



R6 – Mainstreaming and Validation
14/11/2023

Fondazione Polo Universitario Grossetano



Co-funded by
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SUMMARY

- Objectives and methodology
- Overview on Induction Training on Green Jobs (R3) and Digital Jobs (R4) – *Learning Outcomes*
- External evaluation (Employers)

- References

- Conclusions

Objectives

- To provide guidelines and tools to **mainstream training structures** ensuring coherence with the European Qualification Framework (**EQF**) at the beginning and during their development.
- To create a **final reference report** for project partners for accreditation/recognition purposes (Information on EQF, Training development process, Induction Green and Digital jobs training frameworks, evaluations, concrete example of accreditation, recommendations ...).

METHODOLOGY

Based on EQF
European Qualification Framework
*Mutual Recognition of Qualifications/
trainings throughout EU*

Collection of official accreditation template for home-grown training from partners' own National or Regional accreditation authority and analysis

Identification and provision of final tool and guidelines to be used for mainstreamed development of R3 and R4 trainings on the basis of EQF

Training drafts: Internal and external feedback (content) + validation activities (coherence of structure with EQF - CASE)

Final version, Accreditation in Malta, Report/Manual



Green AND Digital TRAINING STRUCTURES

- **Induction** trainings (Total amount 25 hrs): NEETs profiles are varied (R1); objective -> guidance for possible paths (ALMP)
- Trainings:
 - Content: composed by different **Areas** -> **LEARNING OUTCOMES** that the learner is expected to acquire at the end of the training activity, in terms of KNOWLEDGE and SKILLS
 - Each training proposes reference Learning methods, Reading material and Assessment methods.
 - Trainers education level and specifications and Entry requirements learners are provided.



Induction training on Green Jobs

AWARD IN **GREEN** SKILLS – THE FOUR CHALLENGES EXPERIENCE

5 Thematic Areas:

Area A. Introduction to green jobs addressing sustainable challenges

Area B. Climate Action

Area C. Sustainable Consumption

Area D. Water Management

Area E. Biodiversity

Example: AREA C - Sustainable Consumption

Overall Description of Area C

The objective of this Area is to explain how the worldwide consumption and production — a driving force of the global economy — rests on the use of the natural environment and resources in a way that continues to have destructive impacts on the planet.

Economic and social progress over the last century has been accompanied by environmental degradation that is endangering the systems on which our future development — indeed, our very survival — depends.

The module will concentrate on three negative aspects specifically:

- **Food waste**
- **Energy waste**
- **Ecological footprint**

Next, the participants will be encouraged to focus on the following countermeasures:

- **Circular economy and sustainability**
- **Recycling**
- **Green Jobs referring to sustainable use of resources** (e.g. Recycling collector, Site recycling Manager, Recycling Operator)

The implementation of this module is based on :

- The introduction of the basic concepts set out in the "4 challenges of the SD" support by the trainer
- The implementation of individual or group activities by choosing from the catalogue of activities proposed in the support "Green job Activities" in section 2 on sustainable consumption. The activities are chosen to allow for rotation among the learners, depending on their number.

6 hours

LEARNING OUTCOMES FOR **KNOWLEDGE**

The learner will be able to:

On the subject of **Food waste**:

- Indicate best sustainable practices in use in the food system
- Describe the food production system, the stakeholder involved and their different roles

...

LEARNING OUTCOMES FOR **SKILLS**

The learner will be able to:

On the subject of **Food waste**:

