	AUTHOR
Valuing sustainability	To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values.	What are values and how it influence decisions related to social and environmental sustainability	Alice Pomiato, Scambieuropei ETS
		Green Future Builders	Katarina Kubickova, TOPCOACH
		Values in sustainability	Andrej Lisec, GRM Novo Mesto
Supporting fairness	To support equity and justice for current and future generations and learn from previous generations for sustainability.	But, what we did?	Jesús Vila, Ajuntament d'Alzira
		How to be fair?	Andrej Lisec, GRM Novo Mesto
		Fair Trade Marketplace	Katarina Kubickova, TOPCOACH
Promoting nature	To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems.	Connect to Nature	Rosalia Marchese, Scambieuropei ETS
		Healty life?	Andrej Lisec, GRM Novo Mesto
		Nature Guardians	Katarina Kubickova, TOPCOACH

3. The Toolkit

COMPETENCE AREA	Embracing complexity in sustainability		
COMPETENCE	DESCRIPTOR	NFE SESSION	AUTHOR
Systems thinking	To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems.	Whole System Mapping for Sustainability	Alice Pomiato, Scambieuropei ETS
		Role-playing game	Jesús Vila, Ajuntament d'Alzira
		What is holistic thinking?	Andrej Lisec, GRM Novo Mesto
Critical thinking	To assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions.	The power of critical thinking	Alice Pomiato, Scambieuropei ETS
		Different angle	Ula Balaseviciute, Ajuntament d'Alzira
		How to think critical?	Andrej Lisec, GRM Novo Mesto
Problem framing	To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems.	How Might We... In sustainability?	Rosalia Marchese, Scambieuropei ETS
		From issue to solution!	Ula Balaseviciute, Ajuntament d'Alzira
		Framing the Future	Katarina Kubickova, TOPCOACH

3. The Toolkit

COMPETENCE AREA	Envisioning sustainable futures		
COMPETENCE	DESCRIPTOR	NFE SESSION	AUTHOR
Futures literacy	To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.	The Green Island	Rosalia Marchese, Scambieuropei ETS
		Path to a greener future	Ula Balaseviciute, Ajuntament d'Alzira
		Future Visions	Katarina Kubickova, TOPCOACH
Adaptability	To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.	The Green Path	Jesús Vila, Ajuntament d'Alzira
		Making decisions	Andrej Lisec, GRM Novo Mesto
		Adapting to Change	Katarina Kubickova, TOPCOACH
Exploratory thinking	To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.	Green Up your Idea	Rosalia Marchese, Scambieuropei ETS
		Creativity	Andrej Lisec, GRM Novo Mesto
		Exploring the Future	Katarina Kubickova, TOPCOACH

3. The Toolkit

COMPETENCE AREA	Acting for sustainability		
COMPETENCE	DESCRIPTOR	NFE SESSION	AUTHOR
Political agency	To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.	Rate Politics	Rosalia Marchese, Scambieuropei ETS
		Ask for changes!	Jesús Vila, Ajuntament d'Alzira
		Youth Voices in Policy	Katarina Kubickova, TOPCOACH
Collective action	To act for change in collaboration with others.	Let's work together!	Jesús Vila, Ajuntament d'Alzira
		You are change in the world	Andrej Lisec, GRM Novo Mesto
		United for Change	Katarina Kubickova, TOPCOACH
Individual initiative	To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.	(more) sustainable lifestyles and active citizenship	Alice Pomiato, Scambieuropei ETS
		My little grain of sand	Jesús Vila, Ajuntament d'Alzira
		Active in community	Andrej Lisec, GRM Novo Mesto

Non-Formal Education Sessions for Green Soft Skills



4. NFE Sessions for Green Soft Skills

#CompetenceArea
*Embodying sustainability
values*



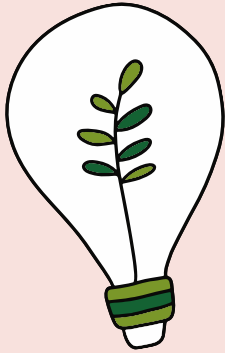
4. NFE Sessions for Green Soft Skills

4.1 Embodying sustainability values

COMPETENCE	DESCRIPTOR	NFE SESSION	AUTHOR
Valuing sustainability	To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values.	What are values and how it influence decisions related to social and environmental sustainability	Alice Pomiato, Scambieuropei ETS
		Green Future Builders	Katarina Kubickova, TOPCOACH
		Values in sustainability	Andrej Lisec, GRM Novo Mesto
Supporting fairness	To support equity and justice for current and future generations and learn from previous generations for sustainability.	But, what we did?	Jesús Vila, Ajuntament d'Alzira
		How to be fair?	Andrej Lisec, GRM Novo Mesto
		Fair Trade Marketplace	Katarina Kubickova, TOPCOACH
Promoting nature	To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems.	Connect to Nature	Rosalia Marchese, Scambieuropei ETS
		Healty life?	Andrej Lisec, GRM Novo Mesto
		Nature Guardians	Katarina Kubickova, TOPCOACH

4. NFE Sessions for Green Soft Skills

Embodying sustainability values



4.1.1 Competence: Valuing Sustainability

To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values.

4. NFE Sessions for Green Soft Skills

4.1.1 Valuing Sustainability

TOOL 1

What are values and how it influence decisions related to social and environmental sustainability

Name of the activity	What are values and how it influence decisions related to social and environmental sustainability
Author	Alice Pomiato, Scambieuropei ETS
Activity type	Lesson, group circle, group workshop, debate
Competence Area	Embodying sustainability values
Competence	Valuing sustainability
Objectives	<ul style="list-style-type: none">• Reflect on your personal values: understand how values influence daily choices and behaviors• Identify and explain value variability: explore how values can vary between people, necessity, privileges, education, life experiences and context over time (short-long term)• Alignment with sustainability values: analyze how personal values align with the principles of environmental and social sustainability.
Duration	2h

4. NFE Sessions for Green Soft Skills

Minimum number of participants	8
Material	Post-it, markers, blackboard/board, space for a circle, a screen https://www.mentimeter.com/ and big paper posters
Sources	<ul style="list-style-type: none">• The Values Pyramid: https://startwithvalues.com/the-values-pyramid-a-hierarchy-of-core-values/• Ecological Values Theory: Beyond Conformity, Goal-Seeking, and Rule-Following in Action and Interaction: https://journals.sagepub.com/doi/full/10.1177/10892680211048174• In Search of Sustainable Value: A Structured Literature Review https://www.mdpi.com/2071-1050/12/2/615

Explanation:

Part. I "The Circle of Values" (20 min)

The participants stand in a circle.

The person facilitating reads aloud a series of statements relating to various values.

Some examples:

"Respect for nature is fundamental to me"

"You often find yourself defending your values"

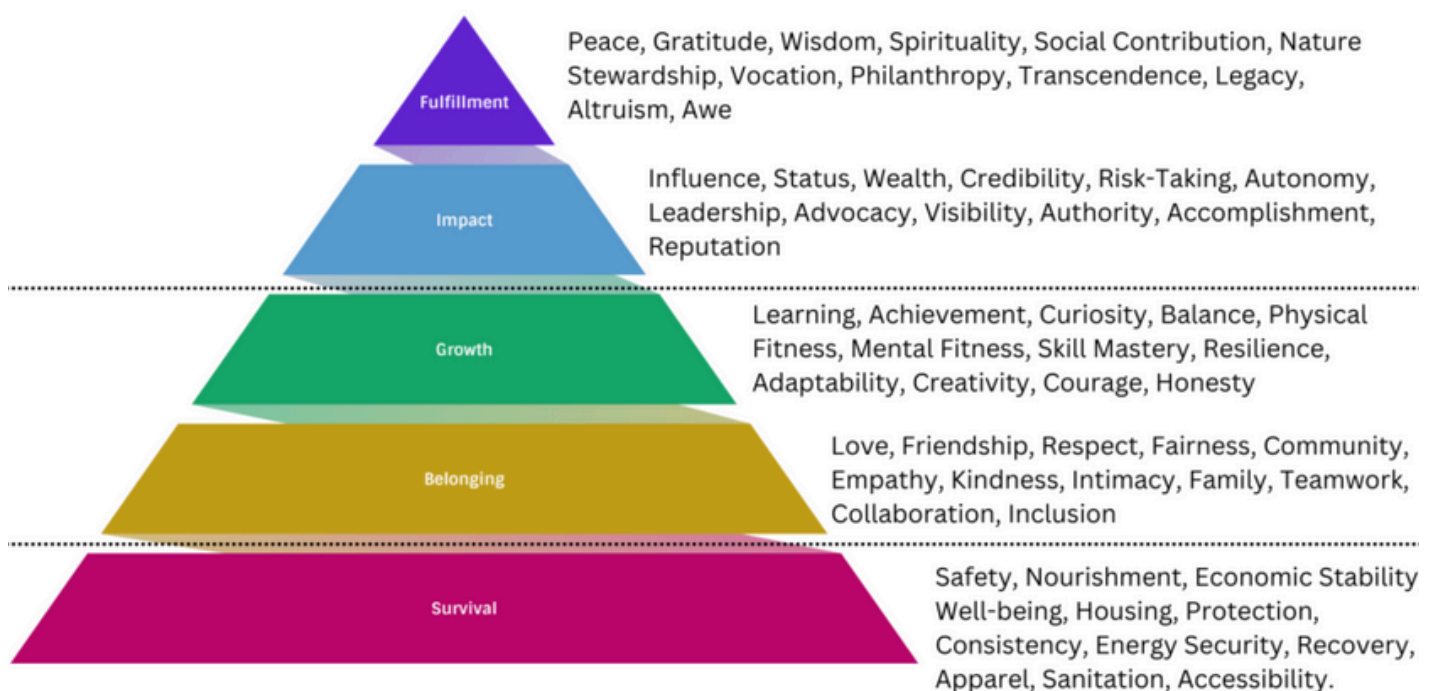
4. NFE Sessions for Green Soft Skills

“you carefully choose organizations or companies to collaborate with or purchase from”

Whoever shares the statement takes a step forward and shares why it is a value for them (with multiple replies).

Part. II.1 Group brainstorming: What are your values? (40 min)

Participants will use Mentimeter to share which are their most important values (with multiple replies).



Creation of a “Wall of Values”.

The five most recurring words will each be written and shown on a poster.

4. NFE Sessions for Green Soft Skills

Participants will be invited to write and tell why these values are important and then discuss how they should be applied in the field of social and environmental sustainability.

Part. II.2 Group brainstorming: What are your values?

For each of the values, ask “Am I a person who demonstrates *this* value? How can I do better?”

Where I can:

1. Upcycling / Upgrading my values
2. Recycling / Re-evaluating my values
3. Downcycling / Degrading my old values
4. How Values can be shared and not be a privilege



Upcycling



Recycling



Downcycling

Guided discussion on interconnections on values and our shared reality.

Part. III Exercise: Simulation of a discussion on how values influence decisions related to social and environmental sustainability (40 min)

4. NFE Sessions for Green Soft Skills

Division into groups. Each group will deal with a macro topic, case study or scenario.

Let's identify a real problem where it is difficult for us to connect values and sustainability. Example: "People believe they have the knowledge and possibilities to make more sustainable choices on an individual and economic level, but find them economically and temporally inaccessible".

Discussion of how values influence decisions related to sustainability. Identification of which actions prevent us from connecting values to concrete and real actions.

Each participant will play the role of a figure who shares problems and proposes solutions:

- Moderator
- Consumer Advocate
- Corporate Representative
- Environmental Activist
- Policy Maker
- General Public Representative

Then:

- Create scenarios where participants must make decisions that impact a larger system.
- Role-play different stakeholders within the system to understand diverse perspectives

Goals: Proposal on how to act in the short, medium and long term in different contexts.

Debriefing:

sharing results and discussing with the larger group. (10 min)

4. NFE Sessions for Green Soft Skills

4.1.1 Valuing Sustainability

TOOL 2

Green Future Builders

Name of the activity	Green Future Builders
Author	Katarina Kubickova, TopCoach
Activity type	Workshop
Competence Area	Embodying sustainability values
Competence	Valuing sustainability
Objectives	<ol style="list-style-type: none">1. Education: To provide knowledge on the principles of sustainability and the importance of sustainable practices.2. Engagement: To actively involve participants in activities that promote sustainable living.3. Action: To inspire participants to incorporate sustainable practices into their daily lives.
Duration	2.5 h
Minimum number of participants	8

4. NFE Sessions for Green Soft Skills

Material	<ul style="list-style-type: none">• Recyclable materials (cardboard, paper, plastic bottles, cans, etc.)• Markers, paint, scissors, glue, and other craft supplies• Worksheets and quiz sheets• Flip chart and markers• Eco-friendly product samples• Digital presentation equipment (optional)• Small eco-friendly prizes for activities
Sources	<ul style="list-style-type: none">• European Sustainability Framework (GreenComp Framework)• Educational resources on sustainability from environmental organizations (e.g., WWF, Greenpeace)

Explanation:

The "Green Future Builders" workshop is designed to educate and engage young people on the topic of sustainability. Participants will explore various aspects of sustainable living through interactive activities, discussions, and hands-on projects. The workshop aims to foster a deeper understanding of how individual actions contribute to broader environmental outcomes and empower young people to become advocates for sustainability in their communities.

Introduction (20 minutes)

- Welcome and introduction to the concept of sustainability.
- Overview of the workshop agenda and goals.

4. NFE Sessions for Green Soft Skills

Activity 1: Sustainability Scavenger Hunt (30 minutes)

- Participants work in teams to find and identify items related to sustainability around the venue.
- Items include recycling bins, eco-friendly products, energy-saving appliances, etc.
- Teams present their findings and discuss the importance of each item.

Activity 2: Upcycling Craft Project (40 minutes)

- Each team creates a useful or decorative item from recyclable materials provided.
- Teams present their creations and explain how upcycling contributes to sustainability.

Break (10 minutes)

Activity 3: Carbon Footprint Quiz and Discussion (30 minutes)

- A quiz on carbon footprint-related questions to raise awareness about individual and collective impact.
- Group discussion on ways to reduce carbon footprints in daily life.

Activity 4: Sustainability Brainstorming Session (30 minutes)

- Teams brainstorm practical ways to implement sustainable practices in their schools, homes, and communities.
- Each team presents their ideas, followed by a group discussion to refine and expand on the suggestions.

Debrief and Reflection (20 minutes)

- Participants reflect on what they learned and how they can apply it.
- Discussion on how to overcome challenges in adopting sustainable practices.

