

ENG

POWGEN

Training Program



POWGEN

Funded by the European Commission's

AMIF-2023 programme, the
POWGEN project is coordinated by:

[Asociación Bienestar y Desarrollo
ABD](#)

In collaboration with:

[ECOSERVEIS \(Spain\)](#)

[CRESCER \(Portugal\)](#)

[PRO ARBEIT \(Germany\)](#)

[C.I.D.I.S \(Italy\)](#)

[Regione Campania \(Italy\)](#)

[Conference of Peripheral Maritime
Regions CPMR](#)

Views and opinions expressed
are however those of the author(s)
only and do not necessarily
reflect those of the **European
Commission, neither the European
Commission** can be held responsible
for them.



TABLE OF CONTENT

1. Introduction.....	4
1.1. About POWGEN	4
1.2. Program Overview	4
1.3. Objectives	6
1.4. Target groups	7
1.5. How to Use This Training Program	7
2. Guidelines on Theoretical and Technical training	9
2.1. Training in building renovation	9
2.2. Training in building renovation	21
3. Occupational Risk Prevention – EU Guidelines	32
4. Transversal competences.....	38
5. Digital competences – Guidelines for Designing a Tailored Digital Competences Training Program	135
5.1. Specific technical curricula for each pilot	142
5.2. Certificate issuing and validity by pilot	147
6. Labor Counselling Guidelines	153
7. Guidelines and Recommendations for Labor Prospection	162
8. Training module for companies	169

1. Introduction

1.1. About POWGEN

POWGEN – Labour insertion of migrant people in the renewable energy sector and energy refurbishment through training and sustainable employment opportunities is a European project focused on promoting the labour inclusion of Third Country Nationals (TCNs), particularly women, within the burgeoning green sectors of renewable energy and refurbishment. The project’s main goal is to enhance the employability of migrants by establishing five local pilot programs across Spain, Portugal, Germany, and Italy. These pilots will provide tailored training, intermediary services, and job placement opportunities, directly connecting participants with companies in these growing industries. The project is funded by the European Commission’s AMIF-2023 programme and is coordinated by [Asociación Bienestar y Desarrollo ABD](#) in collaboration with [ECOSERVEIS](#) (Spain), [CRESCER](#) (Portugal), [PRO ARBEIT](#) (Germany), [C.I.D.I.S](#) (Italy), [Regione Campania](#) (Italy) and the [EU Conference of Peripheral Maritime Regions CPMR](#).

1.2. Program Overview

The POWGEN Training Program is a comprehensive and adaptable training resource designed to support the **employability of Third Country Nationals (TCNs)** in the growing sectors of **renewable energy** and **building renovation**. It combines **technical training, transversal skill development, digital literacy, and organizational engagement tools**, allowing professionals, training centers, civil society organizations, and public institutions to implement tailored learning pathways for migrant populations facing barriers to labor market access.

The program is structured around the following core components:

Technical Training. This section provides **guidelines to be adapted to national and local contexts**, acknowledging that labor market needs and technical profiles differ across regions. It is **strongly recommended** that technical training activities be **co-designed by VET providers, social organizations, companies, and public administrations** to ensure alignment with **local labor market demands** and the most in-demand skills.

The POWGEN program proposes the following technical modules:

- *Technical Training in Photovoltaic Installations (70h)*: Covers the fundamentals of solar energy systems, including key components and basic installation techniques. The goal is for participants to acquire entry-level skills suitable for assisting in installations or conducting simple maintenance inspections.
- *Technical Training in Construction and Building Renovation (60h)*: Focuses on the concepts of deep renovation, sector-specific roles, and core technical knowledge necessary for integration into building renovation projects.
- *Occupational Risk Prevention – EU Guidelines*: Introduces essential safety principles and legal frameworks relevant to the energy and construction sectors, in line with European Union standards.

Transversal Competences for Employability (62h). This module strengthens essential soft skills, such as **communication, teamwork, adaptability, intercultural competence, conflict resolution, and emotional resilience**, all of which are critical for successful and sustainable labor market integration.

Digital Competences – Guidelines for Tailored Training (20h). The section aims to support the design and implementation of a **20-hour Digital Literacy training** aimed at enhancing employability. Topics include online job search, communication tools, document creation, cloud sharing, digital safety, and collaborative tools.

Training Module for Companies (8h). Promotes awareness of **diversity, equity, and inclusion (DEI)** among employers and company staff. It supports the creation of more inclusive recruitment practices and equitable workplace environments.

Labour Counselling Guidelines. Offers practical tools and methodologies for **employment counselors and social professionals** to guide participants through their individual career development paths and overcome personal and systemic barriers to employment.

Labour Prospection Guidelines. Provides strategic tools for professionals engaging with companies to identify job opportunities, **build partnerships**, and align training with real market needs.

1.3. Objectives

The main objectives of the POWGEN Training Program are to:

- Promote the **employability of TCNs** in the renewable energy and building renovation sectors.
- Equip participants with **technical, digital, and transversal competences** needed for sustainable employment.
- Provide practical tools for **counselors, job prospectors, trainers, and companies** to foster inclusive recruitment, training, and workplace practices.
- Support the **design of tailored training initiatives** that align with labor market demands and the needs of migrant people.
- Facilitate **cooperation between local ecosystems** of public and private actors engaged in inclusion and sustainability.



1.4. Target groups

This program is intended for a diverse range of stakeholders involved in migrant inclusion and the green economy, including:

- **Professionals** working in labor inclusion, vocational training, social work, and counselling.
- **Civil society organizations (CSOs)** supporting migrant people and vulnerable populations.
- **Companies and employers** in the energy, construction, and renovation sectors.
- **Public employment services** and **local/regional authorities** responsible for inclusion policies.
- **VET providers and trainers** seeking to adapt training to diverse learner profiles.

1.5. How to Use This Training Program

This training program is designed to be **adaptable and modular**. Professionals and organizations can implement it in full or tailor specific components to their local context and target group. Each module includes recommendations on content, duration, and learning outcomes, which can be adjusted based on participant profiles, available resources, and regional labor market needs.

The technical training **should ideally be co-designed** with local stakeholders to ensure relevance and employability. Transversal and digital competences can be delivered through workshops, blended learning, or in integration with technical sessions. Supporting guidelines for counselling, company engagement, and labor prospection are included to reinforce participant pathways into employment.

Territory-specific adaptation and implemented curricula

As part of the co-design and implementation process of the POWGEN project, each partner adapted the Training Program to its **national regulatory framework and local training ecosystem**. Given the diversity of qualification systems and certification requirements across countries, technical training content and formats necessarily differed between territories.

To ensure transparency, transferability, and replicability, this Training Program therefore includes a dedicated section presenting the **specific training curricula implemented in each POWGEN pilot** (see Sections: *Specific Technical Curricula for Each Pilot & Certificate issuing and validity by pilot*). This section describes:

- The technical training content effectively delivered in each territory
- The extent to which training modules were linked to **nationally recognised certificates or Units of Competence**
- The type of certification or proof of completion provided to participants

This dual approach –combining **shared European-level guidelines** with **concrete, territory-based implementations**– allows other organizations to both understand the common POWGEN methodology and draw inspiration from real, tested training pathways when adapting the model to their own national and local contexts.

2. Guidelines on Theoretical and Technical training

2.1. Training in photovoltaic installations

<p>Introduction and context</p>	<p>The training referred to in this document is part of the POWGEN project, funded by the European Commission. The project includes two itineraries to bring basic knowledge related to the energy transition to vulnerable groups that are usually excluded from these areas: one training related to photovoltaic energy, and another related to the rehabilitation of buildings.</p> <p><u>The training of Photovoltaic Installations will last 70 hours.</u></p>
<p>Main objectives of the training</p>	<p>The objective is to provide the participants with basic knowledge that will allow them to enter the work environment once the training has been completed. This must be in local language and include inclusive language as a general character. It is expected that they can adopt a role as an assistant/assistant in installation projects, or that they can carry out a very simple inspection in maintenance tasks.</p>
<p>Training attendees' profile</p>	<p>The attendees have no previous training in the field, and in general they will have a low level of education. Many of them are migrants, some of them probably have language difficulties, so the aim is to provide very practical training, and that at a theoretical level addresses the concepts in a simple and easy to understand way.</p>



	There should be a closed group of about 15–20 people, provided by the project team. In terms of recruitment, the focus must be on women.
Prior requirements	The only requirement to attend the course is to have a fluent oral and written level in Spanish.
Associated skills	There are no prior skill requirements. After the course, students will have a basic comprehension of photovoltaics and its application an maintainance on buildings.
Professional fields	The professional field is the photovoltaic installations, in its design, use, maintenance and dismantling.
Resources & Materials	<p>Hand tools and portable machines. Cranes and/or lifts. Measuring tools and equipment. Signage material. Safety equipment. Components of the installations (supports and structures, photovoltaic panels, electrical panels, inverters, measuring equipment, control equipment, accumulators, etc.).</p> <p>Work orders. Plans, sketches, simple schematics and diagrams. Catalogs, list of parts and components. Manuals and instructions for assembly, use and maintenance. Basic application regulations. Environmental risk prevention plan.</p> <p>Multipurpose classroom, suitable for theoretical sessions and practical sessions, which includes:</p> <ul style="list-style-type: none"> - Blackboards for writing with markers. - Audiovisual equipment. - Flipcharts. - Classroom material. - Table and chair for trainer.