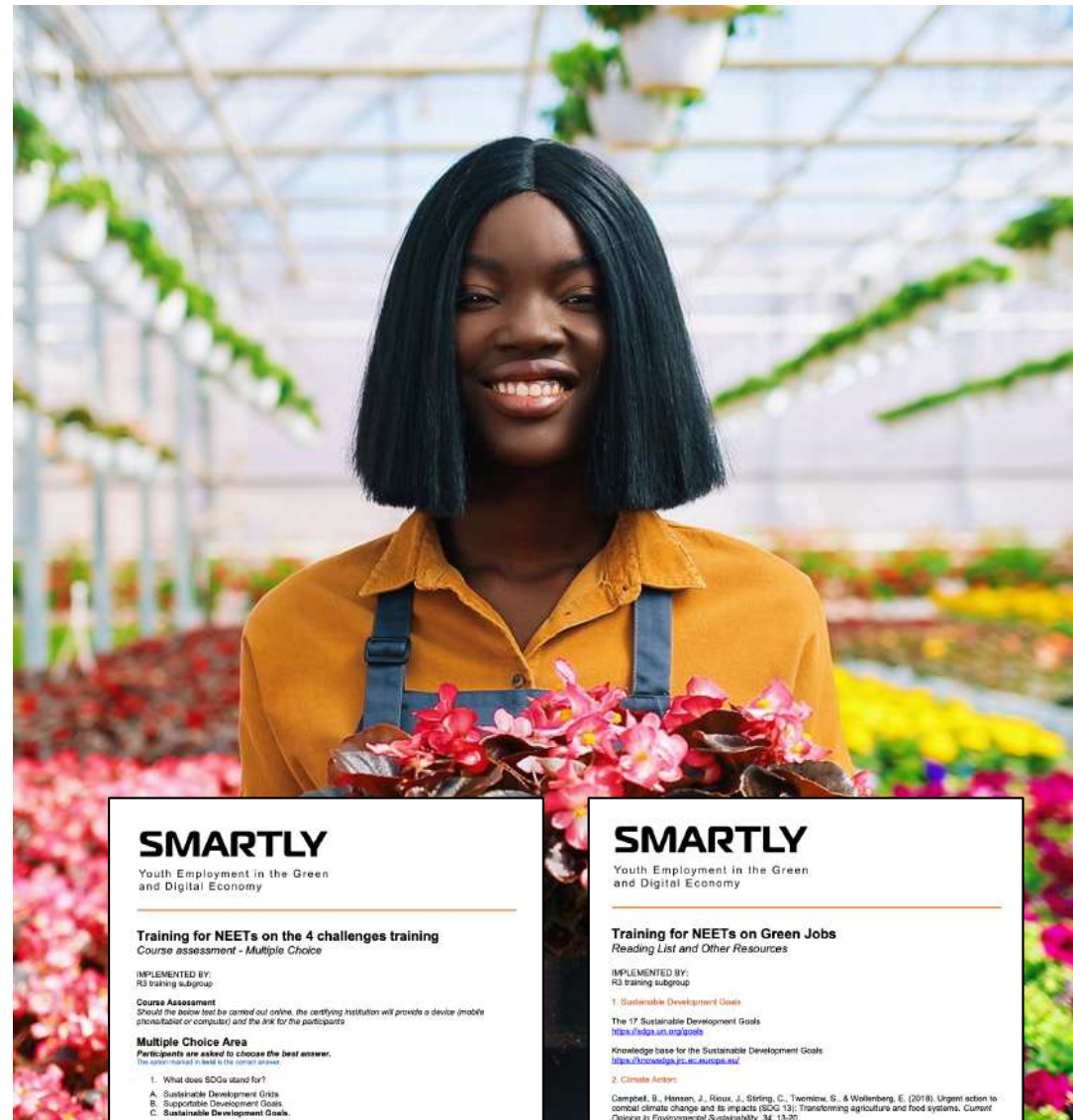
- Provide examples and arguments in favor of sustainable processes
- Discuss patterns possible for implementing within consumption processes
- Define and apply at least two eco-gestures likely to respond to this environmental challenge. Explain them to an audience.
- Plan and suggest participant's own alternative behavior patterns enhancing sustainability

...


Further information:

Please find more information on the Induction Training on Green Jobs on:

<https://www.smartlyproject.eu/news>



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R3 – Green Jobs Training Programme
AWARD IN GREEN SKILLS – THE FOUR CHALLENGES EXPERIENCE

Author: CDE Petra Patrimonia
Date: 29.05.2023

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Training for NEETs on the 4 challenges training
Course assessment - Multiple Choice

IMPLEMENTED BY:
R3 training subgroup

Course Assessment
Should the below test be carried out online, the certifying institution will provide a device (mobile phone/tablet or computer) and the link for the participants

Multiple Choice Area
Participants are asked to choose the best answer.
The option marked in bold is the correct answer.