Closing Remarks (10 minutes)

- Summary of key takeaways.
- Encouragement to continue learning and advocating for sustainability.

4. NFE Sessions for Green Soft Skills

4.1.1 Valuing Sustainability

TOOL 3

Values in sustainability

Name of the activity	What are values and how it influence decisions related to social and environmental sustainability
Author	Andrej Liseč, Landscape Governance College Gm Novo mesto
Activity type	Discussion, brainstorming
Competence Area	Embodying sustainability values
Competence	Valuing sustainability
Objectives	The aim of this session is for young people to reflect on how personal values; identify and explain how values vary among people and over time. The aim is that these young people think about how they acted before and think of alternatives to learn from the past.
Duration	1h

4. NFE Sessions for Green Soft Skills

Minimum number of participants	5
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Explanation:

This session is divided into two parts of 30 minutes each: brainstorming and discussion.

Part 1: Brainstorming

In this part you can use the cooperative work technique of the flipchart to brainstorm and collect a list of concepts, actions or things that used to be done in a more sustainable way and over the years have changed.

When it comes to the environment and sustainability, some common core values might include:

- Respect for nature
- Recognizing the value of the natural world and our interconnectedness with it.

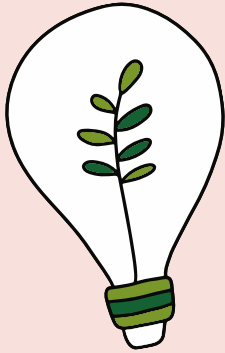
We should discuss about how to be sustainable.

Part 2: Discussion

In this part of the session, we will have discussion about Embracing our responsibility to care for and protect the environment for future generations.

4. NFE Sessions for Green Soft Skills

Embodying sustainability values



4.1.2 Supporting fairness

To support equity and justice for current and future generations and learn from previous generations for sustainability.

4. NFE Sessions for Green Soft Skills

4.1.2 Supporting Fairness

TOOL 1

But, what we did?

Name of the activity	But, what we did?
Author	Jesús Vila, Ajuntament d'Alzira
Activity type	Discussion, brainstorming
Competence Area	Embodying sustainability values
Competence	Supporting fairness
Objectives	The aim of this session is for young people to reflect on how people used to behave some years ago and what industrialisation or consumerism has changed, and how this change is worse for the environment. The aim is that these young people think about how they acted before and think of alternatives to learn from the past.
Duration	1h
Minimum number of participants	5

4. NFE Sessions for Green Soft Skills

Material

Paper, pens or a blackboard.

Explanation:

This session is divided into two parts of 30 minutes each: brainstorming and discussion.

Part 1: Brainstorming

In this part you can use the cooperative work technique of the flipchart to brainstorm and collect a list of concepts, actions or things that used to be done in a more sustainable way and over the years have changed, until today where this action pollutes much more or produces much more waste than before.

Some examples could be:

- Plastic shopping bags.
- Plastic packaging for food and products in general.
- Intensive and extensive livestock farming and agriculture.

To capture the results of this brainstorming we could make a table with four columns where we have the action, pros and cons of before and now.

Action			
Before		Now	
Pros	Cons	Pros	Cons

4. NFE Sessions for Green Soft Skills

Part 2: Discussion

In this part of the session, based on the table that the participants have created, we will organise the participants into two groups and they will have to debate, each group representing a time in history (before and after) which is better for different reasons.

A debate would be held for each action we have compared from the first part, and it would end when the feasible option with the least polluting one is reached, with both groups reaching an agreement.

4. NFE Sessions for Green Soft Skills

4.1.2 Supporting Fairness

TOOL 2

How to be fair?

Name of the activity	How to be fair?
Author	Andrej Lisec, Landscape Governance College Gm Novo mesto
Activity type	Discussion, brainstorming
Competence Area	Embodying sustainability values
Competence	Supporting fairness
Objectives	The aim of this session is for young people to reflect how to be fair in sustainability in changing environment.
Duration	1h
Minimum number of participants	5
Material	Paper, pens or a blackboard.

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Explanation:

This session is divided into two parts of 30 minutes each: brainstorming and discussion.

Part 1: Brainstorming

In this part you can use the cooperative work technique of the flipchart to brainstorm and collect a list of concepts, actions or things that can be used in fairness in sustainability. What can we do to less pollutes our planet.

Some examples could be:

- Use bicycle
- Use eco friendly bags
- Use public transport
- Use electric car
- Use eco heating

Part 2: Discussion

In this part of the session, we will make reflection on the thing that we did in past and what we can do for better future.

4. NFE Sessions for Green Soft Skills

4.1.2 Supporting Fairness

TOOL 3

Fair Trade Marketplace

Name of the activity	Fair Trade Marketplace
Author	Katarina Kubickova, TOPCOACH
Activity type	Interactive Workshop
Competence Area	Embodying sustainability values
Competence	Supporting fairness
Objectives	<ol style="list-style-type: none">1. Education: To increase awareness of social justice and fairness in global trade.2. Engagement: To involve participants in activities that highlight the importance of fair trade.3. Empathy: To foster empathy and understanding of the challenges faced by producers in developing countries.4. Action: To inspire participants to support fair trade practices in their purchasing decisions.
Duration	2h
Minimum number of participants	10

4. NFE Sessions for Green Soft Skills

Material	<ul style="list-style-type: none">- Fair trade and conventional product samples (coffee, chocolate, tea, etc.)- Information sheets or videos with stories from fair trade producers- Markers, paper, and flip charts for brainstorming sessions- Worksheets for product analysis- Digital presentation equipment (optional)- Small fair trade prizes or snacks
Source	<p>Fairtrade International (Fairtrade.net) (https://www.fairtrade.net/about/what-is-fairtrade) (https://www.fairtrade.net/standard)</p> <p>Oxfam (https://www.oxfam.org/en/what-we-do/issues/trade) (https://www.oxfam.org/en/what-we-do/issues/fair-trade)</p> <p>Global Exchange (https://globalexchange.org/campaigns/fair-trade/)</p>

Explanation:

The "Fair Trade Marketplace" workshop is designed to educate young people about the importance of fairness in global trade practices. Through interactive activities, discussions, and simulations, participants will learn about the principles of fair trade and the impact of their purchasing choices on producers and communities worldwide. The workshop aims to cultivate a sense of social justice and encourage participants to support fair trade.

4. NFE Sessions for Green Soft Skills

Activity Outline:

Introduction (15 minutes)

- Welcome and introduction to the concept of fair trade.
- Overview of the workshop agenda and goals.

Activity 1: Fair Trade Simulation (30 minutes)

- Participants are divided into small groups representing different roles in the global trade chain (producers, traders, consumers).
 - Groups engage in a trading simulation, negotiating prices and terms of trade.
 - After the simulation, a discussion on the outcomes and challenges faced by each group.

Activity 2: Fair Trade Product Analysis (20 minutes)

- Each group receives a set of products (both fair trade and conventional).
 - Participants analyze and compare the products based on their labels, production practices, and impacts on communities.
 - Groups present their findings and discuss the importance of fair trade certifications.

Break (10 minutes)

Activity 3: Empathy Exercise - Stories from Producers (20 minutes)

- Participants listen to or read stories of fair trade producers from different parts of the world.
 - Group discussion on the challenges faced by these producers and how fair trade practices help address these challenges.

Activity 4: Action Planning - Promoting Fair Trade (25 minutes)

- Participants brainstorm ways to support and promote fair trade in their communities.



4. NFE Sessions for Green Soft Skills

- Each group creates a plan or campaign to raise awareness about fair trade among their peers and families.
- Groups present their action plans.

Debrief and Reflection (15 minutes)

- Participants reflect on what they learned and how they can apply it.
- Discussion on the importance of making informed and ethical purchasing decisions.

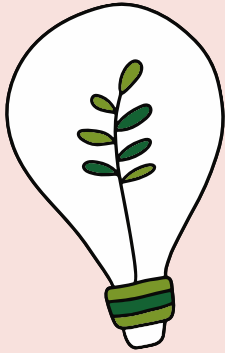
Closing Remarks (5 minutes)

- Summary of key takeaways.
- Encouragement to continue supporting fair trade practices.

This activity is designed to provide young people with a deeper understanding of fairness and equity in global trade, encouraging them to support fair trade practices and make a positive impact on producers' lives.

4. NFE Sessions for Green Soft Skills

Embodying sustainability values



4.1.3 Promoting Nature

To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems.

4. NFE Sessions for Green Soft Skills

4.1.3 Promoting Nature

TOOL 1

Connect to Nature

Name of the activity	Connect to Nature
Author	Rosalia Marchese, Scambieuropei ETS
Activity type	Simulation, Cooperative Learning, Debate
Competence Area	Embodying sustainability values
Competence	Promoting Nature
Objectives	<p>To reflect on the concept of speciesism connecting the dots between human beings and other species in nature. This is going to overcome the cognitive dissonance among participants.</p> <p>To raise critical thinking based on real data on ecosystem restoration and our impact by maintaining an ethical respect for other beings.</p>
Duration	1h 30 min
Minimum number of participants	15

4. NFE Sessions for Green Soft Skills

Material	Papers, pens, flipchar
Source	Useful material that can be used in the session: https://www.terranoova.it/News/Stili-di-vita/L-antispecismo-spiegato-a-mia-mamma

Explanation:

The session is divided in 3 parts to increase the level of knowledge and to share a data-based awareness in a progressive format.

PHASE 1 - SIMULATION (40 minutes)

- The participants are divided into 3 main groups (more if the number is large).

Each group will represent a specific role:

Slaves targeted as RACE 2: they would want to change their status for freedom. They need to prepare claims.

Holders of slaves targeted as RACE 1: they want to maintain the status quo. They need to get ready with claims.

Institution: They are asked to change the rules from the slaves and they need to listen to both the claims and decide.

- The groups have 15 minutes to prepare the claims.

- The claims are presented and the institution will resolve the issue by taking a decision.

- After the simulation, the facilitator will start the debriefing:

1. How was acting in one role and in another? Did you agree on the claims you made?

2. Do you think the decision was correct? Why?

3. What do you think if the slaves were animals closed in the farms? Do you find parallelism in it? And the holders were representative of the food industry?

4. NFE Sessions for Green Soft Skills

Would you still use the slaves just because you need them to produce milk, meat, etc?

4. Would you change the final decision in this case? And why?

5. Do you find other examples of such a parallelism? (for instance: women who are made pregnant just to produce milk?)

PHASE 2 - CONCEPT OF SPECIESISM AND DATA ANALYSIS (30 minutes)

The facilitator asks the group if they know the concept of “Speciesism” or if they can imagine what it means.

All the notes and feedback will be written down on a board.

The facilitator will introduce the term.

The participants will be divided again in 3 groups for collecting specific data on the other species treatments following the jigsaw cooperative learning approach (each group will become expert in one part of the learning acquisition).

Each group has 20 minutes to collect the data, which should be source and data based.

Possible topics:

- INTENSIVE FARMING:

Is intensive farming sustainable? How much soil is needed? How much water and food is delivered to animals? How are they treated? Do you need to eat animals to survive?

- ANIMALS and TOURISM

How many animals are used in the tourism sector? How are they treated? How many people pay for using animals for touristic fun?

- ANIMAL INTELLIGENCE

Do animals suffer? Find some extraordinary things some animals can do; How can animals communicate?

4. NFE Sessions for Green Soft Skills

PHASE 3 - DEBATE based on Where Do I Stand Method (20 minutes)

The facilitator will draw a continuum line on the ground. On the opposite side, there are “Agreed” and “Disagree”.

The facilitator will read some sentences and the participants need to choose one place along the line. After they take a stand, 2-3 people will be asked to explain their point of views considering also their research on previous phases. Participants are allowed to change positions considering the discussion that has been pointed out.

Some proposed sentences.

- I think food should consider ethical impacts
- I would react if I saw a cat or a dog being beaten up
- I would react if I saw a pig being beaten up
- I would ride an elephant on my trip to Thailand
- I think considering ethical consuming can have an impact on the policy and lobbying
- I think that a person beating another person is a criminal
- I think that a person taking away an animal from their natural ecosystem, locking him/her in a farm, give them food to make them bigger to take their own things is normal
- I think that human race has the right to exploit other races.

DEBRIEFING

After the 3 phases, the group will return in a circle. The group is invited to debrief the long session. Questions that can be asked:

- Has your perception on animal rights changed?
- Was any data that you found that surprised you? Which one and why?
- Do you think you as a person have an impact on all the changes?
- Do you think that the discussion was suitable and deep enough?
- Do you think that the found data were based on reality? Did you fact-check them?

4. NFE Sessions for Green Soft Skills

- Being strong is the same as being intelligent? Is it still smart to live how we do? Is it inclusive to kill animals for 15 minutes of pleasure?

Different should not mean inferior. As different cultures, there are different species. Each with a different need, knowledge, system. But all equals and made for this world to live in peace.

4. NFE Sessions for Green Soft Skills

4.1.3 Promoting Nature

TOOL 2 Healthy life?

Name of the activity	Healthy life?
Author	Andrej Liseč, Landscape Governance College Gm Novo mesto
Activity type	Discussion, brainstorming
Competence Area	Embodying sustainability values
Competence	Promoting Nature
Objectives	The aim of this session is for young people to reflect on how to respect the needs and rights to live in a healthy ecosystem.
Duration	1h
Minimum number of participants	5

Explanation:

This session is divided into two parts of 30 minutes each: brainstorming and discussion.

4. NFE Sessions for Green Soft Skills

Part 1: Brainstorming

In this part you can use the cooperative work technique of the flipchart to brainstorm and collect a list of concepts, actions or things that can be used in healthy and resilient ecosystems.

How to be green in:

- Land
- Sea
- Air

Part 2: Discussion

In this part of the session, we will make reflection on the regeneration of healthy and resilient ecosystem. How we produce food, what to do that it would be eco, what we eat?