	<ul style="list-style-type: none"> - Tables and chairs for students - Tool boxes with equipment for electrical work. - Photovoltaic panels (monocrystalline, polycrystalline, amorphous). - Inverters and converters: DC/AC and DC/DC. - Fixed structure supports for photovoltaic panels. - Structure supports with tracker (2 axes). - Accumulators (batteries) of different types. - Electrical measurement cabinets, with electrical energy meters (active/reactive). - Drills and similar tools. - - Measuring equipment (Compass, level, amperimeter clamp, etc.)
Program structure	70h split in 12 modules. Every lesson will last 4h. To ease the division of modules, the examples are split in 2h blocks.

General Structure

General structure that covers all the most important aspects

MODULE	CONTENT	DESCRIPTION & OBJECTIVES	GUIDELINES	DURATION (H)
Module 1: Welcome and Introduction	<ul style="list-style-type: none"> • Presentation of the course and initial dynamic • Basic concepts and 	<ul style="list-style-type: none"> • Explain what the course is about, the time schedule, and the different topics • Discovery of the link between energy and climate emergency and other topics. 	Dynamic session using examples and personal experience to connect with the common purpose.	2h



	contextualization			
Block 1	POWGEN Introduction – 5 min Introduction to course – 10 min <ul style="list-style-type: none"> - Modules, sessions, structure of the course - What will we learn in the course - Objectives and job opportunities after the course Presentation between participants (self-introduction) 15 min			2h
Module 2: Introduction to Energy	<ul style="list-style-type: none"> • What is energy? • Electrical market, different actors • Renewable (and not) energy sources • Energy transition • Climate Change 	<ul style="list-style-type: none"> • Understanding the basics of energy, how we transform it from natural sources, being some of them renewable while others no. • Give examples and discuss about every primary energy source. • Discuss about climate change, what is it, what are the impacts, etc. 	Guided sessions with questions, debates, graphs, brief texts, using close examples. You can screen a documentary about Climate Change	4h
Block 1	Basic concepts of electricity. History of electricity. Electricity market: <ul style="list-style-type: none"> - Production - Transportation - Distribution - Consumption 			2h



	<p>Energy sources in the electrical market (energy mix):</p> <ul style="list-style-type: none"> - Non renewable energies: carbon, gas, oil ... - Renewable energy sources: Hydroelectrical power plants, PV Power plants, windmills... <p>Introduce the concept of energy mix Introduce global warming, and the need to change how we generate energy Discuss about climate change, CO2 emissions.</p>		
Block 2	Documentary on energy system and climate change	2h	
Module 3: Energy supplies	<ul style="list-style-type: none"> • Electricity Bills • Gas Bills • Water bills • Practical cases • Smart meter workshop <p>This module focuses on understanding energy bills, the different tariffs available, so the trainees could also assess other citizens with their energy bills. If possible, might be interesting to visit an energy retailer, or bring someone who works in the field. Finally, a practical session with a smart meter so the trainees can learn how it reads the consumption and what we can learn from our data as users</p>	<p>Guided sessions with questions, debates, graphs, brief texts. Use a real smart meter to practice and demonstrate. You may bring someone from an energy retailer.</p>	8h
Block 1	<p>Workshop to understand electricity bills + resources to improve bill</p> <ul style="list-style-type: none"> - Sections of the bills related to energy market (production, transportation, distribution, consumption) - Identify electricity consumption and costs - Understand power as a concept, related to the home devices - Understand the different tariffs, and what is more convenient depending on habits. - Understand subsidies related to bills. How do they work? How to assess users 	2h	
Block 2	<p>Workshop to understand gas energy bills + resources to improve bill</p> <ul style="list-style-type: none"> - Sections of the bills related to energy market 	2h	



	<ul style="list-style-type: none"> - Identify gas consumption and costs - Understand subsidies related to bills. How do they work? How to assess users 			
Block 3	<p>Workshop to understand water bills + resources to improve bill</p> <ul style="list-style-type: none"> - Sections of the bills related to water regulation - Identify water consumption and costs - Understand the water cycle - Understand subsidies related to bills. How do they work? How to assess users 	2h		
Block 4	<p>Smart meter workshop: how do they work? Learn to read and understand the basics</p> <p>Understand consultation of electricity meter. How to assess users</p>	2h		
Module 4: Self consumption	<ul style="list-style-type: none"> • Introduction to solar energy and photovoltaic • Self consumption schemes (types of installations) • Elements composing a photovoltaic installation • Energy Balances 	<p>Talk about the different types of installations (isolated, connected to grid, with energy surplus being injected, etc.). Present the different elements: the panels, inverter, cables, etc. And explain their functionalities. Also talk about the structures, the maintenance every equipment requires, etc.</p>	<p>Graph materials, PPT, videos, bring some of the components to the class, etc.</p>	12h
Block 1	Photovoltaics. What is it? Recognize different types of installations	2h		



	Introduction to solar radiation concepts. Importance of location. Solar tracking. Understand what a battery does.	
Block 2	Photovoltaic technology. Elements composing a photovoltaic installation <ul style="list-style-type: none"> - Inverter - Panels - Supports - Cables - Meters or controllers - Protections Identification with pictures. Understand main pre-design parameters (solar radiation, recall Block 1) + efficiencies	
Block 3	Brief introduction comparison between big photovoltaic power plants and self-consumption. Self-consumption schemes (types of installations): <ul style="list-style-type: none"> - Individual - Collective 	2h
Block 4	Energy Balances: Consumption of household and produced energy in the photovoltaic installation. Does production always match consumption? What happens with solar energy that is not being used? Put some problems of balance. Recall on Module 3 Block 1, take electricity bill as an example.	2h
Block 5	Maintenance of PV. How many years do installations work? How should they be maintained? Disposal and other impacts. Practical Block on all concepts learned	2h
Block 6	Other Photovoltaic installations: BIPV. Building integrated PV in facades.	2h



<p>Module 5: Electrical and PV Installations</p>	<ul style="list-style-type: none"> • Domestic electrical installations (electric board, security measures, etc.) • Electrical installations, the Basics (practical) • How to install solar panels 	<p>Present the regulation regarding low tension, the protection measures needed when working. Have a practical session with an electric board, understanding the circuits, making a basic installation like connecting a light source, splice wires, weld, etc. Finally, explain the steps needed to make a solar installation. It can also be supported by videos. Also might be interesting to go to a shop where they have the different components, to see them</p>	<p>You can arrange going to a shop that supplies electrical components. Make a workshop about splicing wires and other basics of electricity installations. Handmade solar oven, etc.</p>	<p>4h</p>
<p>Block 1</p>	<p>Basic concepts about Domestic electrical installations (electric board, cables, security measures, etc.) Practical exercises to understand how circuits work, for example mounting a light, joining cables, make small welds, etc. Understand the protection measures needed when working with electrical installations Get familiar with the tools needed when working with electrical installations</p>			<p>2h</p>
<p>Block 2</p>	<p>How to install solar panels? Explain the different steps. Carry out basic operations in the assembly of supports, anchors and collectors for solar installations in accordance with the instructions received, under supervision. Learn the basic maintenance tasks required in photovoltaic installations. Also learn to detect small faults, or points with deterioration or defects that need replacement</p>			<p>2h</p>
<p>Module 6: Visit to installations</p>	<p>Visit to real PV installations</p>	<p>Interesting to look for one private installation, one public installation, maybe an individual one and a collective one, also might be interesting to visit an industrial one vs a residential one, etc.</p>	<p>Contact close installations already generating energy</p>	<p>8h</p>



Block 1	Visit to Private installation		2h
Block 2	Visit to Public installation		2h
Block 3	Visit to Individual installation		2h
Block 4	Visit to Collective installation		2h
Module 7: Administrative Area	<ul style="list-style-type: none"> • Technical and economical study, previous requirements & sizing • Legalization procedure • Bonuses, grants and municipal aids • Finance strategies and subsidies 	Go to the basics. What is a subsidy, which are the taxes which can be reduced thanks to having a PV installation, which are the aids, etc. Explain the different steps of legalization, but not in depth, just so the trainees understand the process and who takes care of each step, putting emphasis on those things required from the client	Graph materials, PPT. 8h
Block 1	<p>Technical and economic study, previous requirements & sizing Recall on Module 4 Block 4 (Energy Balances). Structural basics: adequate roofs Economical study based on budget and long-term feasibility</p>		2h
Block 2	Legalization procedure. What are the papers to fill in when legalizing the installation? Adapt it to the country.		2h
Block 3	Bonuses, grants and municipal aids. Finance strategies and subsidies		2h
Block 4	Explain data in procedures. Help with papers. If necessary, simplify the content to understand what is needed to fill in.		2h



