

Your Green Career is Our Future:

Green Jobs Career Readiness for Young People

WP3: Digital Training Materials and Try Out Sessions

FINAL COMMON REPORT



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I. Introduction

The GREEN READ digital platform piloting activities were conducted across five countries: Turkey, Spain, Poland, Italy, and Germany, between September and November 2024. These sessions aimed to evaluate the platform's effectiveness in fostering skills for green jobs and sustainability through various training materials. Feedback was gathered using online surveys from participants, including VET students, teachers, and education providers.

II. Demographic question

Participants

- **Turkey:** 41 participants from diverse institutions.
- **Spain:** 32 participants aged 16+ from education and labor sectors.
- **Poland:** 27 participants, predominantly professionals and students.
- **Italy:** 26 participants, mostly students aged 16–25.
- **Germany:** 24 participants, mainly VET students.

Age group

Predominant age range varied:

- 16–25 years in Italy (73%) and Germany (71%).
- 31+ years in Spain (majority) and Poland (59%).
- 26–30 years in Turkey (51%).

Education Levels

- High representation of university graduates in Turkey (65.9%), Spain (majority), and Poland (78%).
- Italy saw a significant number of participants with less than a high school diploma (70.8%).
- Germany had mostly professional or high school-level participants (88%).

Employment Status

- **Students:** Largest group in Italy (76%) and Germany (71%).
- **VET Teachers/Education Providers:** Strong presence in Turkey (31.7%) and Germany (29%).
- **Employees:** Significant in Poland (48%) and Turkey (29.3%).

III. Summary of Feedback

Design of Training Materials

- High ratings in all countries for logical structure and visual appeal:
 - Average scores: Turkey (4.5/5), Spain (4.28/5), and Italy (100% positive).
- Suggestions for improvement included adding more visuals and infographics (Turkey) and simplifying for lower education levels (Spain).

Ease of Use

- Universally positive:
 - 100% of participants in Poland found the materials easy to use.
 - Italy and Turkey also reported strong agreement.

Relevance to Learning

- Highly relevant across all regions:
 - Scores: Turkey (4.6/5), Spain (50% rated as very relevant), and Italy (100% positive).
 - Recommendations for localizing content were raised in Turkey and Spain.

Variety of Formats

- Diverse formats (videos, quizzes, exercises) were appreciated:
 - Poland (96%), Italy (88.5%), and Turkey (4.8/5).
- Calls for scenario-based tasks or simulations (Turkey, Spain)

Balance Between Theory and Practice

- Well-rated for its mix:
 - Turkey (4.7/5), Poland (92%), and Italy (76.9% strongly agreed).
- Suggestions included emphasizing hands-on activities (Turkey).

Knowledge Increase

- Substantial knowledge gains:
 - Turkey (4.8/5), Spain (90% agreed), and Poland (96% agreed).
- Suggestions for summary sections and quizzes for retention (Turkey).

Skill Importance

- Skills rated crucial for green careers:
 - Turkey (4.9/5), Poland (100%), and Italy (84.6% strongly agreed).
- Participants valued the focus on practical and transferable skills.

IV. Strengths and Insights

The feedback highlighted the platform's ability to engage a diverse audience effectively. Its design, accessibility, and content variety stood out as key strengths, making the sessions enjoyable and informative. Participants appreciated the balance between theoretical knowledge and practical exercises, which helped them connect abstract concepts with real-world applications. Moreover, the bilingual implementation in some countries, such as Germany and Turkey, was effective in accommodating participants with different linguistic needs. The platform's alignment with green job requirements further cemented its relevance in vocational training.

V. Areas for Improvement

While the feedback was overwhelmingly positive, participants provided constructive suggestions for enhancing the platform:

1. Localization: Adding more country-specific case studies and examples would make the content more relatable, as suggested by participants in Turkey and Spain.
2. Inclusivity: Simplifying certain theoretical aspects could make the training more accessible to participants with lower educational backgrounds, as highlighted in Spain and Italy.
3. Knowledge Retention: Participants proposed including summary sections and post-training tools to reinforce learning and aid long-term retention.

VI. Analysis and Key Findings

1. Target Audience Diversity: The feedback reflects broad demographic participation, indicating the platform's adaptability to various educational and employment backgrounds.
2. Ease of Access and Usability: Across countries, participants praised the user-friendly interface, though minor localization adjustments are needed.
3. Training Material Impact: Knowledge enhancement and skill acquisition were consistent highlights, with room for more interactive and localized examples.
4. Variety and Engagement: Diverse content formats proved effective but could expand further to include scenario-based learning.
5. Balance and Relevance: Theoretical and practical components are well-integrated, aligning with career and sustainability goals.

VII. Conclusion

The GREEN READ digital platform has demonstrated its potential as an impactful tool for fostering green skills and sustainability awareness. Its well-designed materials, user-friendly interface, and diverse content formats were key to its success in reaching a varied audience. The feedback underscores the platform's ability to support professional growth in green careers while also highlighting opportunities for refinement. By addressing the few recommendations—focusing on localization, inclusivity, and retention tools—the platform can further enhance its value, ensuring it meets the evolving needs of learners and educators across diverse contexts. The piloting sessions have set a strong foundation for the GREEN READ initiative to grow as a leader in sustainability-focused education.