4. NFE Sessions for Green Soft Skills

4.1.3 Promoting Nature

TOOL 3

Nature Guardians

Name of the activity	Nature Guardians
Author	Katarina Kubickova, TOPCOACH
Activity type	Outdoor Team Building
Competence Area	Embodying sustainability values
Competence	Promoting Nature
Objectives	<ol style="list-style-type: none">1. Education: To increase knowledge and appreciation of local biodiversity and ecosystems.2. Engagement: To involve participants in hands-on activities that promote nature conservation.3. Awareness: To raise awareness about the importance of protecting natural habitats.4. Action: To inspire participants to take concrete actions to promote and protect nature.
Duration	3h
Minimum number of participants	10

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Material	<ul style="list-style-type: none">- Scavenger hunt lists and guidelines- Notebooks and pens for documenting findings- Digital cameras or smartphones for taking photos- Gardening tools (gloves, shovels, trowels) for conservation project- Native plants or trees for planting- Materials for nature art (twigs, leaves, stones, etc.)- Educational handouts on local biodiversity- Refreshments and water
Source	<p>GreenComp Framework (European Sustainability Framework)</p> <p>(https://ec.europa.eu/info/education/skills-and-qualifications/greencomp-framework_en)</p> <p>WWF (World Wide Fund for Nature)</p> <p>(https://www.wwf.org.uk/get-involved/schools/resources)</p> <p>National Geographic</p> <p>(https://www.nationalgeographic.org/education/)</p>

Explanation:

"Nature Guardians" is an outdoor team-building activity designed to connect young people with nature and promote the importance of conserving local biodiversity. Through a series of interactive and educational activities, participants will learn about ecosystems, identify local plant and animal species, and engage in conservation efforts. The goal is to foster a sense of responsibility and active involvement in protecting the natural environment.

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Introduction (15 minutes)

- Welcome and introduction to the concept of biodiversity and ecosystems.
- Overview of the day's agenda and goals.

Activity 1: Nature Scavenger Hunt (30 minutes)

- Participants are divided into teams and given a list of items to find in a designated natural area.
- Items include specific plants, insects, animal tracks, and natural features.
- Teams document their findings with photos and notes.

Activity 2: Biodiversity Exploration Walk (45 minutes)

- Guided walk with a local naturalist or biologist who explains the local flora and fauna.
- Participants learn about the roles of different species in the ecosystem and the importance of biodiversity.
- Opportunity for Q&A with the expert.

Break (10 minutes)

Activity 3: Conservation Project (60 minutes)

- Teams participate in a hands-on conservation project such as planting native trees, removing invasive species, or creating habitats for wildlife.
- Each team works on a specific task and learns about its impact on the local ecosystem.

Activity 4: Nature Art and Reflection (30 minutes)

- Teams create art using natural materials collected during the scavenger hunt.
- Art pieces represent the importance of nature and biodiversity.
- Each team presents their art and reflects on what they learned and how they can contribute to nature conservation.

Debrief and Reflection (20 minutes)

- Group discussion on the importance of promoting and protecting nature.

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- Participants share their experiences and plan ways to continue supporting biodiversity.

Closing Remarks (10 minutes)

- Summary of key takeaways.
- Encouragement to stay engaged in nature conservation activities.

This activity is designed to deepen young people's connection to nature, educate them on the importance of biodiversity, and engage them in meaningful conservation efforts.

4. NFE Sessions for Green Soft Skills

#CompetenceArea
*Embracing complexity in
sustainability*



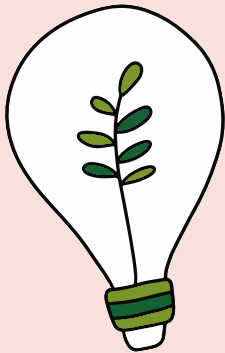
4. NFE Sessions for Green Soft Skills

4.2 Embracing complexity in sustainability

COMPETENCE	DESCRIPTOR	NFE SESSION	AUTHOR
Systems thinking	To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems.	Whole System Mapping for Sustainability	Alice Pomiato, Scambieuropei ETS
		Role-playing game	Jesús Vila, Ajuntament d'Alzira
		What is holistic thinking?	Andrej Lisec, GRM Novo Mesto
Critical thinking	To assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions.	The power of critical thinking	Alice Pomiato, Scambieuropei ETS
		Different angle	Ula Balaseviciute, Ajuntament d'Alzira
		How to think critical?	Andrej Lisec, GRM Novo Mesto
Problem framing	To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems.	How Might We... In sustainability?	Rosalia Marchese, Scambieuropei ETS
		From issue to solution!	Ula Balaseviciute, Ajuntament d'Alzira
		Framing the Future	Katarina Kubickova, TOPCOACH

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Embracing complexity in sustainability



4.2.1 Systems thinking

To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems.

4. NFE Sessions for Green Soft Skills

4.2.1 System Thinking

TOOL 1

Whole System Mapping for Sustainability

Name of the activity	Whole System Mapping for Sustainability
Author	Alice Pomiato, Scambieuropei ETS
Activity type	Brainstorming, exercise, open discussion
Competence Area	Embracing complexity in sustainability
Competence	System Thinking
Objectives	Goal of teaching systemic thinking in the context of environmental and social sustainability is to help individuals understand the interconnectedness and interdependencies within natural and anthropic systems. Systemic thinking allows people to recognize that actions in one part of a system can have far-reaching and sometimes unintended consequences in other parts of the system.
Duration	2h
Minimum number of participants	10

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Material	Poster, paper, markers
Source	<p>System Thinking & Causal Loop Diagrams: https://sustainabilitymethods.org/index.php/System_Thinking_%26_Causal_Loop_Diagrams</p> <p><u>Enabling Green Skills: Pathways to Sustainable Development A Source Book to Support Skills Planning for Green Economies:</u> https://www.researchgate.net/figure/Sustainable-value-framework-Source-Adapted-from-Senge-et-al-2008_fig6_328075553</p>

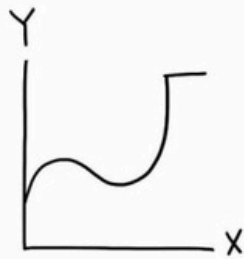
Explanation:

Phase One - Introduction (20 min)

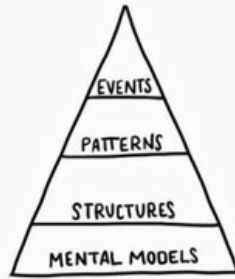
- Explain what Linear Thinking and Systemic Thinking are and their key fundamentals and differences;
- Why we need them both for develop micro and macro visions and how to apply it when we talk about sustainability and social topics;
- how to read a system mapping technique commonly used: a casual loop diagram

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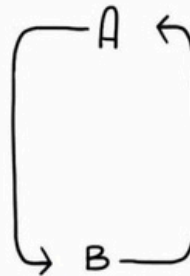
TYPES OF SYSTEM MAPPING



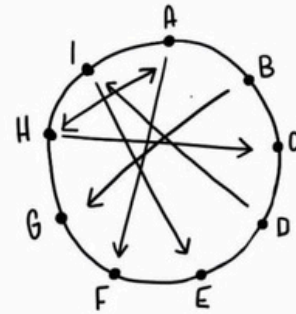
BEHAVIOUR OVER TIME GRAPHS



ICEBERG MODEL



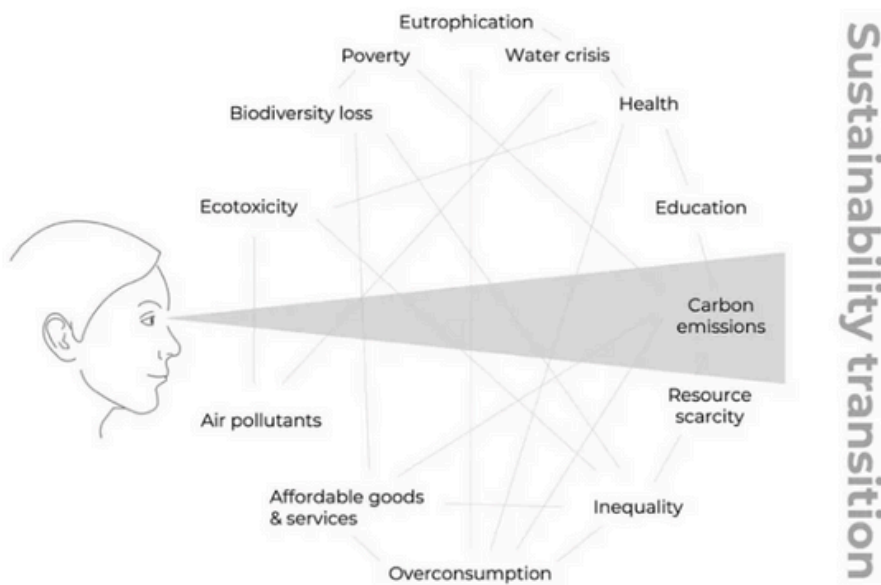
CAUSAL LOOP DIAGRAMS



CONNECTED CIRCLES



Carbon Tunnel Vision



Graphic by Jan Konietzko



4. NFE Sessions for Green Soft Skills

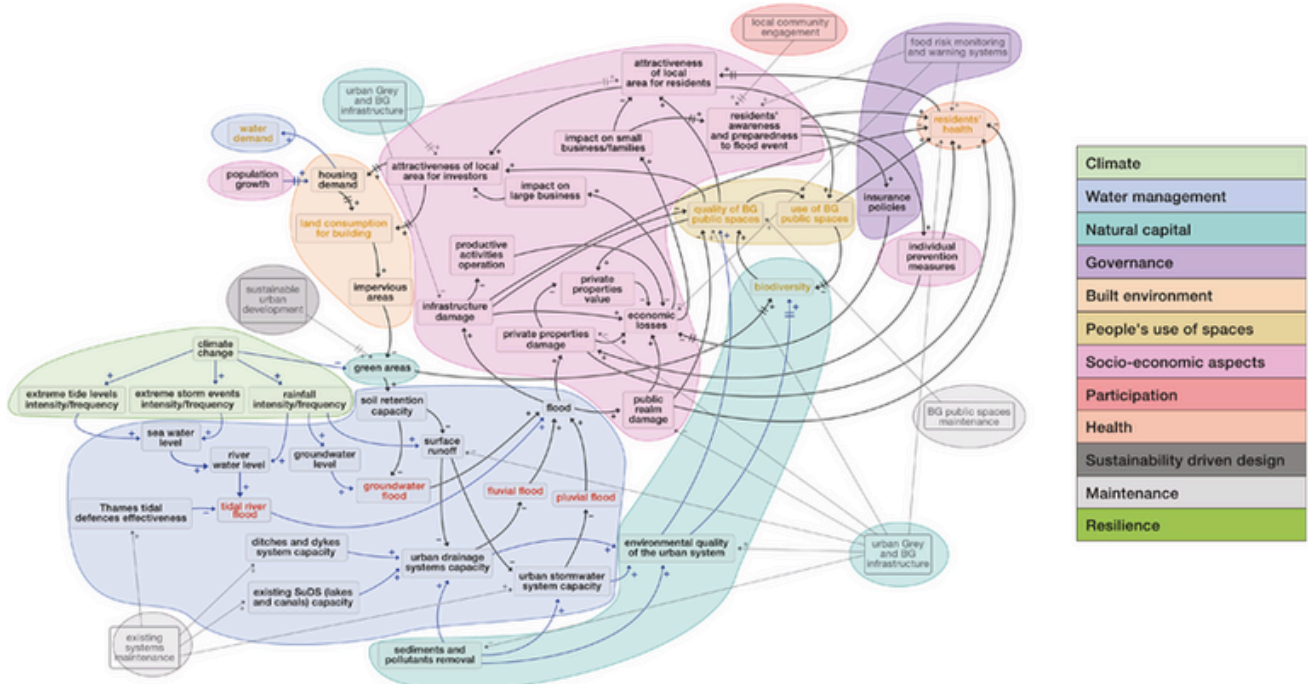
Phase Two - Exercise: Apply System Thinking trying to solve problems (40 min)

Participants are divided into 3 main groups (more if the number is large). Each group will manage a specific problem.

Examples:

1. production and consumption of renewable energy and energy colonialism. how to decarbonise our economies by guaranteeing sustainable development in the countries in the southern hemisphere;
2. what, how and why to train on sustainability topics from childhood. how this will improve the lives of future people whether adults or not?;
3. what we will have to work on to have an increasingly plant-based and agrobiodiverse diet. Which field sectors will it improve?

Example: in agriculture, if monocultures are practised in a nutrient dense area, the yields will look good for the first few years. After a while the soil becomes depleted of specific nutrients which the crop depends on (different plants have different nutrient needs). Consequently, fertilisers need to be used to successfully grow next season's crop. It's a very unnatural system and only works by causing more harm to the environment. What will the positive and negative consequences be? How can we work on it?



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Create a Casual Loop Diagram.

Select macro themes (the coloured ones: economic, political-governance, social, environmental and health) and look for patterns and connections between each other, with responses and consequences.

Process and goals:

- Identify system components (nodes).
- Map interconnections and relationships (edges).
- Analyze feedback loops and emergent behaviors.
- Discuss how changes in one part of the system affect others

Phase Three - Debriefing: Sharing results and proposals, with and open discussion with the larger group. (30 min)

4. NFE Sessions for Green Soft Skills

4.2.1 System Thinking

TOOL 2

Role-playing game

Name of the activity	Role-playing game
Author	Jesús Vila, Ajuntament d'Alzira
Activity type	Role playing
Competence Area	Embracing complexity in sustainability
Competence	System Thinking
Objectives	The aim of this session is for young people to look at a sustainability issue from different perspectives.
Duration	1h
Minimum number of participants	5

Explanation:

For this session, we will first brainstorm to identify actions that pose a problem for the environment that are present in our society.

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Next, the participants will be divided in 5 groups, some for and some against. It is not necessary for the groups to be for and against the whole time, they can switch roles at each discussion.

Some of the issues that could be discussed could be:

- The excessive use of plastic in single-use packaging.
- The priority given to cars in cities.

A way of improvement for this activity is dividing and creating different groups for the debate. The aim of this division is helping the young people to see the problem/issue from different perspective.

The divisions could be:

- Member of the public institution.
- Climate activist
- Representative of the companies
- Worker in a company
- Moderator

Each role should prepare in 20 min their arguments and later one the debate starts. The moderator should give the floor to each participant.

At the end, there should be a reflection about the arguments that the participants did and trying to find a solution for this problems.

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4.2.1 System Thinking

TOOL 3

What is holistic thinking?

Name of the activity	What is holistic thinking?
Author	Andrej Liseč, Landscape Governance College Gm Novo mesto
Activity type	Discussion, brainstorming
Competence Area	Embracing complexity in sustainability
Competence	System Thinking
Objectives	The aim of this session is for young people to understand holistic thinking and interaction between systems
Duration	1h
Minimum number of participants	5
Material	Paper, pens or a blackboard.