Module 8: Visit to a company	Visit an installer company	Search for a local company, or bring an specialist to share the experience in the field (would be great if you can find a woman)	Ideally, arrange it for a day that there's work "in the field", making a real installation	4h
Module 9: Energy Communities	<p>What is an energy community? How does it work?</p> <p>Public-community agreements and related business models</p> <p>Legal models for citizen initiatives</p> <p>Best practices</p> <p>Transversality of action by ECs.</p> <p>Presentation of theoretical examples</p>	Understand what an energy community is, how a shared PV installation can be a starting point. Explain the different existing business models between public administration and citizens to carry out PV installations for selfconsumption. Bring someone from an energy community to share the experience. Discuss further actions, like electrical mobility, renovation of buildings, etc. that can be done as an energy community.	Graph materials, PPT. Dynamic session, you can do a Roleplay. You may bring a representative of an existing Energy Community	8h
Block 1	<p>What is an energy community? How does it work?</p> <p>Explain structure of other blocks in this Module</p> <p>Give theoretical examples</p>			2h
Block 2	<p>Public-community agreements and related business models. Various typologies:</p> <ul style="list-style-type: none"> - by transfer (the administration takes forward the demands of social movements) - cooperation (administration and social movements work together) 			2h



	<ul style="list-style-type: none"> - appropriation (in the case of the demand for the remunicipalization of water, for example) - co-responsibility, that is, co-designing them public policies 			
Block 3	<p>Legal models for citizen initiatives. Explain adapted to each country. In Spain, there is need of a legal entity to shape an energy community. The legal entities or UE Directive 2018/2001 are:</p> <ul style="list-style-type: none"> - Renewable Energy Communities - Citizen Energy Communities <p>Legal entities:</p> <ul style="list-style-type: none"> - Cooperative - Association - Limited Society 	2h		
Block 4	<p>Presentation of practical examples. Best practices</p> <p>Transversality of action by ECs. What else can be done? Energy efficiency, electric mobility and other services to be explored.</p>	2h		
Module 10: Social aspects & Communication	<p>Community dynamization (campaigns). How do we bring energy closer to citizens?</p> <p>Communication strategies and content creation</p> <p>Community mediation, reaching agreements</p> <p>Participatory processes (showing existing cases)</p>	<p>This module aims to the preparation of the trainees for a more social oriented role, so they can interact with potential clients from a commercial point of view, and also mediate if needed when a case of several users is presented (for example, a meeting with all the neighbours from a building). Learn about participatory processes including a gender perspective, and also present mechanisms to combat energy poverty.</p>	<p>Visuals, PPT, video, discussion. Roleplay.</p>	4h



	Mechanisms to combat energy poverty in ECs Gender perspective			
Block 1	Theoretical class: Community dynamization (campaigns). How do we bring energy closer to citizens? Communication strategies and content creation Community mediation, reaching agreements Participatory processes (showing existing cases) Mechanisms to combat energy poverty in ECs. Gender perspective			2h
Block 2	Practical class! Organize the energy community. Different examples and needs. (all process to engagement to real cases) For example: <ul style="list-style-type: none"> - A public entity wants to create an energy community (create the campaign) - An energy community wants to buy PV modules together (already engaged, now look for stakeholders) - An energy community wants to consume PV with a public roof. 			2h
Module 11: Job Shadowing	Monitoring workers, 1 day	Search for a company or entity where the trainees can go for a day and follow the work of real employees		4h
Module 12: Final Evaluation	Evaluation	Prepare an evaluation form (or exam) to review all the content from the course. Use the last session to solve other doubts and to discuss about further possibilities (jobs and other training). Help to make the trainees ready for the labour market		4h
Block 1	Summary and conclusions of the course. Content of the exam.			2h
Block 2	Evaluation			2h



2.2. Training in building renovation

<p>Introduction and context</p>	<p>The training referred to in this document is part of the POWGEN project, funded by the European Commission. The project includes two itineraries to bring basic knowledge related to the energy transition to vulnerable groups that are usually excluded from these areas: one training related to photovoltaic energy, and another related to the rehabilitation of buildings.</p> <p><u>The training in Renovations will last 60 hours.</u></p>
<p>Main objectives of the training</p>	<p>The objective is to provide the participants with basic knowledge that will allow them to enter the work environment once the training has been completed. This must be in local language and include inclusive language as a general character. It is expected that they can adopt a role as an assistant/assistant in renovation projects, or that they can carry out a very simple inspection in auditing tasks.</p>
<p>Training attendees' profile</p>	<p>The attendees have no previous training in the field, and in general they will have a low level of education. Many of them are migrants, some of them probably have language difficulties, so the aim is to provide very practical training, and that at a theoretical level addresses the concepts in a simple and easy to understand way. There should be a closed group of about 15-20 people, provided by the project team. In terms of recruitment, the focus must be on women.</p>
<p>Prior requirements</p>	<p>The only requirement to attend the course is to have a fluent oral and written level in Spanish.</p>



Associated skills	There are no prior skill requirements. After the course, students will have a basic comprehension of building physics and application of renovations.
Professional fields	The professional fields have to do with renovation of buildings and the related areas such as energy audits of structural studies. The training will give the basics to understand the professional fields and the topics related to it.
Resources & Materials	<p>Hand tools and portable machines. Measuring tools and equipment. Safety equipment. Samples of materials (ceramics, metals, plastics), Components of the energy installations (main components, tools, measuring equipment, control equipment, electrical panels etc.).</p> <p>Work orders. Plans, sketches, simple schematics and diagrams. Catalogs, list of parts and components. Manuals and instructions for installation, use and maintenance. Basic application regulations. Environmental risk prevention plan.</p> <p>Multipurpose classroom, suitable for theoretical sessions and practical sessions, which includes:</p> <ul style="list-style-type: none"> - Blackboards for writing with markers. - Audiovisual equipment. - Flipcharts. - Classroom material. - Table and chair for trainer. - Tables and chairs for students - Toolboxes with equipment for energy work. - Energy meters (electric, gas..) - Samples of materials



	<ul style="list-style-type: none"> - Pictures and diagrams to recognize installations and equipment - Drills and similar tools. - Measuring equipment (thermal cameras, multimeter , etc.) - Electrical measurement cabinets, with electrical energy meters (active/reactive).
Program structure	60h split in 8 modules. To ease the division of modules, the examples are split in 2h blocks.

General Structure

General structure that covers all the most important aspects. The guidelines are similar to the photovoltaics technical course.

MODULE	CONTENT	DESCRIPTION & OBJECTIVES	DURATION
Module 1: Welcome and Introduction	<ul style="list-style-type: none"> • Introduction to renovation language and concepts • Common objectives and context (buildings, energy) 	<ul style="list-style-type: none"> • Explain what the course is about • Introduction to language and concepts through a guided discovering process, using the house model as a starting point. • Discovery of the link between energy performance and climate emergency and other topics. • Understanding why we need to renovate buildings to be zero emissions or almost. 	2h
Block 1	1. POWGEN Introduction – 2 min		2h



2. Introduction to course – 2 min
3. Building definition. Examples of buildings // Not a building – 2 min
4. Building Design & Construction – Basic concepts to learn vocabulary – 1h
 1. Design – 20 min
 - a. Type of buildings: Residential / Industrial / services
 - b. Location
 - c. Surroundings – city / rural / climate (solar radiation)
 - d. Other design factors: ground, shape, cost, constructive considerations and installations
 - e. Evaluation: Kahoot
 2. Constructive elements – 20 min
 - a. Facade / Floor / Roof
 - b. Pilar/windows/internal walls
 - c. 2 exercises
 3. Building usage – 20 min
 - a. Concepts: Consumption
 - b. Installations – water/energy
 - i. Electric control box / meters (can introduce images)
 - c. 2 exercises
5. Introduction to deep renovation – 20 min
 4. Basic concepts (structural renovation, energy renovation, deep renovation)
 5. Strategies for reducing consumption

	<p>6. Why retrofitting?</p> <ol style="list-style-type: none"> a. Discovery of the link between energy performance and climate emergency and other topics. b. Understanding why we need to renovate buildings to be zero emissions or almost. c. Deep renovation: opportunities and limitations 		
<p>Module 2: Buildings and Energy</p>	<ul style="list-style-type: none"> • Disciplines that intervene in building design • Actors and responsibilities • Main regulations that apply • Gender perspective and inequalities • Climate, energy and buildings (some simple and relevant data and objectives) • Energy transition, energy uses in buildings, energy demand, final energy consumption, primary energy • Thermal comfort • Energy poverty alleviation 	<p>Understanding the main drivers for buildings energy renovation, the ambitious goals, the energy uses and the need for an ambitious energy transition, the cultural change implied, the political engagement, the main actors involved, the main metrics, the gender dynamics and inequalities.</p>	<p>6h</p>
<p>Block 1</p>	<ol style="list-style-type: none"> 1. Climate, energy and buildings (some simple and relevant data and objectives) Energy transition, energy uses in buildings, energy demand, final energy consumption, primary energy – 2h 2. Climate, energy and buildings (goals, regulations, requirements) 	<p>2h</p>	