1. What does SDGs stand for?
A. Sustainable Development Goals
B. Susportable Development Goals
C. Sustainable Development Goals
2. How many SDGs are there?
A. 25
B. 17
C. 15
3. Who is responsible for the creation and promotion of the SDGs framework?
A. United States of America
B. European Union
C. United Nations
4. What were the SDGs designed for:
A. Supporting the sustainable development of Asia
B. Being invested in countries contribution
C. To end poverty, hunger, AIDS, and discrimination against women and girls
5. What does climate change refers to ?
A. Climate change refers to long-term shifts in temperatures and weather patterns.
B. The weather forecast changing in the last few years.
C. A natural phenomenon happening in cycles on our planet since the big bang

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Training for NEETs on Green Jobs
Reading List and Other Resources

IMPLEMENTED BY:
R3 training subgroup

1. Sustainable Development Goals
The 17 Sustainable Development Goals
<https://sdgs.un.org/goals>
Knowledge base for the Sustainable Development Goals
<https://knowledge.ec.europa.eu/>
2. Climate Action
Campbell, B., Hansen, J., Rivetz, J., String, C., Twisslow, S., & Wollenberg, E. (2018). Urgent action to combat climate change and its impacts (SDG 13): Transforming agriculture and food systems. *Current Opinion in Environmental Sustainability*, 34, 13-20.
MOOC – Climate change education for trainers: <https://eocademy.global/en/index.php?i=47>
Educational resource: <https://www.ck12.org/schools.eu/>
The video library of the "Office for climate education":
<https://www.youtube.com/@offforclimateeducation/5467>
3. Sustainable Consumption
The Framing of Sustainable Consumption and Production in SDG 12
<https://online.library.wiley.com/doi/10.1111/1758-5896.12502>
A video from the European Environment Agency about Circular Economy
https://www.youtube.com/watch?v=_5m1483o2A
4. Water Management
Pennington, K.L. (2021). Introduction to Water Resources and Environmental Issues, 2nd ed. Cambridge University Press
UNESCO (2012). Water education for sustainable development. International Hydrological Programme
Water management challenges: <https://www.uneca.org/about/8-big-challenges>

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Induction training on Digital Jobs

AWARD IN **DIGITAL SKILLS**

5 Thematic Areas:

Area A: Introduction to digital jobs

Area B: Digital communication

Area C: Digital training and digital information

Area D: Digital Opportunities

Area E: Green digital jobs

Example: AREA B - Digital communication

This Area will cover the topic of Digital Communication, which is a key sector of the digital economy. Moreover, this sector has a general great relevance in every person's lives nowadays.

Modules:

- 1. A shared definition of personal, formal/informal, professional “Digital communication”.**
- 2. Netiquette: definition and rules.**
- 3. Instant messaging: services and tools, most appropriate ways to use them.**
- 4. Social networks: main platforms and their use.**
- 5. Digital reputation: what it is and why it is important.**
- 6. Practical session to test what they learnt.**

Learners during the module will attend theoretical and practical lessons on the topic. This will help them to become more conscious digital users, as well as in better understanding how to work in this job sector.

This Area will start with a brainstorming session in which the learners will come up with a shared definition of personal, formal/informal, professional “Digital communication”.

After the brainstorming session, the module will cover the following topic of modules 2, 3, 4 and 5. These topics will be covered by encouraging learners to share their knowledge and ideas.

At the end of the module the learners will take part in practical session to test what they learnt.

6 hours

LEARNING OUTCOMES FOR **KNOWLEDGE**

The learner will be able to:

2. Netiquette: definition and rules.

- Provide a definition of netiquette, what it is and why it is important.
- Understand the basic rules of netiquette in order to be able to communicate in a proper way with digital tools (e.g. user identification must be clear in all communications; etc.).

LEARNING OUTCOMES FOR **SKILLS**

The learner will be able to:

2. Netiquette: definition and rules.

- Use and recognize the basic rules of netiquette.
- Communicate in a proper way with digital tools.