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Explanation:

This session is divided into two parts of 30 minutes each: brainstorming and discussion.

Part 1: Brainstorming

In this part you can use the cooperative work technique of the flipchart to brainstorm and collect a list of concepts, actions or things that can be used for understanding what are important holistic systems.

This could be:

- Farm
- Logistic firm
- Tourism farm

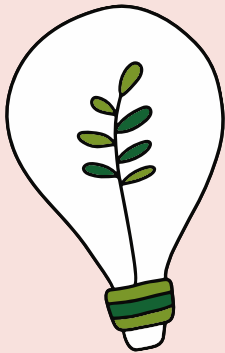
All systems has closed loop. They interact. How we could improve the connection?

Part 2: Discussion

In this part of the session, we will reflect on how farms, logistics firms and tourism farms can interact and have multiple effects.

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Embracing complexity in sustainability



4.2.2 Critical thinking

To assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions.

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4.2.2 Critical Thinking

TOOL 1

The power of critical thinking

Name of the activity	The power of critical thinking
Author	Alice Pomiato, Scambieuropei ETS
Activity type	Group Exercise, Debate
Competence Area	Embracing complexity in sustainability
Competence	Critical Thinking
Objectives	<p>Encourages individuals to question existing norms, challenge assumptions, and delve deeper into complex environmental issues. Examine different perspectives, evaluate scientific evidence, identify ethical implications, and suggest innovative solutions to address contemporary environmental challenges.</p> <p>Empowering individuals to analyze information critically, evaluate competing perspectives, and make informed decisions based on evidence.</p>
Duration	2h

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Minimum number of participants	6
Material	Posters, markers, screen, laptop, smartphone
Source	Bloom's Taxonomy: https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/ https://www.monash.edu/student-academic-success/enhance-your-thinking/critical-thinking/what-is-critical-thinking Peeling the onion – A textual model of critical analysis https://www.sciencedirect.com/science/article/abs/pii/S1475158515000053

Explanation:

Phase one: Key concepts of critical thinking (30 min)

Brief overview on:

- What does the word 'critical' mean in its everyday usage? (sharing answers with Mentimeter)
- What is Critical Thinking?
- What does critical thinking involve and how can it help us? (problem solving, decision making etc)
- What attitudes stop us from critical thinking?
- How to become a critical thinker

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Phase two - Exercise (30 min) :

Critical Thinking is like peeling an onion with layers of questions way and way more deeper; deconstruct situations, reveal its hidden issues (such as bias, manipulation, assumptions) and make the best decision.

Choose a topic between:

- Biodiversity and Conservation - Discuss the importance of biodiversity and threats to species conservation. Explore environmental protection policies and ecosystem restoration programs;
- Sustainable Consumption - Analyze the life cycle of products and the impact of consumption on natural resources and waste.
- Explore strategies to promote conscious and responsible consumption;
- Agriculture and Food Security - Examining industrial agriculture vs. sustainable agriculture techniques and their impacts on people, environment, animals and food security. Assess the importance of food sovereignty and resilient agricultural practices;
- Sustainable Mobility - Discuss alternatives to fossil fuel-based road transport, such as public transport, electric mobility, and cycling. Exploring urban policies to reduce transportation emissions and improve people's lives, public spaces and air quality;

Analyze it also through these steps:

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- KNOWLEDGE - identifies the argument or the problem that needs to be solved. What is the problem? And why do we need to solve it?
- COMPREHENSION - understand the situation and the facts aligned with it. Collect data using any of the research methods that can be adopted. Pay attentions on identifying bias and assumptions;
- LINKS - build linkages between informations and resources, build a relation between it and the core problem, and determine the best way to move forward;
- ANALYZE - set for the main causes and determine how they can be addressed in the solution. A cause-effect diagram can be used;
- SYNTHESIS - if there are number of solutions, they should be evaluated and prioritized in order to find the most advantageous solution (a SWOT analysis can identify strength, weakness, opportunity, threats)
- TAKE ACTION - the result of critical thinking should be transferred into action steps. A plan of action could be implemented to ensure that the solution is adopted and executed;

Phase two: presentation of projects and discussion (30 min)

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4.2.2 Critical Thinking

TOOL 2

Different angle

Name of the activity	Different angle
Author	Ula Balaseviciute, Ajuntament d'Alzira
Activity type	Brainstorming & open discussion
Competence Area	Embracing complexity in sustainability
Competence	Critical Thinking
Objectives	The goal of this activity is for young people to comprehend and analyse how local environmental issues do not only affect the environmental pillar of our society, but also societal and economic. Consequently, it encourages them to recognize the interconnectedness of these pillars and go beyond passive understanding of sustainability concepts.
Duration	1h
Minimum number of participants	6

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Material	Pens and a blackboard.
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Explanation:

This session is divided into 3 steps:

STEP 1

At the very beginning, young people should come to an agreement on which local environmental issue they will be analysing throughout the session. On this occasion it is important to pick an issue that is well-known, has already made an impact and can be analysed through different pillars. Duration: 10 min.

STEP 2

Then the blackboard needs to be split into 3 parts, each representing the environmental, societal and economic pillars. Young people should have an open space individually, in pairs or small groups to discuss and write down on the blackboard how the local environmental issue is affecting each pillar. The following questions can be used in this part of the activity:

- Environment: “How is it affecting the natural environment?”
- Society: “How is it affecting the local community?”
- Economy: “How is it affecting the working conditions and local economy?”

Duration: 25 min.

STEP 3

The final part of the activity should be used for an open reflection on how one issue can affect all pillars of society and adding any other ideas to the blackboard.

Duration 25 min.

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4.2.2 Critical Thinking

TOOL 3

How to think critical?

Name of the activity	How to think critical?
Author	Andrej Liseč, Landscape Governance College Gm Novo mesto
Activity type	Discussion, brainstorming
Competence Area	Embracing complexity in sustainability
Competence	Critical Thinking
Objectives	The aim of this session is for young people to understand critical thinking and how to react to different arguments.
Duration	1h
Minimum number of participants	5
Material	Paper, pens or a blackboard.

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Explanation:

This session is divided into two parts of 30 minutes each: brainstorming and discussion.

Part 1: Brainstorming

In this part we discuss how personal, social and cultural backgrounds influence on critical thinking.

This could be:

- Arguments
- Personal thinking
- Status quo

The second topic is:

Do green solutions contribute for better life?

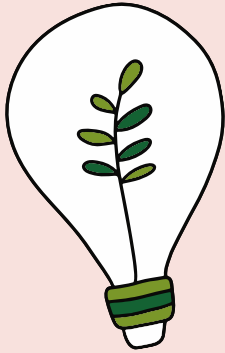
How much money do we need to implement green activities in everyday life?

Part 2: Discussion

In this part of the session, we will reflect on critical thinking and also compare critical thinking in different countries.

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Embracing complexity in sustainability



4.2.3 Problem framing

To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems.

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4.2.3 Problem framing

TOOL 1

How Might We... In sustainability?

Name of the activity	How Might We... In sustainability?
Author	Rosalia Marchese, Scambieuropei ETS
Activity type	Exercise
Competence Area	Embracing complexity in sustainability
Competence	Problem Framing
Objectives	<ul style="list-style-type: none">• To reflect on current sustainability problems among the groups• To raise solutions through group dynamic and creativity by mitigating challenges
Duration	1h 30 minutes
Minimum number of participants	10

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Source

Some of the sessions have been adapted from <https://www.workshopper.com/post/best-exercises-for-problem-framing> (last access: 22.05.2024)

Examples and tips have been taken from <https://www.nngroup.com/articles/how-might-we-questions/> (last access: 22.05.2024)

Sustainability examples can be taken from here: <https://www.interaction-design.org/literature/topics/how-might-we>

Explanation:

The facilitator divides the group into smaller groups of 4-5 participants.

IDENTIFICATION (30 minutes)

S/he asks the groups to reflect and identify a list of 5 current or potential challenges related to sustainability. Each problem should address and specify how it could affect people and contexts, the level of difficulty and the timeline (is it a long time problem? is it a new one? would it have a short/medium/long term effect?).

The groups have 20 minutes to identify the problems.

The groups present their problem and the facilitator writes them down on a flipchart (online or physical).

Some will overlap, some others will be different. 3 problems (or more, depending on the participants number) will be chosen by the group as the most close to them or the most impactful.

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HOW MIGHT WE (40 minutes)

The participants will be now divided into smaller groups of 3-4 people. The facilitator introduces the “how might be” note-taking technique. This allows participants to reframe the challenge in a more positive way, considering the problem as an opportunity rather than a problem. In other words, it is a solution-oriented technique allowing to reframe the problem exploring for solutions.

Then a negative statement should be reframed and transformed into an opportunity.

Some tips in writing HMWs:

- Be specific with the problem
- Avoid suggesting a solution in your HMW question
- Keep Your HMWs Broad - The broader the HMW, the more ideas can be generated.
- Focus Your HMWs on the Desired Outcome
- Phrase Your HMW Questions Positively

Provide some examples to make the exercise clearer:

PROBLEM: Citizens aren't aware of the full opportunities in green jobs

HMW: How might we increase awareness of the full opportunities in green jobs?

INSIGHT: Users are often unsure about which form to complete when they file their taxes.

HMW (poor): How might we tell users which form to complete to file their taxes?

HMW (good): How might we make users feel confident they are filing their taxes correctly?

You can also present the following formula:

How might we + INTENDED ACTION (action verb) + for + POTENTIAL USER (the subject) + so that + DESIRE OUTCOME

Considering the available time and the group, the facilitator can either decide that each group covers all the 3 problems or that each group covers

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just 1 problem.

1. The groups should start with their assigned problems and they should identify main challenges and pain points, going deeper into the issue: They should clearly define the problem or challenge with a concise statement to capture the core of the problem + They need to break down into key components
2. The groups should reframe these insights into questions by starting each note with “How might we...”.
3. They should write out as many “How Might We” as they can come up with! The more HMWs they can gather, the more opportunities they will have for solution exploration.
5-10 HMWs is a solid basis.
4. After that, they should review them refining language.

FEEDBACK (10 minutes)

It is now time to test the HMW questions within the larger group. Each participant should provide feedback to the other groups.

Is the question too broad?

Is it specific?

Does it suggest a solution?

DEBRIEFING (5-10 minutes)

The HMW questions can be a never-ending process and it can be repeated as many times as needed considering feedback. It supports innovative and creative thinking by coming up with the right goals and directions for innovation.

The facilitator could ask questions such as:

- how was the process?
- did you come up with ideas you would never consider before?
- did the groups find similar or different solutions?
- considering these HMW questions, which could be proper solutions to the issues we covered?

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4.2.3 Problem framing

TOOL 2

From issue to solution!

Name of the activity	From issue to solution!
Author	Ula Balaseviciute, Ajuntament d'Alzira
Activity type	Round table & brainstorming
Competence Area	Embracing complexity in sustainability
Competence	Problem Framing
Objectives	The aim of this session is for young people to assess the current situation of local environmental issues or determine whether they have the potential to become one in the future.
Duration	1h
Minimum number of participants	6
Material	Paper, pens.

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Explanation:

This session is divided into 3 steps:

STEP 1

All participants will decide on 3 local environmental issues they will be assessing today. The best would be for these issues to vary, specifically on risk levels. Duration: 15 min.

STEP 2

Later, the participants will split into 3 pairs and each pair will get a table that they will be filling throughout this part of the session. The table should look like this:

Environmental issue	
Risk level (classify it into one of the following: low risk, medium risk, high risk)	
What is challenging about this issue?	
What is the best action to address the issue?	

Duration: 30 min.

STEP 3

Finally, the session will end with the presentation on each pair's findings about the local environmental issue they analysed.

Duration: 15 min.

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4.2.3 Problem framing

TOOL 3

Framing the Future

Name of the activity	Framing the Future
Author	Katarina Kubickova, TOPCOACH
Activity type	Team Building Simulation
Competence Area	Embracing complexity in sustainability
Competence	Problem Framing
Objectives	<ol style="list-style-type: none">1. Education: To teach participants the importance of problem framing in addressing sustainability issues.2. Engagement: To engage participants in activities that enhance their critical thinking and problem-solving skills.3. Collaboration: To foster teamwork and collaborative problem-solving among participants.4. Action: To inspire participants to apply problem framing techniques to real-world sustainability challenges.
Duration	2h

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Minimum number of participants	8
Material	<ul style="list-style-type: none"> - Scenario cards with sustainability-related issues - Flip charts and markers - Worksheets for root cause analysis (5 Whys, fishbone diagrams) - Pens and notebooks - Digital presentation equipment (optional) - Refreshments and water
Source	<p>The Natural Step Framework for Strategic Sustainable Development (https://thenaturalstep.org/approach/)</p> <p>Systemic Design Toolkit (https://systemicdesign.net/)</p>

Explanation:

"Framing the Future" is a team-building simulation designed to enhance young people's ability to frame and solve sustainability-related problems. Through a series of interactive activities, participants will learn to identify and analyze the root causes of problems, consider various perspectives, and develop effective solutions. This activity aims to equip participants with critical thinking and systemic thinking skills essential for tackling complex sustainability challenges.

Activity Outline:

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Introduction (10 minutes)

- Welcome and introduction to the concept of problem framing and its importance in sustainability.
- Overview of the workshop agenda and goals.

Activity 1: Problem Identification (20 minutes)

- Participants are divided into small teams.
- Each team is given a sustainability-related scenario (e.g., plastic pollution, energy waste, deforestation).
- Teams discuss and identify the key problems presented in the scenario.

Activity 2: Root Cause Analysis (30 minutes)

- Teams use techniques such as the "5 Whys" and fishbone diagrams to analyze the root causes of the identified problems.
- Each team presents their root cause analysis and discusses their findings with the group.

Break (10 minutes)

Activity 3: Perspective Taking (20 minutes)

- Teams are assigned different stakeholder perspectives (e.g., government, businesses, local communities, environmental activists).
- Each team discusses the problem from their assigned perspective and presents their insights.
- Group discussion on the importance of considering multiple perspectives in problem framing.

Activity 4: Solution Brainstorming (30 minutes)

- Teams brainstorm potential solutions to the framed problems, considering the root causes and stakeholder perspectives.
- Teams create action plans outlining steps to implement their proposed solutions.
- Each team presents their action plan and receives feedback from the group.

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Debrief and Reflection (15 minutes)

- Group discussion on the problem framing process and key takeaways.
- Participants reflect on how they can apply these skills to real-world sustainability challenges.