	<p>3. Energy uses in buildings, energy demand, final energy consumption, primary energy, thermal comfort (From one residential example of our own house: see the bills, recognize the consumption, the uses of energy and impacts and objectives of energy reduction)</p>	
Block 2	<p>4. Specific technical language, disciplines that intervene (architecture, structure, aesthetics, art, habitability, accessibility, comfort, economics, sustainability) actors involved, responsibilities, main regulations that apply – 2h</p> <ul style="list-style-type: none"> a. Vocabulary (structure, material,..) Recall and widen Module 1, Block 1 a. Explain ETICS –External Thermal Insulation Composite Systems, 	2h
Block 3	<p>Gender perspective and inequalities. Thermal comfort Energy poverty alleviation. Relation with Health – 2h</p> <ol style="list-style-type: none"> 1. Introduction in 2 key points (2 min) 2. Most buildings do not offer good health and well-being conditions <ul style="list-style-type: none"> a. Introduction building-related illnesses. (10 min) b. Why is it important to maintain comfortable and healthy conditions at home? – Consequences of not having adequate temperatures (10 min) <ul style="list-style-type: none"> a. Show relationship between mortality/morbidity and outdoor temperatures b. Other indicators c. health problems in buildings 3. How does it affect Catalonia at different times of the year and measures to combat it? <ul style="list-style-type: none"> a. Winter b. Summer 	2h



	<ol style="list-style-type: none"> 4. Most buildings have a high energy bill in order to maintain interior thermal comfort. <ol style="list-style-type: none"> a. Show energy certificates in Spain... Show average non-renewable primary energy consumption or average heating/cooling demands b. Show average price of electricity costs in Spain. Compare with prices in Europe 5. What are the structural consequences? How does this affect different people? <ol style="list-style-type: none"> a. Introduction to the concept of energy poverty b. What are the vulnerable groups? Groups most affected: women and children. Show affected people as testimonials. Additionally: gender bias in the perception of temperatures, cultural bias in the perception of temperatures 6. Structural causes. Why are buildings poorly insulated and energy so expensive? 		
<p>Module 3: Efficient buildings and deep renovation</p>	<ul style="list-style-type: none"> • Concepts • Goals • Passive strategies • Active strategies 	<p>Understanding nZEB (nearly Zero Energy Buildings), ZEB (Zero Emissions Buildings), deep renovation, bioclimatism, passive solar design, passive cooling strategies, active strategies, differences new built vs renovation, specific challenges for existing buildings.</p>	<p>6h</p>
<p>Block 1</p>	<ol style="list-style-type: none"> 1. Main concepts of demand and consumption in buildings (recall concepts in Module 1). 2. Show examples of bioclimatic buildings (Fàbrica del Sol). 3. Show some examples of ventilation strategies for demand reduction. What is better to reduce demand? 4. Show examples of solar radiation reduction. What is better to reduce demand? Exercise to identify more and less efficient houses characteristics. 5. Exercise to identify more and less efficient behaviors. 	<p>2h</p>	
<p>Block 2</p>	<p>Passive strategies: What does this mean? Recall concepts seen in Module 2, Block 1 (Demand/consumption).</p>	<p>2h</p>	



Block 3	Active strategies: What does this mean?		2h
Module 4: Building envelope	<ul style="list-style-type: none"> • Building envelope characteristics • Materials • Energy performance • Thermal bridges 	Be familiar with language and aspects of the building envelope related to energy (i.e. Understanding that higher proportion of windows may cause higher energy demand, that north facing windows will receive less solar gains, that insulation is a key strategy, know some of typical materials and technologies for the building envelope, etc).	8h
Block 1	<p>Deepen into constructive materials used, give examples. What means an insulation material? What is the property of the material? How can it be detected? Examples of materials in construction.</p> <p>Exercise. How to choose a material for construction? And for refurbishment? Comparison between weights and costs of materials</p>		2h
Block 2	<p>Continue with Building envelope and materials. How can be the materials put into construction? When building is designed or when building is refurbished</p> <p>Deepen into passive strategies:</p> <ol style="list-style-type: none"> 1. Roof insulation 2. Façade insulation 3. Window changing 4. Floor insulation 5. Thermal bridges 6. Shadowing/solar control <p>For each one of them look at examples. Show videos on how it is done with different materials</p>		2h
Block 3	<p>Basic energy physic principles. Very basic introduction to thermal energy transfer (Level of compulsory education). Put examples and apply a formula.</p> <p>Tools publicly available to calculate energy reduction: CE3X (if easy, if not another easier tool),</p>		2h



Block 4	Use of the public available tools. Conclusions and understanding the concepts		2h
Module 5: Domestic hot water (DHW) and heating, ventilation and air conditioning systems (HVAC)	<ul style="list-style-type: none"> • Domestic Hot Water (DHW) – needs and technologies • Ventilation – needs, strategies and technologies • Heating and cooling – needs • Heating technologies (traditional vs new) • Cooling technologies (traditional vs new) • Integrated heating and cooling technologies (heat pumps and aérothermal) • Process (design to maintenance) 	Understanding the needs for domestic hot water, ventilation, heating and cooling. Be familiar with the strategies, the challenges and the main technologies. Understand the process of design, installation, operation.	14h
Block 1	Introduction to active systems. Recall Module 3 Block 3. Contents of the block <ul style="list-style-type: none"> - Heating technologies - Domestic Hot Water (DHW) – needs and technologies - HVAC technologies - Others: lighting and appliances 		2h
Block 2	<ol style="list-style-type: none"> 1. Heating – needs 2. Heating technologies (traditional vs new) 3. Practical exercises and examples on improving heating systems. Give advice and tricks on how to calculate heating consumption and others. 4. Process of renovation: design to maintenance and disposal 		2h
Block 3	<ol style="list-style-type: none"> 1. Domestic Hot Water (DHW) – needs and technologies 2. Integrated heating and DHW technologies (mixed boilers) 3. Practical exercises and examples on improving ACS systems. Give advice and tricks on how to calculate DHW consumption and others. 		2h



	4. Process of renovation: design to maintenance and disposal		
Block 4	<ol style="list-style-type: none"> 1. Cooling needs 2. Cooling technologies (traditional vs new) 3. Integrated heating and cooling technologies (heat pumps and aérothermal) 4. Process of renovation: design to maintenance 	2h	
Block 5	<ol style="list-style-type: none"> 1. Deepen into heat pumps and aérothermal. Importance in new buildings. Different systems. 2. Process of renovation: design to maintenance and disposal 	2h	
Block 6	Others: Lighting and appliances. Letter efficiencies. Exercises on how to improve appliances. Take into account the life cycle of appliances	2h	
Block 7	<p>Exercises / Practical Block englobing all concepts.</p> <p>Recall concepts of Module 4.</p> <p>Global efficiency of the building. Recall again on concepts like demand/consumption. Reasoning on applying different technologies and retrofitting packages.</p>	2h	
Module 6: Integration of renewable energies in buildings	<ul style="list-style-type: none"> • Main Renewable Energy Sources (RES) integrated in buildings • Aspects to consider and common challenges 	To understand the integration of renewable energy in buildings and main challenges (urbanism, installation, energy regulations, feasibility, users acceptance).	4h
Block 1	<ol style="list-style-type: none"> 1. Explain the definition of Renewable energies. What is and what is not a renewable energy source? 2. Examples on RES in buildings (picture identification). 3. What technologies are used? <ol style="list-style-type: none"> a. Geothermal energy: components, typologies: radiating floors and walls b. Solar thermal: components c. PV: components, panels, inverter 	2h	



Block 2	Practical exercise: Identify RES in buildings. Show pictures of components and identify them, put names Practical exercise: Use PV GIS		2h
Module 7: Building Management systems, or control systems in buildings	<ul style="list-style-type: none"> • Building management system (BMS) – interest and main parameters that can be managed • Technologies and providers 	Be familiar with BMS, their potential, limitations and uses.	2h
Block 1	<ol style="list-style-type: none"> 1. Explain consumption in third sector buildings 2. What is a controlled sensor? <ul style="list-style-type: none"> ○ Concept ○ Show lighting sensors (bathroom) ○ Show counting people sensors (shops) ○ Show thermostat. Explain basic control of thermostat (manual/automized) 3. Other devices <ul style="list-style-type: none"> ○ Meters. What are they? Why use meters or smart meters? <p>Complete BMS systems. Show practical example</p>		2h
Module 8: The living building	<ul style="list-style-type: none"> • Design of a renovation • Installation • Operation and maintenance • The key to success (tips, requirements) 	To understand the lifecycle of a renovation, the key aspects, the actors involved and main tips.	4h
Block 1	Recall Module 4 Block 7. Reasoning exercises on renovation of a building including RES and BMS.		2h
Block 2	Conclusions and summary of the course. Evaluation?		2h



3. Occupational Risk Prevention – EU Guidelines

INTRODUCTION

Occupational risk prevention plays a vital role in ensuring the health and safety of workers across all industries. In the European Union (EU), occupational risk prevention is a key priority, supported by comprehensive laws designed to reduce workplace hazards. High-risk sectors such as construction and renewable energy, where tasks like brickwork and working at heights are common, require tailored safety measures to safeguard workers.

To achieve this, the EU has introduced guidelines and directives that offer practical ways for employers to improve workplace safety and health.

The shift towards a greener economy has created new opportunities but also presents unique challenges in risk prevention. As highlighted by EU-OSHA, the rise of “green jobs” introduces new hazards. These may include handling innovative materials, working with new technologies, and adopting processes that require specialized knowledge. As industries evolve, risk prevention strategies must also adapt to ensure that workers remain protected in these emerging sectors (European Agency for Safety and Health at Work, 2024).