Further information:

Please find more information on the Induction Training on Digital Jobs on:

<https://www.smartlyproject.eu/news>

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R4 – Digital Jobs Training Programme
AWARD IN DIGITAL JOBS TRAINING

Author: Anci Toscana
Date: 06.04.2023

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Training for NEETs on Digital Jobs
Course assessment - Multiple Choice and Open Questions

IMPLEMENTED BY:
R4 training subgroup

Course Assessment
The following test will be carried out online, through an online questionnaire (or a similar tool).

Participants will be provided with:

1. Link to the test.
2. Computers/tablets and/or smartphones to access the test and carry out the exercises.
3. Each learner will be provided with the email of a classmate.

Multiple Choice Area
Participants are asked to choose the best answer.
The option marked is based on the correct answer.

1. Why is improving personal digital skills important?
A. Because the world in which we live is getting more and more digitized, and we need these skills in both our personal and working life.
B. Because these skills are complex and nobody has them nowadays.
C. Because computer and digital tools are not used much yet in jobs, but probably they will in the future.
2. Which of these is a digital skill?
A. Know how to write a letter.
B. Know how to communicate online.
C. Speak a foreign language.
3. Which of these is an important practice to protect personal digital reputation?
A. Post comments and photos without reflecting.
B. Write posts without posting any photos.
C. Treat others with respect.
4. Which of these is an instant messaging service?
A. Letter.
B. Email.
C. WhatsApp.
5. Why is life-long learning important?

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Training for NEETs on Digital Jobs
Teaching Resources

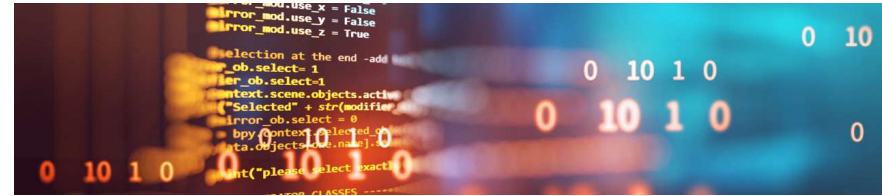
IMPLEMENTED BY:
R4 training subgroup

Teaching resources for trainers:

1. NEETs — Young people not in employment, education or training: characteristics, costs and policy responses in Europe. Eurofound (2012). Luxembourg: Publications Office of the European Union.
2. Statistics on young people neither in employment nor in education or training. <https://ec.europa.eu/eurostat/tgm/table.do?exp=explained&index=10.1185/32643-016-0394-2>. By Mawn, L., Oliver, E. J., Awher, N., Bamann, C. L., Torgerson, C., Bräde, C., & Stan, H. J. Eurostat (2020).
3. Are we failing young people not in employment, education or training (NEETs)? A systematic review and meta-analysis of re-engagement interventions. <https://systematicreviewsjournal.biomedcentral.com/articles/10.1186/s13643-016-0394-2>. By Mawn, L., Oliver, E. J., Awher, N., Bamann, C. L., Torgerson, C., Bräde, C., & Stan, H. J. Routledge Ltd.
4. Young People on the Margins. Priorities for Action in Education and Youth. By Luis Mercedes and Sam Eboon. Routledge Ltd.
5. How Digital Inclusion Increases Opportunities for Young People: Case of NEETs from Bulgaria, Romania and Turkey. <https://www.mdpi.com/2071-1050/13/14/2894>. By Gabriela Neagu, Muhammad Benjelal and Vladislava Landrova.
6. Higher education and the digital revolution: About MOOCs, SPOCs, social media, and the Cookie Monster. By Andreas M. Kaplan and Michael Haenlein. Business Horizons.
7. MOOC and ABEET? Innovative paths towards the social and economic inclusion of vulnerable young people. By Francesco Agnati, Raffaella Leprosi, Fabio Olivieri, Lisa Sibilo, Elena Zizioli. Roma TRE University.
8. Extending the unified theory of acceptance and use of technology with the problems of digital access to (re)connected NEETs. By Walter Malli and Mpho Ngope.