Closing Remarks (5 minutes)

- Summary of key takeaways.
- Encouragement to continue developing problem framing and solving skills.

This activity is designed to develop participants' skills in problem framing and solving, enabling them to effectively address sustainability challenges through critical and systemic thinking.

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#CompetenceArea
*Envisioning sustainable
futures*



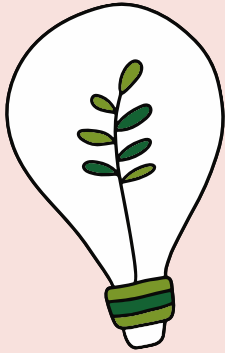
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4.3 Envisioning sustainable futures

COMPETENCE	DESCRIPTOR	NFE SESSION	AUTHOR
Futures literacy	To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.	The Green Island	Rosalia Marchese, Scambieuropei ETS
		Path to a greener future	Ula Balaseviciute, Ajuntament d'Alzira
		Future Visions	Katarina Kubickova, TOPCOACH
Adaptability	To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.	The Green Path	Jesús Vila, Ajuntament d'Alzira
		Making decisions	Andrej Lisec, GRM Novo Mesto
		Adapting to Change	Katarina Kubickova, TOPCOACH
Exploratory thinking	To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.	Green Up your Idea	Rosalia Marchese, Scambieuropei ETS
		Creativity	Andrej Lisec, GRM Novo Mesto
		Exploring the Future	Katarina Kubickova, TOPCOACH

4. NFE Sessions for Green Soft Skills

Envisioning sustainable futures



4.3.1 Futures literacy

To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.

4. NFE Sessions for Green Soft Skills

4.3.1 Futures literacy

TOOL 1

The Green Island

Name of the activity	The Green Island
Author	Rosalia Marchese, Scambieuropei ETS
Activity type	Simulation
Competence Area	Envisioning sustainable futures
Competence	Futures literacy
Objectives	<ul style="list-style-type: none">• To reflect on possible positive scenarios by starting considering as a group a green community based on important and green assets• To raise awareness on the impact we have as individuals to make changes
Duration	1h
Minimum number of participants	10

4. NFE Sessions for Green Soft Skills

Material	<ul style="list-style-type: none">• Pens• Papers• Other creative and recycled material participants may use for the creative representation
Source	The activity was designed from previous NFE activities implemented and adapting the “OUR FUTURE” activity from Compass (https://www.coe.int/en/web/compass/our-futures)

Explanation:

- The facilitator divides the participants into groups of 4-5 people.
- The facilitator presents the activity by reading the following scenario:
“You are traveling on a boat, relaxing and playing around with your friends. Suddenly, the boat is experiencing some issues... Water is coming inside, the engine does not work anymore. The boat is out of use and you are out there somewhere in nowhere.

Luckily, some of you notice a small island just over there. A 10 minute swim is enough to reach it.

You reach the island and you see that nobody lives on the island. You are all alone, phones do not work and you have no ways to contact the world out there.

After some panicking, you see that the island has some advantages. It is full of water and spontaneous vegetation. The weather is good.

You start thinking about how to survive. But is it enough? Maybe you can start thinking on how to set up your own community. You have the chance to create as a group your ideal society!”

- After reading the text, the facilitator presents the activity by pointing out that the groups need to explore different scenarios on how they would like to set their own community and perfect island considering environmental sustainability. No limits except from their own

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imagination!

Duration: 20 minutes

- The groups have now to decide how to represent their island to the other participants. They can be creative and choose among a theatrical representation, a piece of art, a creative presentation, collages, etc.

Duration: 20 minutes

- The groups present to the others their island. After the creative part, they will describe better their values and assets.
- A debriefing part starts.

Let's start with how the groups worked. Some questions could be:

- How did you reach the decision? Who decided and how?
- Did everybody contribute with their past knowledge and experience?

How?

- What was the most important challenge in the group?

Let's move to the more environmental debriefing:

- Which was the first thing that came to your mind when considering an environmentally friendly society?
- Focusing on the following items, did the group consider all the aspects?
 - HOUSING
 - FOOD SYSTEM
 - ENERGY
 - WATER SUPPLY
 - TRAVEL AND MOBILITY
 - TECHNOLOGY
 - JOBS
 - EDUCATION
 - DECISION MAKING SYSTEM

Would you add anything related to these topics on your island?

- Did you like designing your own ideal future? Do you believe these ideals could ever come true? Why? Why not?
- What was the aspect you did not consider at first but it was blowing your mind after the group activity? Was there any aspect you did not consider at first that you now feel it is essential?



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- What can we bring home? What are our responsibilities to act to change in the directions we envisioned?

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4.3.1 Futures literacy

TOOL 2

Path to a greener future

Name of the activity	Path to a greener future
Author	Ula Balaseviciute, Ajuntament d'Alzira
Activity type	Open brainstorming
Competence Area	Envisioning sustainable futures
Competence	Futures literacy
Objectives	The intention of this activity is for young people to use their creativity in envisioning and developing alternative futures for their local community while also determining the necessary actions that need to be taken to achieve the preferred future.
Duration	1h
Minimum number of participants	5
Material	Blackboard, markers.

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Explanation:

This activity will be split into 3 parts:

1. Divide the blackboard into 2 parts and title one of them as “Expected future” and the other part as “Preferred future”

1. Next, all participants of this session individually, in pairs or small groups work on filling the blackboard with their ideas or even drawings on how they imagine both futures in their local communities from an environmental perspective. This part of the session should be very open.

Duration: 40 min.

1. The last part will be dedicated to making an overview on both futures and writing down the action points that need to be taken to achieve the preferred future.

Duration: 20 min.

4. NFE Sessions for Green Soft Skills

4.3.1 Futures literacy

TOOL 3

Future Visions

Name of the activity	Future Visions
Author	Katarina Kubickova, TOPCOACH
Activity type	Interactive Workshop
Competence Area	Envisioning sustainable futures
Competence	Futures literacy
Objectives	<ol style="list-style-type: none">1. Education: To introduce participants to the concept of futures literacy and the importance of scenario planning.2. Engagement: To engage participants in activities that foster creative thinking and envisioning sustainable futures.3. Collaboration: To promote teamwork and collaborative foresight among participants.4. Action: To inspire participants to use futures literacy skills in their personal and professional lives.
Duration	2h

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Minimum number of participants	10
Material	<ul style="list-style-type: none">- Trend cards with various social, environmental, and technological trends- Flip charts and markers- Art supplies for visioning activity (paper, markers, scissors, glue, magazines for collages)- Digital presentation equipment (optional)
Source	<p>UNESCO Futures Literacy (https://en.unesco.org/futuresliteracy)</p> <p>UK Government Office for Science: Futures Toolkit https://www.gov.uk/government/publications/futures-toolkit-for-policy-makers-and-analysts)</p>

Explanation:

"Future Visions" is an interactive workshop designed to enhance young people's ability to think creatively and strategically about sustainable futures. Through a series of structured activities, participants will learn to anticipate and plan for potential future scenarios, considering various social, environmental, and technological trends. The goal is to equip participants with futures literacy skills that enable them to envision and work towards more sustainable and resilient futures.

Introduction (10 minutes)

- Welcome and introduction to the concept of futures literacy and its importance.
- Overview of the workshop agenda and goals

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Activity 1: Trend Analysis (20 minutes)

- Participants are divided into small teams.
- Each team is given a set of trend cards (e.g., climate change, technological advancements, social changes).
- Teams discuss the potential impacts of these trends on future sustainability.

Activity 2: Scenario Building (30 minutes)

- Teams use the trends identified in the previous activity to build possible future scenarios.
- Each team creates at least two contrasting scenarios (optimistic and pessimistic) for the year 2050.
- Teams present their scenarios and discuss the assumptions and implications behind each one.

Activity 3: Visioning Sustainable Futures (30 minutes)

- Teams are tasked with envisioning a sustainable future based on their scenarios.
- Teams create a vision statement and a visual representation (e.g., a drawing, collage, or digital graphic) of their sustainable future.
- Each team presents their vision and explains how it addresses the challenges identified in their scenarios.

Activity 4: Action Planning (15 minutes)

- Teams brainstorm actions and strategies that could help achieve their envisioned sustainable future.
- Teams create an action plan outlining steps to implement these strategies in their communities.
- Each team presents their action plan and receives feedback from the group.

Debrief and Reflection (10 minutes)



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- Group discussion on the futures literacy process and key takeaways.
- Participants reflect on how they can apply these skills to real-world challenges.

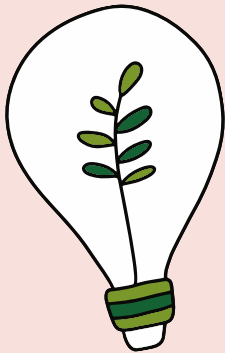
Closing Remarks (5 minutes)

- Summary of key takeaways.
- Encouragement to continue developing futures literacy and scenario planning skills.

This activity is designed to develop participants' futures literacy and scenario planning skills, enabling them to think strategically and creatively about sustainable futures.

4. NFE Sessions for Green Soft Skills

Envisioning sustainable futures



4.3.2 Adaptability

To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.

4. NFE Sessions for Green Soft Skills

4.3.2 Adaptability

TOOL 1

The Green Path

Name of the activity	The Green Path
Author	Jesús Vila, Ajuntament d'Alzira
Activity type	Reflection and roundtable
Competence Area	Envisioning sustainable futures
Competence	Adaptability
Objectives	The aim of this session is for young people to reflect on their habits and the actions they do throughout the day that are prejudicial for the environment. Once they have their personal list of actions, together they should look for alternatives so that these actions do not have the negative impact they have.
Duration	1h
Minimum number of participants	5

4. NFE Sessions for Green Soft Skills

Material	Paper, pens or a blackboard.
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Explanation:

This session is divided in two parts of 30 minutes each: reflection and roundtable.

Part 1: Reflection

In this part, each participant will have to reflect on their day-to-day actions that are harmful to the environment and that can be changed in some way.

Some examples could be:

- Going to work or school by car.
- Buying food in plastic packaging and extensive livestock farming.

Part 2: Round table discussion

In this part of the activity, each young person should explain to their peers what actions they think could be changed. Then, together, they could look for greener alternatives to these actions.

Some examples could be:

- Getting up a little earlier to take public transport instead of driving.
- In the supermarket, choose products with an EU eco-label or products that are not packaged in plastic if it is not essential.

4. NFE Sessions for Green Soft Skills

4.3.2 Adaptability

TOOL 2

Making decisions

Name of the activity	Making decisions
Author	Andrej Liseč, Landscape Governance College Gm Novo mesto
Activity type	Discussion, brainstorming
Competence Area	Envisioning sustainable futures
Competence	Adaptability
Objectives	The aim of this session is for young people to understand uncertainty, ambiguity and risk.
Duration	1h
Minimum number of participants	5
Material	Paper, pens or a blackboard.

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Explanation:

This session is divided into two parts of 30 minutes each: brainstorming and discussion.

Part 1: Brainstorming

In this part we discuss how challenges in complex sustainability situations are important and are related for making decisions in the future.

This could be:

- In economy
- In circular economy
- In waste management
- In logistics
- In farm

Part 2: Discussion

In this part of the session, we will make reflection on how to make decisions in the uncertainty, ambiguity and risk to be green when we are young.

4. NFE Sessions for Green Soft Skills

4.3.2 Adaptability

TOOL 3

Adapting to Change

Name of the activity	Adapting to Change
Author	Katarina Kubickova, TOPCOACH
Activity type	Simulation Game
Competence Area	Envisioning sustainable futures
Competence	Adaptability
Objectives	<ol style="list-style-type: none">1. Education: To teach participants about the importance of adaptability in the face of environmental and societal changes.2. Engagement: To engage participants in activities that require quick thinking and flexibility.3. Collaboration: To foster teamwork and cooperative problem-solving.4. Action: To inspire participants to apply adaptability skills to real-world sustainability challenges.
Duration	2h

4. NFE Sessions for Green Soft Skills

Minimum number of participants	12
Material	<ul style="list-style-type: none">- Scenario cards with various environmental and societal challenges- Flip charts and markers- Notebooks and pens for strategy planning- Digital presentation equipment (optional)
Source	<p>Harvard Business Review Adaptability: The New Competitive Advantage (https://hbr.org/2011/07/adaptability-the-new-competitive-advantage)</p> <p>UK Government Office for Science: Futures Toolkit https://www.gov.uk/government/publications/futures-toolkit-for-policy-makers-and-analysts</p>

Explanation:

1. Introduction (10 minutes)

- Welcome and introduction to the concept of adaptability and its importance in sustainability.
- Overview of the simulation game rules and objectives.

2. Activity 1: Scenario Introduction (10 minutes)

- Participants are divided into small teams.
- Each team is given a scenario card describing a challenging environmental or societal situation (e.g., sudden climate event, economic shift, new policy implementation).

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3. Activity 2: Initial Strategy Planning (20 minutes)

- Teams discuss their given scenario and develop an initial strategy to address the challenge.
- Each team presents their strategy to the group.

4. Activity 3: Dynamic Challenges (40 minutes)

- The facilitator introduces unexpected changes or new information that affects the original scenario (e.g., new environmental regulations, resource scarcity, technological breakthroughs).
- Teams must adapt their strategies in response to these new challenges.
- Teams present their revised strategies and explain how they adapted to the changes.

5. Break (10 minutes)

6. Activity 4: Simulation Debrief (20 minutes)

- Group discussion on the experiences during the simulation game.
- Participants reflect on the importance of adaptability and share insights on what strategies worked best.

7. Activity 5: Real-World Application (20 minutes)

- Teams brainstorm real-world situations where adaptability is crucial for sustainability.
- Teams create action plans outlining how they can apply adaptability skills to these real-world challenges.
- Each team presents their action plan and receives feedback from the group.

8. Debrief and Reflection (20 minutes)

- Group discussion on the key takeaways from the activity.
- Participants reflect on how they can continue to develop and apply adaptability and flexibility skills.

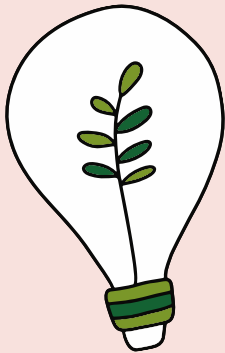
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9. Closing Remarks (10 minutes)

- Summary of key takeaways.
- Encouragement to continue practicing adaptability in personal and professional contexts.