Recent updates to EU occupational safety legislation reflect the need to address these emerging risks. For instance, the **EU Strategic Framework on Health and Safety at Work 2021–2027** emphasizes the importance of anticipating and managing change, particularly in green and digital sectors (European Commission, 2021). In addition, Regulation (EU) 2023/1230 on Machinery addresses safety requirements for autonomous machinery and artificial intelligence systems, which are increasingly used in modern workplaces (European Commission, 2023).

This chapter explores the current EU guidelines on occupational risk prevention, focusing on key legislation and its practical application in construction and renewable energy sectors. It also explains how Member States implement EU laws and adapt them to fit national contexts.



Evolution of Occupational Risk Prevention Legislation in the EU

The EU has long recognized that safe working conditions are a fundamental right. This principle is part of the European Pillar of Social Rights, which stresses that all workers should have a healthy and secure working environment (European Commission, 2017).

At the heart of the EU's workplace safety framework is the **Framework Directive 89/391/EEC**, which obliges employers to identify risks, implement preventive measures, and continuously improve safety practices. In addition, workers are encouraged to take an active role in promoting workplace safety (European Commission, 1989).

Several additional directives provide specific guidance to enhance workplace safety:

- **Directive 89/656/EEC on personal protective equipment (PPE)**. Requires employers to provide appropriate PPE to shield workers from workplace hazards (European Commission, 1989).
- **Directive 90/269/EEC on manual handling**. This Directive offers guidelines to reduce risks from lifting and moving heavy loads, a frequent concern in construction (European Agency for Safety and Health at Work, 2025).
- **Directive 92/57/EEC on temporary or mobile construction sites**. This directive outlines minimum safety requirements for construction sites (European Commission, 1992).
- **Directive 2001/45/EC on working at heights**. It establishes essential safety requirements for tasks performed at height, such as rooftop installations (European Parliament, 2001).
- **Directive 2009/104/EC on work equipment**. Ensures that tools and equipment used in workplaces are safe and regularly maintained (European Commission, 2009).
- **Regulation (EU) 2023/1230 on machinery**. It replaces Directive 2006/42/EC and addresses new safety requirements for autonomous machinery and AI systems in the workplace (European Commission, 2023).

The EU's **2021–2027 Strategic Framework on Health and Safety at Work** highlights the importance of addressing new risks, especially in sectors impacted by the EU's Green Deal. This includes keeping safety standards updated to match advancements in technology and evolving work processes (European Agency for Safety and Health at Work, 2024).



New chemical and technological risks

In addition to traditional workplace hazards, EU legislation has evolved to address emerging risks such as exposure to hazardous substances and the impact of new technologies. The adoption of **Directive 2004/37/EC** reflects the EU's commitment to protecting workers from carcinogenic, mutagenic, and reprotoxic substances. The directive's expansion to include reprotoxic substances further highlights the importance of adapting legislation to emerging risks in modern workplaces (European Commission, 2022). Moreover, **Directive 2017/164/EU** sets indicative occupational exposure limit values (IOELVs) for various chemical agents, ensuring that workers are protected from harmful substances (European Commission, 2017).

How EU Directives Are Implemented by Member States

Once a directive is adopted by the EU, each Member State must transpose it into national law within a set timeframe. This ensures a uniform baseline of health and safety standards across Europe. However, countries are allowed to implement stricter regulations if they deem it necessary to better protect their workforce. As a result, workplace safety requirements may vary from one country to another.

For instance, some Member States might introduce more rigorous training programs for construction workers or mandate additional protective equipment in renewable energy projects. This flexibility allows nations to adapt EU guidelines to their unique needs while adhering to the core principles of risk prevention.

Because these variations exist, **POWGEN's training program offers a broad overview of EU safety guidelines and does not provide a rigid module.** This ensures the training remains adaptable to different national contexts and can be customized to meet local regulations.

3.1. OCCUPATIONAL RISK PREVENTION IN BRICKWORK (CONSTRUCTION)

Brickwork is a vital part of the construction sector. It involves tasks such as laying bricks, handling heavy materials, and operating tools at heights. These activities come with various risks, including musculoskeletal injuries, exposure to dust and hazardous substances, and accidents involving machinery.

Preventive measures for brickwork

According to EU-OSHA, implementing preventive measures is crucial to reducing workplace hazards in brickwork. Below are some recommended steps to enhance safety:

- 1. Risk Assessment.** Employers should regularly evaluate the risks associated with brickwork tasks. This includes checking the stability of structures, inspecting tools, and identifying potential hazards like dust exposure (European Commission, 1989). Conducting thorough risk assessments helps prevent accidents and ensures that safety measures are properly applied (European Agency for Safety and Health at Work, 2024).
- 2. Use of PPE (personal protective equipment).** Workers must use personal protective equipment, such as helmets, safety goggles, gloves, and steel-toed boots. Employers are responsible for maintaining PPE and replacing it when necessary (European Commission, 2016).
Regulation (EU) 2016/425 mandates that all PPE used in construction meet EU safety standards to protect workers from job-specific risks (European Commission, 2016).
- 3. Training and education.** Workers should receive training on safe handling practices, proper tool use, and hazard identification. Regular refresher courses ensure employees stay updated on the latest safety procedures (European Commission, 1989). According to EU directives, continuous training is essential to minimizing workplace accidents (European Parliament, 2001).
- 4. Ergonomic practices.** To reduce the risk of musculoskeletal injuries, employers should promote ergonomic practices. This includes providing lifting aids and encouraging workers to use proper posture when handling heavy materials (European Agency for Safety and Health at Work, 2025). The Manual handling Directive highlights the importance of reducing manual lifting risks (European Commission, 1989).
- 5. Site safety measures.** Construction sites must have safety signage, barriers, and clearly marked emergency exits. Scaffolding and ladders should be securely installed and routinely inspected to prevent falls (European Commission, 1992). EU-OSHA offers practical guidance to ensure construction sites meet required safety standards (European Agency for Safety and Health at Work, 2025).



3.2. OCCUPATIONAL RISK PREVENTION FOR WORK AT HEIGHTS

Working at heights is one of the riskiest activities in industries like construction and renewable energy. Tasks such as rooftop solar panel installations pose a significant risk of falls, which can result in serious injuries or fatalities if proper safety measures are not followed.

Common Risks in Work at Heights

EU-OSHA identifies several hazards associated with working at heights:

- **Falls from ladders, scaffolding, or rooftops.** Falls remain a leading cause of fatalities in the construction sector. Many of these incidents can be prevented through proper risk assessments and the use of certified safety equipment (European Agency for Safety and Health at Work, 2024).
- **Structural Instability.** Performing tasks on old or damaged structures increases the likelihood of collapse. Employers must verify the stability of structures before allowing workers to proceed with tasks at height (European Parliament, 2001).
- **Adverse Weather Conditions.** Weather factors such as wind, rain, or ice can affect the stability of equipment and structures, raising the risk of accidents. Workers should be trained to recognize and respond appropriately to these hazards (European Commission, 1989).

Preventive measures for work at heights

To reduce the risks associated with working at heights, employers should adopt the following measures:

1. **Risk Assessment and Planning.** Employers must perform site-specific risk assessments and plan preventive measures accordingly. Proper planning ensures that workers understand potential hazards and how to avoid them (European Parliament, 2001).
2. **Use of Proper Equipment.** Employers must provide ladders, scaffolding, and safety harnesses that meet EU safety standards. Equipment should be regularly inspected and maintained to prevent failures (European Commission, 2016). Regulation (EU) 2016/425 requires all fall protection equipment to be certified and properly maintained (European Commission, 2016).
3. **Training.** Workers need specialized training on working safely at heights, including the use of fall protection systems and emergency procedures



- (European Commission, 1989). Proper training helps minimize accidents and prepares workers for unexpected situations (European Parliament, 2001).
4. **Personal Protective Equipment (PPE).** Workers must wear helmets, harnesses, and non-slip footwear to reduce the risk of injury. Employers are responsible for providing PPE and ensuring it is used correctly (Directive 89/656/EEC).
 5. **Supervision and monitoring.** Tasks performed at heights should be overseen by a qualified supervisor to ensure that safety protocols are being followed. Regular monitoring can help **identify** and address potential safety issues before accidents occur (European Parliament, 2001).