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EXTERNAL EVALUATION OF TRAININGS EMPLOYERS



A. Responsiveness of training **Module (x)** to the job market needs;

Green Jobs 4.15-4.38/5

Digital Jobs 4.15-4.5/5

B. Responsiveness of the **overall training** to the job market needs?

Green Jobs 4.15/5

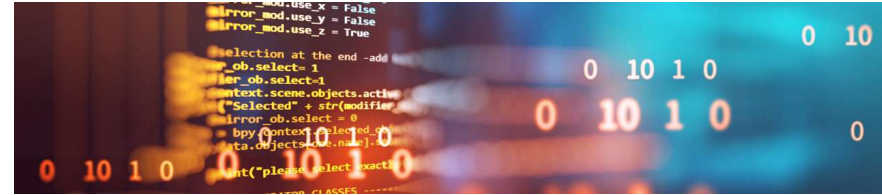
Digital Jobs 4.3/5

C. Will it be an asset if a candidate at your workplace shows a certificate of attending such training?

100% Yes

85% Yes

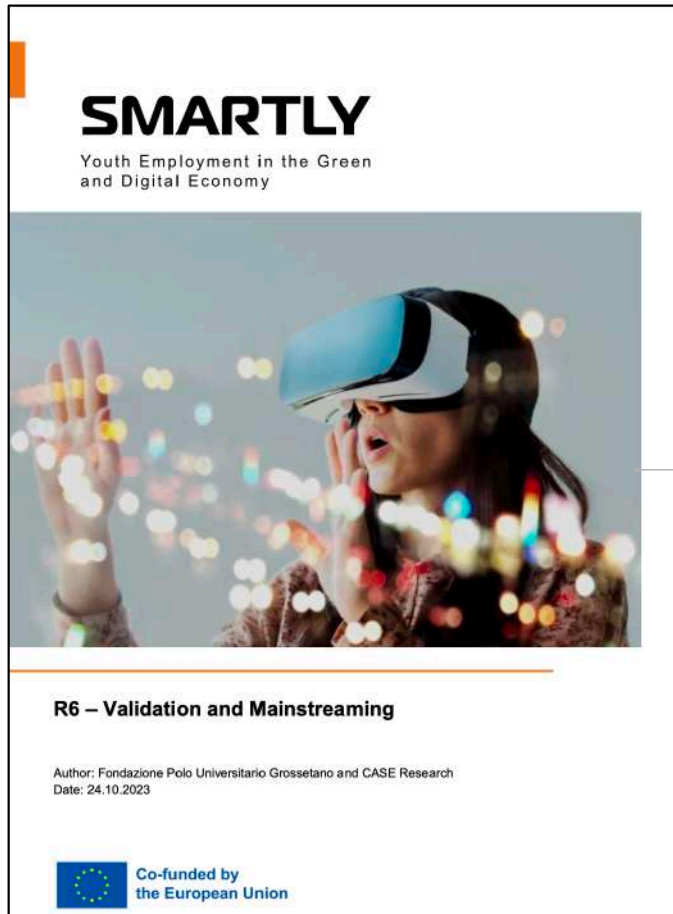
EXTERNAL EVALUATION OF TRAININGS EMPLOYERS



D. What topics on green skills would fit to be included in the future training program development?

- *Ecological design, Certification of environmental standards, Knowledge of environmentally friendly materials, Calculation of the energy efficiency of buildings, Providing expert environmental advice (from a real estate representative)*
- *Bioeconomy (from a Research and Education representative)*
- *How to implement the knowledge and to translate it to actual behavior change (from an Electricity and Automobile Mechanics sector representative)*
- *Link between digital architecture and Sustainability (from a Research and Education representative)*

REFERENCES



- EQF
- Overall process
- SMARTLY training frameworks
- Employers evaluation
- Accreditation
- ...



Green Jobs



Digital Jobs

<https://www.smartlyproject.eu/news>

CONCLUSIONS

- European Qualification Framework approach and opportunities opportunity to share effective ALMP measures.
- Need for a mix of practical knowledge and soft/ learning skill (coherence with R1 analysis)
- Important to include practitioners' (employers) feedback in a framework's final version
- Induction trainings were generally found to provide added value for candidates, although effectiveness may vary according to the NEET and the company's profile.
- Regarding the accreditation process, need to foresee further work to adjust the training.
- Both trainings were successfully accredited in Malta.





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You.

projects@pologr.it

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