4. NFE Sessions for Green Soft Skills

Envisioning sustainable futures



4.3.3 Exploratory thinking

To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.

4. NFE Sessions for Green Soft Skills

4.3.3 Exploratory thinking

TOOL 1

Green Up your Idea

Name of the activity	Green Up your Idea
Author	Rosalia Marchese, Scambieuropei ETS
Activity type	Simulation
Competence Area	Envisioning sustainable futures
Competence	Exploratory thinking
Objectives	<ul style="list-style-type: none">• To explore lateral and divergent thinking, productive thinking and creativity• To experiment creative thinking and link different knowledge from different people to find positive solutions on environmental case studies.
Duration	1h 30 minutes
Minimum number of participants	10

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Material	FOR THE CANDLE PROBLEM - A candle - A cork board - A book of matches - A box of thumbtacks
Source	For the candle problem: https://en.wikipedia.org/wiki/Candle_problem (last access: 06/05/2024) For design thinking: https://online.hbs.edu/blog/post/what-is-design-thinking (last access: 06/05/2024) https://techbootcamps.utexas.edu/blog/design-thinking-process/#1639431614844-d07cb0d7-8a4f (last access: 06/05/2024)

Explanation:

The session is divided into 2 parts.

The first one is more about exploring creative thinking and finding solutions. The second one is more based on case studies to connect different knowledge in the groups and to see how different minds and different ways of thinking can bring a positive solution through divergent thinking.

PART 1 _ CREATIVE THINKING BASED ON CANDLE PROBLEM (20 minutes)

This part is based on the Duncker psychological test called candle problem. It boosts problem solving capabilities by thinking out of the box. In NFE, it is interesting considering the group dynamic and the shared ideas that could lead to the solution.

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1. The facilitator prepares the kit for the activity: 1 candle, 1 book of matches, 1 box of thumbtacks. The kit is considered per group: each group should have the same kit. Moreover, there should be a cork board provided on the wall.
2. The kit should be presented as in image A. It is important to put the thumbtacks inside the box.
3. The task for participants is to fix and light the candle on the wall in a way so the candle wax won't drip onto the table below.

To do so, one may only use the following along with the candle:

- a book of matches
- a box of thumbtacks

Give participants 10 minutes to solve the problem.

The solution should be:

to empty the box of thumbtacks, use the thumbtacks to nail the box to the wall, put the candle into the box, and light the candle with the match.

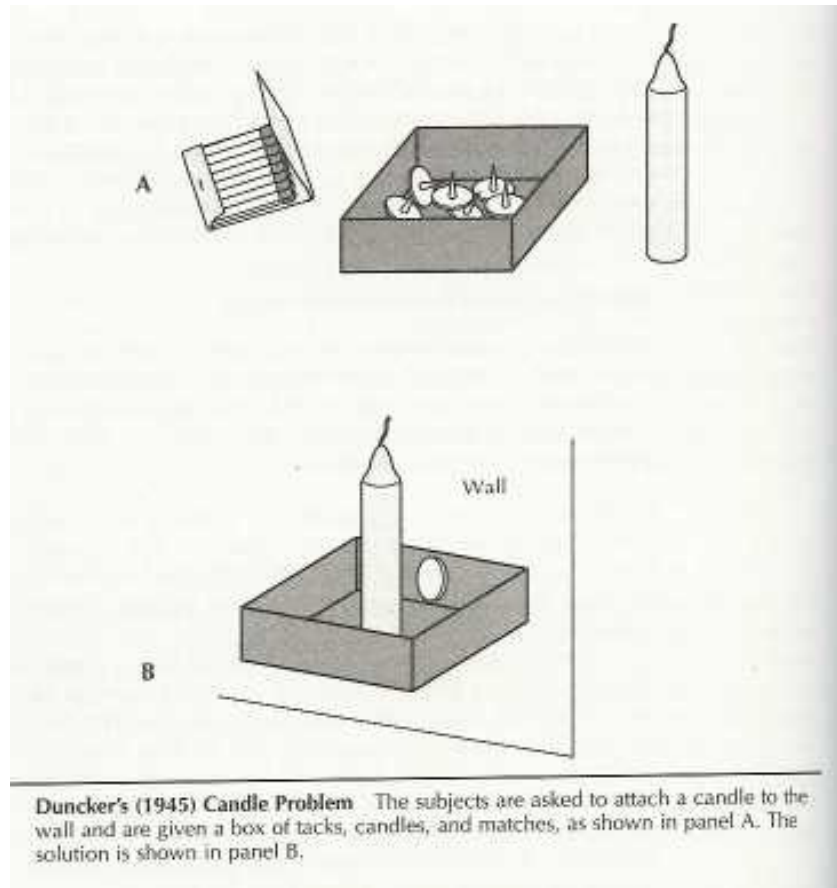
It is likely due to functional fixedness that the participant will only see the box as a device to hold the thumbtacks and not immediately perceive it as a separate and functional component available to be used in solving the task. Indeed, when presented with an empty box, subjects in the test were twice as likely to solve the problem. The empty box was no longer seen as a receptacle for the tacks which enabled people's ability to solve the problem.

5. After the groups finish, a debriefing should be implemented. The facilitator could ask:

- how did the group work to solve the issue? How was the process and how did they reach the solution (if they reached it)?
- did you experiment in the group with different ideas? Did you merge them? Did you experiment a little bit?
- Ask them about the term thinking out of the box or lateral thinking. The facilitator could eventually present the differences among divergent, lateral and convergent thinking.

The activity is the first step to boost problem solving capabilities by integrating experimentation of new ideas.

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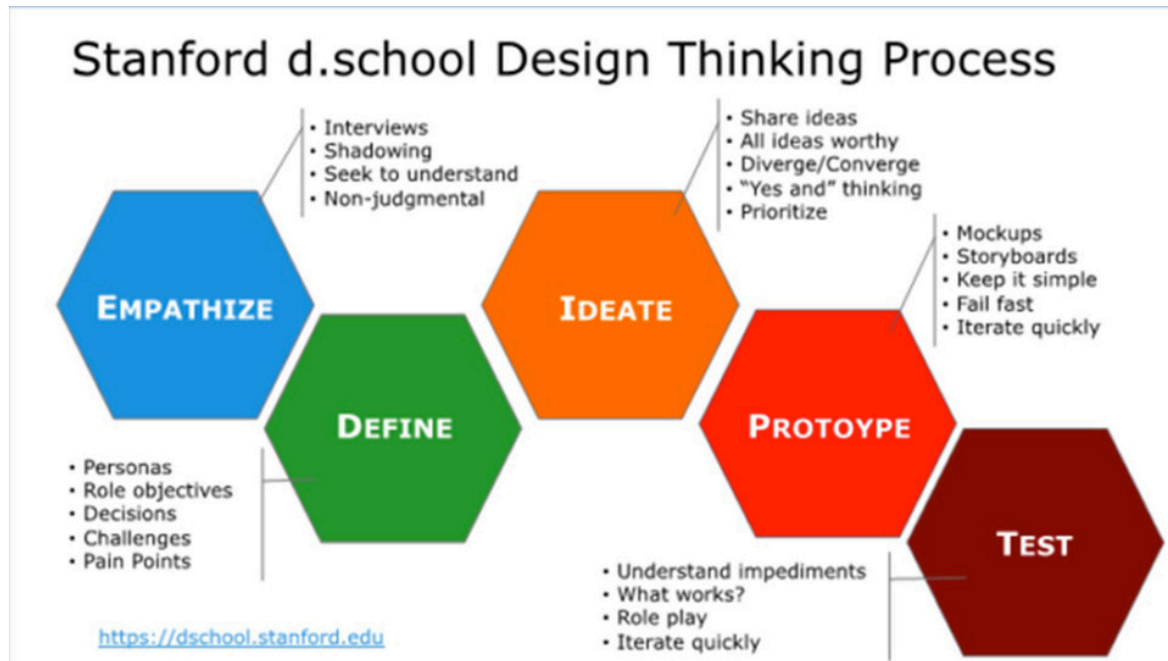
PART 2 _ CREATIVE THINKING BASED ON GREEN CASE STUDIES (1hour)

Design thinking is a human-centered methodology to solve problems, foster innovation and produce creative and innovative ideas. It is solution-based and user-centric. In this session, the design thinking is adapted to sustainability to find new solutions in different fields.

The activity will then be a way to exercise design thinking applied to sustainability matters.

The facilitator introduces the methodology and explains its objectives. The most common 5 phases are presented, underling that even if it seems a linear steps procedure, the process is not always linear. Some steps may return several times, moving back and forth from one step to another.

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Empathize: Understand and identify the problem and the objective through a human approach.

It is important to go beyond bias and assumptions about what people think. Instead, designers should come closer with people to find out what is essential.

- Brainstorm on what the challenge is.
- Who are the potential target groups or stakeholders who have an interest? Which interests could they have?
- Participants can empathize with such target groups and express their opinions, or they could interview them if possible.

Define: identify the context, taking into account facts and key actors.

- Search for data on the problem to document the problem. Participants can google the data.
- What is the current state of play?

Ideate: Now that you know the problem, you can come up with solutions. Research the opportunities!

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- How can we solve the problem? - Brainstorm in the group for potential solutions. Be creative and open-minded. All the ideas could be good: write them all. Explore and have fun! Don't judge!
- A quick rule to boost the creative flow: never say "The idea is no good" or something like that. Instead, try to use the rule "yes, and..." If somebody proposes an idea, you should build up on it, even if you think the idea is not really suitable at first. You can use the method for a while to see if it leads the group somewhere.
- After a while, you can merge ideas to create one solution.

Prototype: ideate, prototype, test and validate the idea. The prototype phase is an experimentation based on trial and error.

In this case the group will create a presentation of their idea. The idea will be presented to the rest of the group for the test (next step).

- Is the idea the best suited for the target?
- How can we describe our idea? What means should we have?
- How can we present the idea to others?

Test: implementation of the product/service. This is the step of adaptation based on feedback. The groups will present their ideas and receive some feedback.

After all the steps, the participants will present in plenary their ideas and receive feedback from the group.

The participants will be divided in groups of minimum 4-5 people in order to have in the group different backgrounds and views.

The groups are given the same challenge (in this way, during the debriefing it will be possible to see how the same challenge can lead to different solutions) and they need to develop new solutions (ideas, products, services) with the method of designing thinking.

The goal would be not only to find environmentally friendly solutions, but also to produce a positive change in people's behaviors without imposing anything.

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Each group should go from step to step. An advice would be to set a time for each phase and each time to sum up the phase and related questions to prepare the groups.

After the group presented the ideas and received the feedback, it would be advisable to have a brainstorming to understand how the group felt about the creative process, if they are satisfied, if they feel now more empowered in finding solutions for the sustainability cause.

The topics may be adapted according to the group backgrounds and interests. Here below a list of ideas:

- OVERPRODUCTION, OVERCONSUMPTION AND ADVOCATING CONSUMERS TO BE MORE SUSTAINABLE
- URBAN CENTERS AND EXTREME HEATS
- MOBILITY IN THE FUTURE
- TRAVEL

4. NFE Sessions for Green Soft Skills

4.3.3 Exploratory thinking

TOOL 2 Creativity

Name of the activity	Creativity
Author	Andrej Liseč, Landscape Governance College Gm Novo mesto
Activity type	Discussion, brainstorming
Competence Area	Envisioning sustainable futures
Competence	Exploratory thinking
Objectives	The aim of this session is for young people to understand different disciplines, using creativity.
Duration	1h
Minimum number of participants	5
Material	Paper, pens or a blackboard.

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Explanation:

This session is divided into two parts of 30 minutes each: brainstorming and discussion.

Part 1: Brainstorming

In this part we discuss a relational way of thinking by exploring and linking different disciplines.

This could be:

- In economy
- In circular economy
- In waste management

Part 2: Discussion

In this part of the session, we will make reflection on how to use creativity and experimentation with novel ideas or methods in everyday life and how we can change the world to be more green

4. NFE Sessions for Green Soft Skills

4.3.3 Exploratory thinking

TOOL 3

Exploring the Future

Name of the activity	Exploring the Future
Author	Katarina Kubickova, TOPCOACH
Activity type	Team Building Workshop
Competence Area	Envisioning sustainable futures
Competence	Exploratory thinking
Objectives	<ol style="list-style-type: none">1. Education: To teach participants the principles of exploratory thinking and its role in sustainability.2. Engagement: To engage participants in creative exercises that encourage open-mindedness and curiosity.3. Collaboration: To promote teamwork and collective ideation.4. Action: To inspire participants to use exploratory thinking in tackling sustainability challenges.
Duration	2h
Minimum number of participants	8

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Material	<ul style="list-style-type: none">- Flip charts and markers- Paper and pens- Art supplies for prototyping (colored paper, markers, scissors, glue, modeling clay)- Digital presentation equipment (optional)
Source	IDEO Design Thinking (https://www.ideo.com/pages/design-thinking)

Explanation:

Activity 1: Mind Mapping (20 minutes)

- Participants are divided into small teams.
- Each team selects a sustainability-related topic (e.g., renewable energy, zero waste, sustainable transportation).
- Teams create a mind map to explore various aspects and possibilities related to their topic.
- Teams present their mind maps and discuss their ideas with the group.

Activity 2: Perspective Shifting (30 minutes)

- Teams are assigned different perspectives to consider their topic from (e.g., a scientist, a policymaker, a community member, an entrepreneur).
- Each team discusses their topic from the assigned perspective and generates new insights.
- Teams present their findings and share how the new perspective influenced their thinking.

Activity 3: Ideation Session (30 minutes)

- Teams brainstorm innovative solutions to the sustainability challenge they have been exploring.
- Teams use techniques such as "Yes, and..." to build on each other's ideas and encourage creativity.

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- Teams create a list of potential solutions and prioritize the most promising ones.
- Each team presents their top solutions and receives feedback from the group.

Activity 4: Prototyping (30 minutes)

- Teams select one of their top solutions to develop further.
- Teams create a simple prototype or model to represent their solution (e.g., a drawing, a physical model, a role-play scenario).
- Teams present their prototypes and explain how they address the sustainability challenge.

Debrief and Reflection (15 minutes)

- Group discussion on the key takeaways from the workshop.
- Participants reflect on how exploratory thinking can be applied to real-world sustainability challenges.
- Participants share their personal insights and future plans to use exploratory thinking.