3.3. REFERENCES

European Commission. (1989). *Framework Directive on Safety and Health at Work (Directive 89/391/EEC)*. <https://osha.europa.eu/en/safety-and-health-legislation/european-directives>

European Commission. (1992). *Directive on Temporary or Mobile Construction Sites (Directive 92/57/EEC)*. <https://osha.europa.eu/en/safety-and-health-legislation/european-directives>

European Commission. (2016). *Regulation (EU) 2016/425 on Personal Protective Equipment*. <https://osha.europa.eu/en/safety-and-health-legislation/european-directives>

European Agency for Safety and Health at Work (EU-OSHA). (2024). *Emerging Risks in Green Jobs*. <https://osha.europa.eu/en/emerging-risks/green-jobs>

European Agency for Safety and Health at Work (EU-OSHA). (2025). *Practical Guidance on Manual Handling of Loads*. <https://osha.europa.eu/en/safety-and-health-legislation/european-directives>

European Parliament. (2001). *Temporary Work at Height Directive (Directive 2001/45/EC)*. <https://osha.europa.eu/en/safety-and-health-legislation/european-directives>

European Commission. (2009). *Directive on Work Equipment (Directive 2009/104/EC)*. <https://osha.europa.eu/en/safety-and-health-legislation/european-directives>



4. Transversal competences

Table of contents

1. Introduction
2. Main Objectives
3. How to use the program

Module 1. Introduction

Module 2. Self-Awareness and Emotional Resilience

Module 3. Building Professional Image

Module 4. Assertive Communication

Module 5. Teamwork and Collaboration

Module 6. Adaptability and Flexibility

Module 7. Time Management

Module 8. Workplace and Ethics Responsibility

Module 9. Conflict Management and Resolution

Module 10. Intercultural Competence

Module 11. Gender Equality at the Workplace

Module 12. Closing Module

4.1. Introduction

Transversal competences—such as communication, teamwork, adaptability, emotional intelligence, and time management—are key for **professional and personal development**. These skills empower individuals to better understand themselves, relate to others, and navigate everyday challenges in the workplace and beyond.

This training program focuses on fostering **transversal competences to enhance the employability and social inclusion of immigrant individuals**, many of whom face multiple challenges including language barriers, cultural adaptation, and limited prior work experience. The program invites learners to reflect on their personal and professional identity, develop self-confidence, manage time effectively, resolve conflicts constructively, and engage positively with diverse teams.

4.2. Main Objectives

The program aims to:

- Strengthen participants' **employability** by developing key transversal competences.
- Enhance **self-confidence, self-awareness, and personal branding**.
- Improve skills in **communication, teamwork, adaptability, and conflict resolution**.
- Promote **gender equality, cultural understanding, and respectful collaboration** in professional environments.
- Prepare participants to **navigate the challenges** of the labour market with autonomy and resilience.

4.3. How to Use the Program

The transversal competences training program is designed as a **flexible and modular resource** to support the development of key transversal competences among migrant participants. It can be used as a full course or delivered in **standalone** modules, depending on the specific context, needs, and time availability. Each module focuses on enhancing one specific competence—such as communication, adaptability, teamwork, or conflict resolution—and includes **clear learning objectives, step-by-step instructions for activities, and practical examples**. Sessions are participatory and experiential, with a focus on active methodologies that encourage dialogue, reflection, and peer learning.

To ensure the quality and impact of the program, please keep in mind the following:

- **Read all contents and activities in advance** to understand the learning flow, materials needed, and any adaptations that may be required.
- **Prepare all materials beforehand**, including handouts, templates, presentation slides, definitions and theoretical content, printed worksheets, flipcharts, or any other tools needed for group work.

- Be ready to **adapt the language, pace, or structure** depending on the participants' literacy levels, cultural backgrounds, or familiarity with the topic.
- Encourage **interaction and cooperative learning**, using pair work, small group discussions, and role plays to promote inclusion and engagement.
- Create a **safe and respectful learning space**, where participants feel comfortable sharing their views and experiences.
- Feel free to **localize examples or use real-life scenarios** relevant to the participants' daily realities to enhance relevance and impact.

This training program is not meant to be followed rigidly—it is a **guide to inspire dynamic, meaningful, and empowering learning experiences** that improve participants' employability, social skills, and confidence in navigating both work and life contexts.

MODULE 1. INTRODUCTION

Introduction

This module serves as the foundation for the entire training program. It aims to create a welcoming, inclusive, and motivating environment where participants feel comfortable and engaged. Through interactive ice-breaking activities and initial discussions, participants will become familiar with the program structure, begin building relationships with their peers, and start reflecting on the importance of transversal competencies for labor inclusion. The session sets the tone for collaborative learning and emphasizes the value of developing personal and professional skills applicable across sectors and job roles.

Objectives

1. Introduce participants to the structure, content, and objectives of the training program.
2. Create a welcoming and trusting group atmosphere through engaging and dynamic ice-breaking activities.
3. Familiarize participants with the concept of transversal competencies and their relevance in the labor market.
4. Encourage participants to reflect on their existing knowledge and perceptions about employability and transversal skills.

Materials and Tools

- Whiteboard and markers or flipchart
- Handouts with the training plan (Annex)
- Sticky notes and pens for brainstorming
- Timer or clock
- Open space for group activities

Duration

2 hours

Welcoming and introduction	
Objectives	<ul style="list-style-type: none"> ● To introduce the training plan and its structure (sessions, schedule, and breaks). ● To break the ice and create a comfortable environment for participants through interactive activities. ● To introduce the concepts of transversal competencies and employability. ● To engage participants in identifying their understanding of key concepts related to transversal competencies and employability.
Learning outcomes	<ul style="list-style-type: none"> ● Understanding of the structure and objectives of the training program. ● Feeling comfortable interacting with their peers through dynamic activities. ● Be introduced to the concept of transversal competencies and their importance in the labor market.
Duration	2 hours
Development of the session	
<p>1. Introduction to the training program (30 minutes)</p> <ul style="list-style-type: none"> ● Activity 1: Welcome and Orientation <ul style="list-style-type: none"> ○ Briefly explain the content of the program, the session organization (schedule, breaks), and expectations. ○ Distribute handouts with the training plan and go through the main topics. ★ Emphasize how this training will help develop valuable transversal competencies that are applicable across different jobs and industries. 	
<p>2. Ice-Breaking and Group Connection (30 minutes)</p> <ul style="list-style-type: none"> ● Activity 2: The First Conversation <ul style="list-style-type: none"> ○ Pair participants and ask them to engage in a 10-15 minute informal conversation, focusing on hobbies, work, and how they feel. Suggested questions: <ul style="list-style-type: none"> ■ Have you watched any good shows lately? ■ What's the best thing that happened to you last week? ■ If you didn't have a work schedule, would you rather arrive late or leave early? ○ After the conversation, each participant will think of one positive adjective that best describes their partner and explain why. ● Activity 3: The Human Chain <ul style="list-style-type: none"> ○ Ask participants to form a circle. ○ The first person shares their name and a hobby. 	



- Each subsequent participant repeats all the names and hobbies before adding their own.
- The last person must recall everyone's name and hobby.
- ★ These activities help create a relaxed atmosphere and promote trust, connection, and communication within the group.

3. Exploring Prior Knowledge (15 minutes)

● Activity 4: Brainstorming Transversal Competencies

- Conduct a brainstorming session to gather what participants know about transversal competencies and employability. Questions you can ask:
 - What do you understand by transversal competencies?
 - Why might they be important in the workplace?
- Write responses on a whiteboard or flipchart and allow participants to share their thoughts.
- Avoid giving additional input—this activity is meant to capture existing knowledge.

4. Understanding Transversal Competencies (30 minutes)

● Activity 5: Theoretical Presentation

- Present the definition and importance of transversal competencies for the participants' job performance.
- References:
 - *TVETipedia Glossary*. (s. f.). [Link](#).
 - *Transversal skills: what are they and why are they so important?*: Skills and Education Group. (s. f.). [Link](#).
 - *Transversal Skills and Competences*. (2023, 13 November). CEDEFOP. [Link](#).
 - Tuccio, Michele (2023, 24–25 May) *Transversal Skills for Work and Life*. OECD. Power Point presentation. [Link](#).

● Activity 6: Group discussion

- Discuss why transversal competencies are essential for adapting to the changing labor market and maintaining employability, and provide examples of how these skills can help individuals thrive in different situations in the renewable energy sector.

5. Conclusion (15 minutes)

● Activity 7: Session Recap and Reflection

- Recap the main points discussed during the session.
- Allow time for participants to ask questions or share reflections.
- Give a brief preview of the next session and remind participants of the training schedule.

MODULE 2. SELF-AWARENESS AND EMOTIONAL RESILIENCE

Introduction

This module is designed to support participants in developing the personal insight and emotional tools needed to thrive in both personal and professional environments. By fostering self-awareness, building self-esteem, managing emotions, and setting meaningful goals, participants will strengthen their ability to respond to challenges with confidence, adaptability, and purpose. The module combines self-reflection, practical strategies, and experiential activities to enhance participants' emotional intelligence and resilience—key competencies for employability and lifelong learning.

Objectives

1. Support participants in identifying their personal strengths, values, and areas for growth.
2. Enhance understanding of the role of self-esteem and confidence in personal and professional success.
3. Equip participants with tools for recognizing and managing emotions, especially in high-stress contexts.
4. Foster the development of emotional resilience through self-regulation and reflective practices.
5. Guide participants in setting realistic professional goals and developing action plans to achieve them.

Duration and Structure

This module has a total duration of **8 hours**, distributed in the following Training Units:

- **Unit 1.** Developing Self-Awareness and Personal Strengths.
- **Unit 2.** Strengthening self-esteem and confidence.
- **Unit 3.** Recognizing and managing emotions.
- **Unit 4.** Setting and Achieving Professional Goals.