Closing Remarks (5 minutes)

- Summary of key takeaways.
- Encouragement to continue practicing exploratory thinking in daily life and professional contexts

4. NFE Sessions for Green Soft Skills

#CompetenceArea
*Acting for
sustainability*



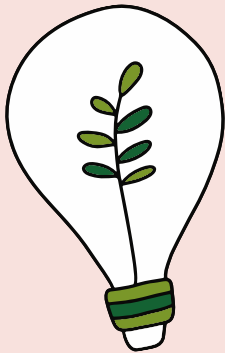
4. NFE Sessions for Green Soft Skills

4.4 Acting for sustainability

COMPETENCE	DESCRIPTOR	NFE SESSION	AUTHOR
Political agency	To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.	Rate Politics	Rosalia Marchese, Scambieuropei ETS
		Ask for changes!	Jesús Vila, Ajuntament d'Alzira
		Youth Voices in Policy	Katarina Kubickova, TOPCOACH
Collective action	To act for change in collaboration with others.	Let's work together!	Jesús Vila, Ajuntament d'Alzira
		You are change in the world	Andrej Lisec, GRM Novo Mesto
		United for Change	Katarina Kubickova, TOPCOACH
Individual initiative	To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.	(more) sustainable lifestyles and active citizenship	Alice Pomiatto, Scambieuropei ETS
		My little grain of sand	Jesús Vila, Ajuntament d'Alzira
		Active in community	Andrej Lisec, GRM Novo Mesto

4. NFE Sessions for Green Soft Skills

Acting for sustainability



4.4.1 Political agency

To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.

4. NFE Sessions for Green Soft Skills

4.4.1 Political agency

TOOL 1

Rate Politics

Name of the activity	Rate Politics
Author	Rosalia Marchese, Scambieuropei ETS
Activity type	Exercise
Competence Area	Acting for sustainability
Competence	Political agency
Objectives	<ul style="list-style-type: none">• to identify policy indicators to assess political responsibility and accountability in sustainability• to reflect and apply the indicator to political agenda of the EU political parties and their actions
Duration	1h
Minimum number of participants	6
Material	<ul style="list-style-type: none">• pens• papers• tablets/pc/cell phones

4. NFE Sessions for Green Soft Skills

Source

EUROPEAN COMMISSION (2023), “Handbook on the lump sum funding model”

Explanation:

NOTE: this activity should be implemented once the group has reflected on the sustainability main concepts and is aware of the challenges and main aspects.

The activity is divided into 2 parts. The first one is about setting indicators valuable for understanding whether the climate change and environmental crisis is considered.

The second one is to establish if the political parties and agencies are undertaking actions considering the indicators that the groups created.

PART ONE_ DEVELOPING AND SELECTING INDICATORS

The facilitator divides the participants in groups (depending on how many participants).

In order to understand if the politicians and institutions are effectively doing something for the environment protection and fair transition, it is needed to have some indicators as a measurement.

The groups need to develop common indicators based on their understanding, value criteria, and needs in sustaining such a call to shape a better EU in the environment call. These indicators will serve as a way to monitor and report on programmes, activities etc analyzing to what extent the political parties are responding to the issue.

The facilitator gives a definition of the term “indicator”.

INDICATOR: It is a measure of a value against a goal to be achieved. An indicator can be:

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QUANTITATIVE INDICATORS: an expression of quantifiable measures: numbers, facts, verifiable by mathematical numbers (e.g., number of activities carried out by the children, number of videos made, etc.).

QUALITATIVE INDICATORS: are descriptive, indicating, for example, the procedural status of the initiative, describing events, reasons, effects, experiences. They can be quantitatively represented through scoring methods (reception of participants, degree of increased participation.).

In order to create a valuable indicator, the facilitator may present the **RACER** criteria tool. This should be an instrument to be used to facilitate the participants to write indicators.

Relevant: Closely linked to the objective to be achieved. They should not be overambitious and measure the right thing

Accepted The definition of the indicator and the way it is measured should be agreed by all partners and responsibilities should be clearly attributed

Credible Not ambiguous and verifiable, also for external observers

Easy Data collection should be easy and not expensive. The information provided by the indicator should be easily understandable

Robust The value of the indicator is not easy to manipulate

The groups can now develop their own indicator to assess political agency in sustainability.

It can be advised to start by considering the main themes to tackle in reference to specific objectives that should be important to be achieved at a EU or national level.

Each group should consider at least 5 areas and for each area to have an indicator.

The groups present the selected indicators to the plenary. A discussion is encouraged.

A common indicator system is written down by the facilitator to have a comprehensive and group-based indicator system.

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PART 2 _ APPLICATION OF THE INDICATORS

The participants are again divided into groups. Each group is assigned with at least a political party (more depending on the number of groups).

Based on the criteria system, the group needs to research their political agenda proposed in the last elections and see if the indicators' topics are mentioned and how.

On a second step, they should research on the actions, thus if and how the programme was respected with laws, initiatives etc.

Each group will present the work in plenary.

For the debriefing, the facilitator should encourage participants in understanding how advocacy can shape the EU parties programmes and actions. It should be asked which kind of actions can be carried out by the citizens to push decision-makers in making changes.

The ideas should be written down on a flipchart.

4. NFE Sessions for Green Soft Skills

4.4.1 Political agency

TOOL 2

Ask for changes!

Name of the activity	Ask for changes!
Author	Jesús Vila, Ajuntament d'Alzira
Activity type	Brainstorming, debate
Competence Area	Acting for sustainability
Competence	Political agency
Objectives	The aim of this session is for young people to be critical of the city's green and protected spaces in order to seek improvements. At the same time they should be critical of those in power in order to demand these improvements from them.
Duration	1h
Minimum number of participants	5
Material	Paper, pens and a blackboard.

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Explanation:

This session is divided in two parts of 30 minutes each.

Part 1: Observation

This part consists of moving the young people to a green area of the city or a municipal nature site. There, first of all, young people can have a discussion about which problems has the city, regarding to the environment, recycling, etc. After this, the young people will observe the state of the area and make a personal list of proposals for improvement of the area. Some ideas could be:

- Installing litter bins.
- Plant more trees/plants.
- Improve the maintenance of the area.
- Make awareness-raising campaigns for users.
- Installation of furniture: benches, pergolas, etc.

Part 2: Discussion

All the young people should have a round table discussion to propose their ideas for improvement to the group and explain why these are the best ideas. The rest of the group will have to decide if they can be carried out, taking into account that it is not a difficult expense to bear and that it does not harm the ecosystem.

Finally, the young people will write an e-mail to send to the area of the city council in charge.

As a way of improving the activity, we can expand and thing what risk management plans have the city council, and if there's no one, we can also propose our representatives some ideas.

4. NFE Sessions for Green Soft Skills

4.4.1 Political agency

TOOL 3

Youth Voices in Policy

Name of the activity	Youth Voices in Policy
Author	Katarina Kubickova, TOPCOACH
Activity type	Simulation and Role-Playing
Competence Area	Acting for sustainability
Competence	Political agency
Objectives	<ol style="list-style-type: none">1. Education: To educate participants on the importance of political agency and how they can influence policy for sustainability.2. Engagement: To engage participants in a simulated political process, fostering an understanding of advocacy and decision-making.3. Collaboration: To promote teamwork and collaborative problem-solving.4. Action: To inspire participants to actively engage in political processes and advocate for sustainability.
Duration	2.5h

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Minimum number of participants	12
Material	<ul style="list-style-type: none">- Role cards with descriptions of different stakeholders- Flip charts and markers- Paper and pens for policy proposal development- Digital presentation equipment (optional)- Voting slips or a digital voting tool
Source	<p>UNICEF: Adolescent and Youth Participation (https://www.unicef.org/participation/youth-participation)</p> <p>European Youth Forum: Political Participation (https://www.youthforum.org/political-participation)</p>

Explanation:

"Youth Voices in Policy" is a simulation and role-playing activity designed to enhance young people's understanding of political agency and their ability to influence policy decisions related to sustainability. Through a simulated political process, participants will learn how to advocate for sustainable policies, negotiate with stakeholders, and understand the complexities of political decision-making.

Introduction (15 minutes)

- Welcome and introduction to the concept of political agency and its importance in sustainability.
- Overview of the simulation activity and its objectives.

4. NFE Sessions for Green Soft Skills

Activity 1: Introduction to Roles (15 minutes)

- Participants are divided into small groups and assigned different roles (e.g., policymakers, environmental activists, business leaders, community members).
- Each group receives a briefing on their role and objectives.

Activity 2: Policy Proposal Development (30 minutes)

- Each group develops a policy proposal related to a sustainability issue (e.g., renewable energy, waste management, public transportation).
- Groups outline their goals, key points, and arguments supporting their proposal.

Break (10 minutes)

Activity 3: Simulation of Policy Debate (45 minutes)

- Groups present their policy proposals in a simulated policy debate.
- Each group has a set time to present their proposal, followed by a question-and-answer session with other groups.
- Groups must defend their proposals, respond to critiques, and engage in negotiations.

Activity 4: Voting and Reflection (20 minutes)

- After all proposals are presented, participants vote on the policy proposals based on their effectiveness and feasibility.
- Group discussion on the outcomes of the vote and the experiences during the simulation.

Activity 5: Action Planning (20 minutes)

- Participants discuss real-world applications of political agency and advocacy.
- Groups brainstorm and develop action plans for engaging in local political processes and advocating for sustainability.

4. NFE Sessions for Green Soft Skills

Debrief and Reflection (20 minutes)

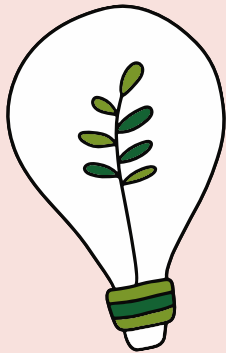
- Group discussion on the key takeaways from the activity.
- Participants reflect on how they can apply political agency skills to real-world sustainability challenges.
- Sharing of personal insights and future plans for political engagement.

Closing Remarks (5 minutes)

- Summary of key takeaways.
- Encouragement to continue practicing political agency in daily life and community contexts.

4. NFE Sessions for Green Soft Skills

Acting for sustainability



4.4.2 Collective action

To act for change in collaboration with others.

4. NFE Sessions for Green Soft Skills

4.4.2 Collective action

TOOL 1

Let's work together!

Name of the activity	Let's work together!
Author	Jesús Vila, Ajuntament d'Alzira
Activity type	Brainstorming
Competence Area	Acting for sustainability
Competence	Collective action
Objectives	The aim of this session is for young people to organise themselves and a local environmental organisation to work together on the necessary actions.
Duration	1h
Minimum number of participants	5
Material	Mobile phones, and it depends on the actions needed.

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Explanation:

The young people in this session should look for an organisation defending a nearby nature site and ask them how they can collaborate and take such actions.

They can also offer this organisation outreach on social media, sharing posts and stories on their personal profiles, or looking for sponsors. Some examples could be site clean-ups and participation in forest replanting days.

4. NFE Sessions for Green Soft Skills

4.4.2 Collective action

TOOL 2

You are change in the world

Name of the activity	You are change in the world
Author	Andrej Lisec, Landscape Governance College Gm Novo mesto
Activity type	Discussion, brainstorming
Competence Area	Acting for sustainability
Competence	Collective action
Objectives	The aim of this session is for young people to be prepared for change with other people
Duration	1h
Minimum number of participants	5
Material	Paper, phone, pens or a blackboard.

4. NFE Sessions for Green Soft Skills

Explanation:

The people are sharing ideas on how to be green in the world.

With the use of mobile phones they can check which ideas are good.

The discussion could be on:

- Green logistics
- Circular economy
- Reverse logistics

We can see in the discussion how young people are prepared for change with other people.

4. NFE Sessions for Green Soft Skills

4.4.2 Collective action

TOOL 3

United for Change

Name of the activity	United for Change
Author	Katarina Kubickova, TOPCOACH
Activity type	Team Building and Action Planning Workshop
Competence Area	Acting for sustainability
Competence	Collective action
Objectives	<ol style="list-style-type: none">1. Education: To teach participants about the importance and impact of collective action in addressing sustainability challenges.2. Engagement: To engage participants in collaborative activities that foster teamwork and shared purpose.3. Collaboration: To promote the development of strategies for collective action and community involvement.4. Action: To inspire participants to initiate and participate in collective actions for sustainability in their communities.

4. NFE Sessions for Green Soft Skills

Duration	2.5h
Minimum number of participants	10
Material	<ul style="list-style-type: none">- Flip charts and markers- Action planning templates- Role-play scenario cards- Notebooks and pens for note-taking- Digital presentation equipment (optional)
Source	Community Toolbox: Chapter 5. Choosing Strategies to Promote Community Health and Development (https://ctb.ku.edu/en/table-of-contents/assessment/promotion-strategies/overview/main)

Explanation:

"United for Change" is a team-building and action planning workshop designed to enhance young people's understanding of the power of collective action in achieving sustainability goals. Through a series of interactive activities, participants will learn how to work together to identify, plan, and implement collective actions that address local sustainability challenges. This activity aims to empower participants with the skills and motivation to engage in civic participation and drive positive change in their communities.

Activity Outline:

1. Introduction (15 minutes)

- Welcome and introduction to the concept of collective action and its importance in sustainability.
- Overview of the workshop agenda and goals.



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2. Activity 1: Icebreaker and Team Formation (15 minutes)

- Participants engage in a quick icebreaker activity to get to know each other.
- Participants are then divided into small teams for the workshop activities.

3. Activity 2: Identifying Community Challenges (30 minutes)

- Each team brainstorms and identifies local sustainability challenges (e.g., pollution, energy consumption, waste management).
- Teams discuss the root causes and impacts of these challenges.
- Each team selects one key challenge to focus on for the rest of the workshop.

4. Activity 3: Developing Collective Action Plans (45 minutes)

- Teams brainstorm potential collective actions to address their chosen challenge.
- Teams use a structured action planning template to outline their proposed actions, including goals, stakeholders, resources needed, and timelines.
- Each team presents their collective action plan to the group and receives feedback.

5. Break (10 minutes)

6. Activity 4: Simulation of Collective Action (40 minutes)

- Teams engage in a simulation activity where they role-play the implementation of their collective action plans.
- The facilitator introduces various scenarios and challenges that teams might face (e.g., stakeholder resistance, limited resources).
- Teams must adapt their plans and strategies in response to these simulated challenges.

7. Debrief and Reflection (20 minutes)

- Group discussion on the key takeaways from the simulation and overall workshop.

4. NFE Sessions for Green Soft Skills

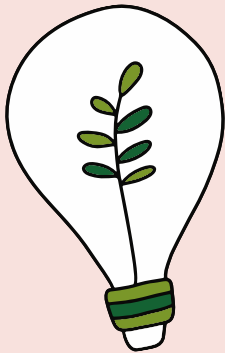
- Participants reflect on the importance of collective action and share insights on what strategies worked best.
- Participants discuss how they can apply the skills and knowledge gained to real-world collective actions.

8. Closing Remarks (15 minutes)

- Summary of key takeaways.
- Encouragement to initiate and participate in collective actions in their communities.
- Information on resources and networks to support ongoing collective action efforts.

4. NFE Sessions for Green Soft Skills

Acting for sustainability



4.4.3 Individual initiative

To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.

4. NFE Sessions for Green Soft Skills

4.4.3 Individual initiative

TOOL 1

(more) sustainable lifestyles and active citizenship

Name of the activity	(more) sustainable lifestyles and active citizenship
Author	Alice Pomiato, Scambieuropei ETS
Activity type	Individual and Group Exercise
Competence Area	Acting for sustainability
Competence	Individual initiative
Objectives	Understanding that there are things over which we have power primarily and others that need collective participation to be implemented. Focus on individual and collective empowerment to promote sustainability and active citizenship.
Duration	2.5/3 hours
Minimum number of participants	8

4. NFE Sessions for Green Soft Skills

Material	Posters, Markers, Screen to project
Source	<p>Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics - Kimberle Crenshaw https://chicagounbound.uchicago.edu/cgi/viewcontent.cgi?article=1052&context=uclf</p> <p>How do I Identify the Privilege I Hold https://uwaterloo.ca/equity-diversity-inclusion-anti-racism/sites/default/files/uploads/documents/how-do-i-identify-the-privilege-i-hold.pdf</p> <p>Typology of Youth Participation and Empowerment Pyramid https://organizingengagement.org/models/typology-of-youth-participation-and-empowerment-pyramid/</p> <p>Building Community, Empowerment and Self-sufficiency: https://www.researchgate.net/publication/233132182_Building_Community_Empowerment_and_Self-sufficiency?_tp=eyJjb250ZXh0Ijp7ImZpcnN0UGFnZSI6Il9kaXJlY3QiLCJwYWdlIjoiX2RpcmVjdCJ9fQ</p> <p>https://www.researchgate.net/figure/Disaggregation-of-psychological-empowerment-Zimmerman-1995_fig2_233132182</p>

4. NFE Sessions for Green Soft Skills

Explanation:

Phase one - Start from ourselves. Who am I on the Wheel of Power/Privilege? Individual Exercise (25 min)

Each participant looks at the wheel of power and privilege and takes the time to answer these questions. He can create his own wheel on a poster.

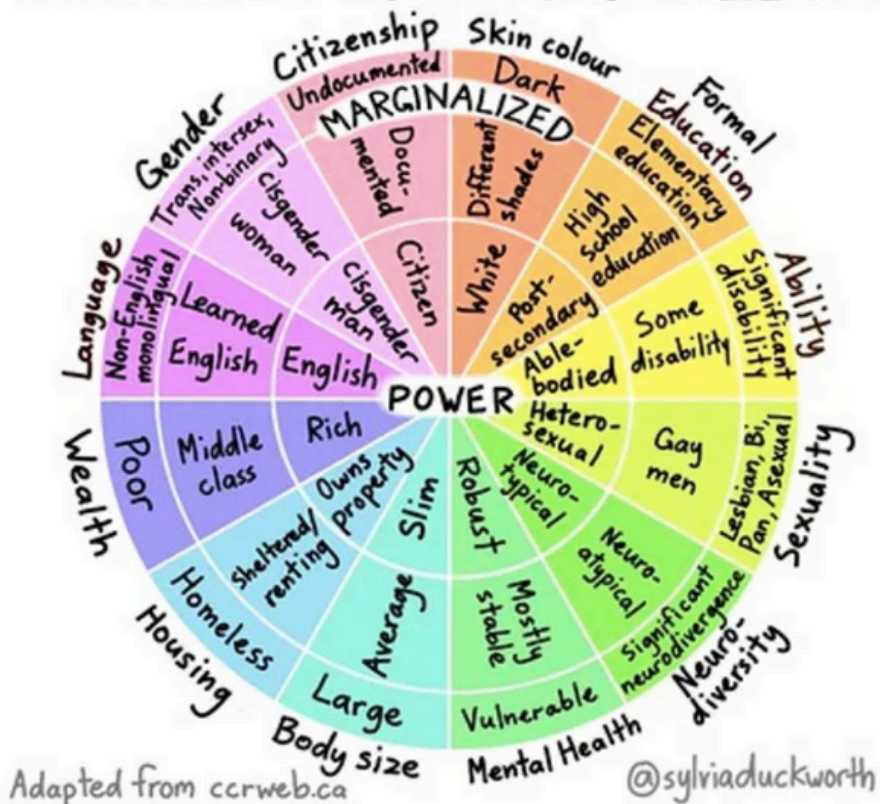
Questions that every participants need to ask themselves:

- What aspects of my identity give me power and privilege?
- In what areas of my life do I experience disadvantage or discrimination?
- Am I aware of the privileges I have and how they impact my daily life?
- How might my privilege affect my perception of others?
- How do structures of power and privilege influence different communities in my society?
- Which groups are most disadvantaged or marginalized?
- What responsibilities do I have to use my power and privilege to advance equity and justice?
- What can I do to support those who don't have the same privileges?
- How are different forms of discrimination and privilege intertwined in my life and the lives of others?
- How can I be an effective ally for people from disadvantaged groups?
- What concrete actions can I take to help reduce inequalities?
- How can I use my power and privilege to promote social and environmental change?
- How can I continue to educate myself and think about issues of power and privilege?
- How can I encourage open and constructive discussions about these issues in my community and territory?

These questions help foster a deeper understanding of the dynamics of power and privilege and can guide us towards more conscious and just behaviors.

4. NFE Sessions for Green Soft Skills

WHEEL OF POWER/PRIVILEGE



Part Two - Sharing the wheel exercise (20 min)

Participants share what are the most significant aspects that struck them.

The objective of the exercise is to give a tool to understand who you are, what you can do in the positions you are in, and how you can put yourself at the service of others and the causes that are more close to us/we care the most about.

Using the wheel of power and privilege helps also to identify environmental inequalities and promotes a more equitable approach to sustainability, where environmental solutions take into account the needs and rights of all communities. Can be an enlightening exercise in understanding how power dynamics influence access to natural resources and the impact of environmental policies on different communities.

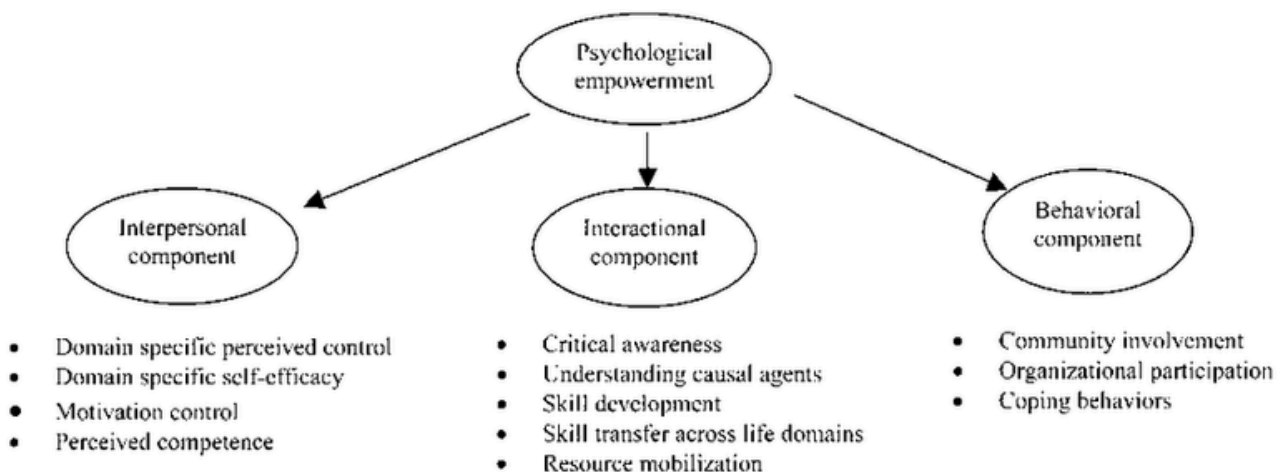
4. NFE Sessions for Green Soft Skills

Part Three - Become a Change Maker in your spaces and communities (20 min)

An empowered person is the basis for the development of responsive and participatory organizations and communities. Empowered organizations are able to positively influence the empowerment of their members and the community.

How to acquire awareness and power to become agents of change in our personal lives and in the communities, spaces and territories of reference in order to give individuals, groups or communities the ability to develop active control over their lives through participatory processes.

Marc Zimmermann's three levels model (psychological-individual, organizational, and community) can be a powerful tool to identify one's own sustainability potential and to contribute significantly to the protection and improvement of the environment at all levels.



By addressing these three levels, individuals can holistically identify their potential for sustainability and actively contribute to improving prospects for their community and the planet. This approach ensures that personal actions are aligned with broader organizational and community efforts, creating a synergistic impact on sustainability.

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Part Four: Application in an Exercise (45 min)

1. Psychological-Individual Level

Identify practical and achievable actions to promote sustainability at an individual level. The most sustainable way is to start with us and our individual, family, work needs and requirements and our interests to act starting from our personal sphere of influence.

Reflect on your current lifestyle and habits. Start from list your daily activities and evaluate their environmental impact:

- what you eat and where it comes from
- what, how much and where you buy
- how you move
- how much technology you use and how much energy it requires
- what do you do in your free time

Ask yourself:

- What sustainable practices am I already following?
- Where can I do better and how?

always keeping in mind what are your needs, timing, possibilities, priorities, burdens.

2. Organizational Level

How organizations (e.g., workplaces, schools etc) can support and promote sustainability. It involves understanding and influencing the policies, practices, and culture within these organizations to foster a sustainable environment.

Evaluate current sustainability policies and practices of organizations you are part of:

- How does my organization promote sustainability?
- What sustainable practices can be improved or implemented?
- How can I advocate for or lead sustainability initiatives within my organization?

Initiate Change: Develop a plan to promote sustainability in your organization. Create a proposal for a green initiative and outline steps for implementation and expected benefits.

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3. Community Level

This level focuses on the broader community, encompassing local (neighborhood) regional, and global perspectives.

Identify Community Needs:

- What are the main environmental issues in my community?
- Who are the key stakeholders and how can I collaborate with them?
- What community resources are available to support sustainability efforts?

Get involved in or start community projects that promote sustainability. This could involve organizing clean-up drives, advocating for public transportation, or starting community gardens. Develop proposals.

Group Discussions on results and Debriefing (30 min)



4. NFE Sessions for Green Soft Skills

4.4.3 Individual initiative

TOOL 2

My little grain of sand

Name of the activity	My little grain of sand
Author	Jesús Vila, Ajuntament d'Alzira
Activity type	Brainstorming
Competence Area	Acting for sustainability
Competence	Individual initiative
Objectives	The aim of this session is for young people to look for their own initiatives to care for the planet.
Duration	1 hour
Minimum number of participants	5
Material	Paper, pens or blackboard.

4. NFE Sessions for Green Soft Skills

Explanation:

For this session, young people should position themselves in a circle. Each young person will have to think of initiatives that can be done individually to take care of the planet through small (or bigger) actions.

Each young person can express an action and defend why this action can be applied to everyone's daily life and does not require much effort.

Examples of actions could be:

- A walk through a nature site to pick up litter.
- Posting on social networks in favour of the environment.
- Joining environmental associations.
- Using public transport.
- Buying as little plastic packaging as possible.

Then, as a result of the session, a mural can be made to encourage people to put these actions into practice, or postings on social media.

4. NFE Sessions for Green Soft Skills

4.4.3 Individual initiative

TOOL 3

Active in community

Name of the activity	Active in community
Author	Andrej Liseč, Landscape Governance College Gm Novo mesto
Activity type	Discussion, brainstorming
Competence Area	Acting for sustainability
Competence	Individual initiative
Objectives	The aim of this session is for young people to be active in the community
Duration	1h
Minimum number of participants	5
Material	Paper, phone, pens or a blackboard.

4. NFE Sessions for Green Soft Skills

Explanation:

For this session, young people should position themselves in a circle. The people are identifying potential for sustainability. Discussion will be on:

What do they do in real life?

Are they active?

How can they contribute to improve prospects for the community and the planet?

Is education enough?

How to be sustainable?

We can see in the discussion how young people are prepared to be active in the community and what they are prepared to do for a better future.

Ways Forward



WAYS FORWARD

The “ToolKit on Green Soft Skills. A Toolkit for Youth Workers Based on Non-Formal Education” aims to equip youth workers and educators with a variety of activities, methods, and tools grounded in non-formal education to foster the acquisition of green soft skills among young people. Aligned with the methodology of the GreenComp: The European Sustainability Competence Framework by the Joint Research Centre (JRC), the toolkit and the broader GYE project prepare young people for a fair transition in response to climate change and the accompanying shifts in employability. Equipping young people with the tools for a fair transition ensures that education fulfills its role as an active social and cultural agent.

The toolkit demonstrates the efficacy of non-formal education (NFE) in the youth sector by presenting 36 potential NFE sessions focused on green soft skills acquisition. However, it is essential that these sessions be tailored to the specific needs of local communities and target groups. It is the responsibility of learning specialists or trainers to adapt the sessions accordingly.

The toolkit suggests several pathways for further development. One possibility is to create a training program based on youth exchanges that fosters youth engagement and participation while incorporating the principles of green sustainability. This approach would encourage ongoing learning and skill development among young people, preparing them for green jobs and sustainable practices.

Additionally, the toolkit can be integrated into various educational and professional frameworks. One option is to incorporate green soft skills training into existing educational curricula and professional development programs, ensuring a comprehensive approach to sustainability.

Another key follow-up strategy involves policy advocacy. By advocating for policies that support the integration of green soft skills into education and emplo-

WAYS FORWARD

-ment strategies align with sustainability goals and provide the necessary support for green job creation.

By implementing these strategies, the toolkit aims to empower young people to become proactive agents of change, contributing to a more sustainable and equitable future. These actions are essential for building a society where environmental responsibility, social justice, and economic viability are integrated into everyday practices and policies.

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