Unit 1. Developing Self-Awareness and Personal Strengths	
Objectives	<ul style="list-style-type: none"> ● To help participants recognize their strengths, weaknesses, values, and motivations. ● To guide participants in reflecting on how self-awareness can enhance their professional growth. ● To encourage goal-setting based on personal self-assessment.
Learning outcomes	<ul style="list-style-type: none"> ● Reflect on personal strengths and areas for growth concerning employability.
Duration	2 hours
Materials-Tools	<ul style="list-style-type: none"> ● Projector and slides for presenting key concepts. ● Pens and notepads for individual reflections. ● Flipcharts and markers for group work and group discussions
Development of the session	
<p>1. Getting to know ourselves (35 minutes)</p> <ul style="list-style-type: none"> ● Activity 1: Personal Strengths and Weaknesses <ul style="list-style-type: none"> ○ Ask participants to take a few minutes to write down three (3) nouns or adjectives that define their personal strengths and three (3) nouns or adjectives that describe some of their weaknesses. Participants should think carefully about their personal and professional traits, skills, and challenges. ○ Afterward, ask for volunteers to share their lists with the group and reflect on how these characteristics have affected their personal or work lives. ● Activity 2: Animal Metaphor <ul style="list-style-type: none"> ○ On a second round of group discussion, ask them to think of an animal that represents their strengths and weaknesses. ○ After this, have each participant briefly explain their chosen animal and why they feel it reflects their personality or behaviors. This metaphor can make abstract concepts more tangible and relatable. ○ Finally, briefly explain what self-awareness is and how it relates to the activity they have just carried out: <p>Self-awareness It is the process of self-reflection that allows us to gather information about who we are, what we like, what we don't like, what we excel at, where we face difficulties, how we relate to others, how we react to life situations, and more. This self-knowledge helps us in making decisions. Understanding our personal profile helps us define and build our professional profile. It's important to involve others in our environment so they can complement the self-awareness process with their insights.</p>	



2. Video and reflection: "Dove real beauty sketches" (25 minutes)

• Activity 3: Video Screening

- Play the following YouTube video: "[Dove real beauty sketches](#)" directed by John X. Carey.
- Ask participants to watch attentively and take mental notes about their feelings and reactions.

• Activity 4: Guided Discussion

- After the video, discuss the central theme: *how we often see ourselves differently than how others perceive us.*
- Use the following questions to guide a reflective discussion:
 - How did the video make you feel about your self-image?
 - What message did the video convey about the gap between how we see ourselves and how others see us?
 - Why is understanding this gap important in a professional setting?
- ★ As a general reflection for the discussion, emphasize the impact of **self-perception** on self-esteem, communication, and workplace relationships.

3. Group discussion: building a realistic self-image (20 minutes)

• Activity 5: Group Brainstorming and Discussion

- Open a group discussion on how self-awareness contributes to developing a balanced self-image. For this, you could trigger a discussion with the following key question:
 - *How can we balance what we know about ourselves with the feedback we receive from others?*

• Activity 6: Flipchart Exercise

- After the previous discussion, ask the group to list on a flipchart:
 - **Ways to improve self-awareness** (e.g., journaling, self-reflection, seeking feedback).
 - **How to integrate external perceptions** (e.g., asking for feedback, observing how others react to us).
 - **How to remain authentic** while incorporating feedback (e.g., staying aligned with values, being open without losing your essence).
- ★ Tip: Give participants a minute to jot down one or two ideas on their own before sharing with the group.
- ★ **Reflection:** Encourage participants to see self-awareness as a **dynamic process** that balances inner reflection and outer perspective.

4. Conclusion and key takeaways (10 minutes)

• Activity 7: Session Recap and Reflection

- Summarize the importance of self-awareness in personal and professional life.

- Encourage participants to continue reflecting on their strengths and areas for improvement as part of their journey toward professional growth.
- Assign a short homework task: write a reflection on one key strength they want to develop further and one weakness they aim to improve, incorporating insights from the session.

Unit 2. Strengthening self-esteem and confidence

Objectives	<ul style="list-style-type: none"> ● To help participants understand the concept of self-esteem and its impact on personal and professional life. ● To guide participants in recognizing and leveraging their strengths to build confidence. ● To provide tools and strategies for overcoming self-doubt and fostering a positive self-image.
Learning outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> ● Understand the importance of self-esteem and confidence in achieving personal and professional goals. ● Learn how to use their strengths to build confidence and overcome challenges. ● Develop strategies to address self-doubt and maintain a positive self-image.
Duration	2 hours
Materials-Tools	<ul style="list-style-type: none"> ● Projector and slides for presenting key concepts. ● Handouts with self-esteem-building exercises and confidence strategies. ● A set of cards with examples of strengths and work situations ● Scenario cards for the roleplaying activity ● Pens and notepads for individual reflections. ● Flipchart and markers for group work and discussions. ● Sticky notes for interactive activities.

Development of the session

1. Exploring self-esteem (20 minutes)

● **Activity 1: Understanding Self-Esteem**

- Begin with a brief discussion on the concept of **self-esteem**. Ask participants:
 - What does self-esteem mean to you?
 - How does self-esteem affect your daily life and work?
- Then, divide participants into small groups. Ask each group to discuss and write



down:

- What is self-esteem in your own words?
 - What feelings, thoughts, or behaviours do you associate with self-esteem?
 - Why do you think self-esteem is important?
- After 10 minutes, each group writes their key ideas on a large sheet of paper or sticky notes and posts it on the wall. Then, for another 10 minutes participants walk around reading all groups' definitions and notes silently.
- After this, bring together the whole group in front of the wall. Collect common themes and key words from each group's work, and all participants discuss similarities and differences.
- Guide the group to collaboratively build one clear, simple definition of self-esteem on a flipchart or whiteboard, using the groups' ideas.
- **Activity 2: Reflection on Confidence and Self-Doubt**
 - Ask participants to write down one example of a situation where they felt confident and one where they struggled with self-doubt.
 - ★ Finally, highlight the importance of self-esteem in personal and professional growth:

People with healthy self-esteem tend to feel more confident in their abilities, which helps them take on challenges, make decisions, and contribute ideas without fear of failure. They're also better at handling feedback—both positive and negative—on their job performance because they see it as a way to grow rather than as a personal attack. Building self-esteem, then, isn't just about feeling better personally—it's also about creating a stronger, more confident approach to work.

2. Strengths-based confidence building (25 minutes)

- **Activity 3: Identifying Strengths in Context**
 - Ask participants to revisit the list of strengths they identified in Unit 1.
 - Provide a set of cards with examples of strengths and work situations. In pairs, have participants discuss:
 - First, how each strength can be applied in different contexts (e.g., communication skills in teamwork, creativity in problem-solving).
 - Second, how they can use one of their strengths to address a current challenge in their personal or professional life.
 - Bring the group together and ask a few participants to share their insights. Emphasize the connection between recognizing strengths and building confidence.

3. Challenging self-doubt (30 minutes)

- **Activity 4: Introduction to Self-Talk**

- Introduce the concept of "self-talk" and its impact on self-esteem. References:
 - Healthdirect Australia. (s. f.). *Self-talk. What Is It And Why Is It Important?* [Link](#).
 - Mead, E. (2019, 26 September) *What is Positive Self-Talk ?(Incl. Examples)*. Positive Psychology. [Link](#).
- **Activity 6: Identifying Negative Self-Talk**
 - Provide participants with a handout listing common negative self-talk statements. Invite them to add any new statements they can think of.
 - I'm no good enough.
 - I always fail
 - I always mess things up.
 - Everyone is better than me.
 - I'm a burden to others.
 - I'm too old/young to achieve my goals.
 - I'm just not cut out for this.
 - I'm not smart enough to figure this out.
 - I'm too lazy to change.
 - I'm so awkward; no one likes me.
 - Ask participants to rewrite these statements into positive affirmations (e.g., "I am capable," "I learn from my mistakes").
- **Activity 7: Reframing Negative Thoughts**
 - In small groups, have participants share one negative self-talk pattern they struggle with and discuss how they can reframe it.
 - Introduce practical strategies for stopping negative self-talk, such as:
 - Be aware of what you're saying to yourself. Stopping and recognising negative thoughts is the first step to working through the problem. Ask yourself, would you talk like this to someone else?
 - Challenge your thoughts. Ask yourself "Is it true?" Often, it's not. Ask yourself if there's another explanation or way of looking at a situation. Remember that many things you worry about don't happen.
 - Write it down. Try writing your thoughts down or saying them out loud. It can reduce the impact of negative thoughts.
 - Watch what you are taking in. Be aware of the messages you are taking in through the media or on social media. Watching, reading or listening to ongoing negative information can increase stress.
 - Replace the thought with a positive thought. For example, if you think "I won't be able to cope with this situation", you can change that thought to "I am coping quite well, given everything else that is going on. This

situation is stressful, but it will pass”.

- Discuss how positive self-talk can help build confidence and resilience. You can refer to the main resource for further insights such as tips to improve positive self-talk.

4. Role-playing confidence in action (35 minutes)

● Activity 8: Practicing Confidence in Workplace Scenarios

- Divide participants into pairs and provide each pair with a scenario where confidence is key:
 1. Speaking up in a meeting
 2. Negotiating a salary, job improvements or a promotion
 3. Presenting an idea
 4. Asking for further resources
 5. Asking for safety improvements
 6. Declining additional work/asking for better workload distribution
- One participant plays the role of the person demonstrating confidence, while the other provides feedback on:
 - Body language (posture, movements, gaze).
 - Voice tone and clarity.
 - Assertiveness in expressing ideas without being disrespectful.
- After 10 minutes, participants switch roles and repeat the exercise.
- Bring the group together to reflect on the role-play experience and discuss how these confidence-building techniques can be applied in real life.

5. Conclusion and key takeaways (10 minutes)

● Activity 10: Session Recap and Reflection

- Summarize the key points of the session: understanding self-esteem, leveraging strengths, challenging self-doubt, and practicing confidence.
- Encourage participants to continue working on their self-esteem and confidence as part of their personal and professional growth.
- Assign a short personal homework task. It could consist of writing a reflection on one situation where they successfully demonstrated confidence and one where they want to improve, along with a plan for building confidence in that area.

Unit 3: Recognizing and managing emotions

Objectives

- To help participants identify and name their emotions in various situations.
- To teach participants strategies for managing emotions, particularly in high-pressure or stressful environments.
- To introduce tools for emotional regulation and self-reflection.

<p>Learning outcomes</p>	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> ● Be able to recognize and name their emotions in personal and professional contexts. ● Have learned practical strategies for managing emotions such as anger, anxiety, and frustration. ● Have developed strategies for maintaining emotional balance in personal and professional contexts.
<p>Duration</p>	<p>2 hours</p>
<p>Materials-Tools</p>	<ul style="list-style-type: none"> ● Projector and slides for presenting key concepts. ● Handouts with emotion-related vocabulary and self-regulation techniques. ● Scenario cards ● Pens and notepads for individual reflections. ● Flipchart and markers for group work and discussions. ● Sticky notes for interactive activities. ● Timer or clock for timed exercises.
<p>Development of the session</p>	
<p>1. Introductory activity: Exploring emotions (20 minutes)</p> <ul style="list-style-type: none"> ● Activity 1: Identifying and Sharing Emotions <ul style="list-style-type: none"> ○ Provide participants with a list containing a variety of emotion-related words: frustration, anxiety, joy, anger, calm, overwhelm, sadness, fear, confusion, gratitude, motivation, burnout, and confidence. ○ Ask participants to pair up and discuss situations where they have experienced these emotions. ○ Each pair should share one example with the group, focusing on how they recognized and managed the emotion. ★ Highlight the importance of naming emotions as a first step toward managing them. 	
<p>2. Recognizing emotional triggers (25 minutes)</p> <ul style="list-style-type: none"> ● Activity 2: Identifying Triggers in High-Pressure Situations <ul style="list-style-type: none"> ○ Divide participants into small groups and provide each group with a scenario card describing a high-pressure situation: <ul style="list-style-type: none"> ■ A conflict during teamwork ■ A missed deadline due to technical issue ■ A personal challenge ■ A key supplier fails to deliver materials on time ■ A safety hazard (weather, safety equipment, etc.) ○ Ask each group to identify the emotions that might arise in the scenario and 	



discuss how they would typically respond.

- After 10 minutes, have each group share their scenario, emotions, and responses with the larger group.
- ★ Guide a reflection on how different people experience and respond to similar situations, emphasizing the importance of recognizing emotional triggers as a step toward regulation.

3. Emotional regulation (Part 1): Breathing and relaxation techniques (20 minutes)

● Activity 3: Progressive Muscle Relaxation Exercise

- Exercise 1. This is a 5-minute guided relaxation exercise, with the objective to show how a progressive muscle relaxation is performed.
 - Begin by having participants sit or lie down in a comfortable position placing both feet flat on the ground and roughly hip-width apart.
 - Ask them to close their eyes and take a few deep breaths, inhaling slowly through the nose and exhaling through the mouth.
 - Explain that they will tense and relax different muscle groups, starting from the feet. Guide them to tense each muscle group (e.g., toes, calves, thighs) for 5 seconds, then release the tension completely for 10 seconds, focusing on the sensation of relaxation. Move systematically upward through the body: legs, abdomen, chest, arms, hands, shoulders, neck, and face.
 - ★ Encourage them to notice the contrast between tension and relaxation. Remind them to maintain slow, steady breathing throughout the exercise. After completing all muscle groups, allow a few moments of silence for participants to enjoy the deep relaxation
- Exercise 1. This exercise is named box breathing.
 - Start by explaining the technique: inhale for 4 seconds, hold for 4 seconds, exhale for 4 seconds, hold for 4 seconds.
 - Counts out loud for two full cycles. Participants follow along as you count.
 - Once participants have completed 2 box breathing series, participants will perform 5 more series quietly on their owns.
- After doing the 2 exercises, ask participants to share how they felt before and after the exercise and highlight the importance of practicing both techniques regularly so they can incorporate these practices and find long-term benefits
- To finish, ask them how these techniques can be used in real-life situations to manage stress and regulate emotions.

4. Emotional regulation (Part 2): Roleplaying (45 minutes)

● Activity 4: Managing Stress Through Roleplay

- Divide participants into pairs or groups of 3 people.

- Provide each pair/group with a role-play scenario involving a high-pressure situation:
 - Scenario 1: A key component delivery is delayed, pushing the project timeline back. Your team colleagues are stressed, and the client is unhappy. Practice staying calm, managing your frustration, and communicating effectively with both your team and the client.
 - Scenario 2: During an energy rehabilitation project, a coworker accidentally damages a piece of equipment, causing a minor safety hazard. Tensions rise as the team debates how to handle the situation. Practice managing your anxiety, staying composed, and helping the team resolve the issue calmly.
 - Scenario 3: Your supervisor criticizes your work on a solar panel installation, saying it's not meeting expectations. You feel frustrated and defensive. Practice regulating your emotions, listening actively, and responding constructively to feedback.
- Have one participant or group of participants play the role of the person in a situation of stress or pressure, while the other practices active listening and emotional support.
- After 10 minutes, switch roles and repeat the exercise.
- Bring the group together to reflect on the role-play experience. Discuss what strategies worked well and how participants can apply these techniques in real-life situations.

5. Conclusion and key takeaways (10 minutes)

● Activity 5: Session Recap and Reflection

- Summarize the key points of the session: recognizing emotions, using regulation strategies, and practicing stress management techniques.
- Encourage participants to continue practicing the techniques learned.
- Assign a short homework task: write a reflection on one situation where they successfully managed their emotions and one where they struggled, and identify strategies for improvement.

Unit 4. Setting and Achieving Professional Goals

Objectives

- To help participants identify realistic and meaningful professional goals.
- To guide participants in breaking down their goals into actionable steps.
- To provide strategies for staying motivated and overcoming challenges in pursuing their goals.



Learning outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> ● Be able to identify a professional goal that aligns with their strengths and interests. ● Learn how to break their goal into smaller, manageable steps. ● Develop strategies for staying motivated and overcoming obstacles.
Duration	2 hours
Materials-Tools	<ul style="list-style-type: none"> ● Projector and slides for presenting key concepts. ● Handouts with goal-setting templates and motivational strategies. ● Pens and notepads for individual reflections. ● Flipchart and markers for group work and discussions. ● Sticky notes for interactive activities.
Development of the session	
<p>1. Reflecting on professional aspirations (20 minutes)</p> <ul style="list-style-type: none"> ● Activity 1: Identifying Professional Goals <ul style="list-style-type: none"> ○ Begin with a brief discussion on the concept of professional goals. Ask participants: <ul style="list-style-type: none"> ■ What kind of work would you like to do in the future? ■ What skills or strengths do you have that could help you achieve this? ○ Provide examples of simple professional goals (e.g., "I want to work in a restaurant," "I want to learn how to use a computer for work"). ○ Ask participants to write down one professional goal they would like to achieve in the next 6 months to 1 year. ★ Highlight the importance of having a clear goal to guide their efforts and stay motivated. 	
<p>2. Breaking down goals into steps (30 minutes)</p> <ul style="list-style-type: none"> ● Activity 2: Creating a Step-by-Step Plan <ul style="list-style-type: none"> ○ Introduce the idea of breaking a big goal into smaller, manageable steps. Use a simple example (e.g., "If my goal is to work in a restaurant, my steps could be: <ul style="list-style-type: none"> ■ 1) Find out what jobs are available, ■ 2) Practice my language skills, ■ 3) Prepare a simple CV"). ○ Provide participants with a handout template to write down their goal and list 3-5 steps they can take to achieve it. In pairs, have participants share their goals and steps, and give each other feedback or suggestions. ○ Bring the group together and ask a few participants to share their goals and steps. 	



- ★ Emphasize the importance of taking small, consistent actions to achieve their goals.

3. Overcoming challenges and staying motivated (30 minutes)

● Activity 3: Problem-Solving in Small Groups

- Divide participants into small groups and provide each group with a scenario where someone faces a challenge in pursuing their goal (e.g., lack of language skills, no work experience, or difficulty balancing work and family).
- Ask each group to brainstorm strategies for overcoming the challenge and staying motivated.
- After 10 minutes, have each group share their strategies with the larger group.
- Discuss common challenges participants might face and how they can apply the strategies discussed to their own lives.
- ★ Highlight the importance of persistence and seeking support when needed.

4. Creating a personal action plan (25 minutes)

● Activity 4: Developing an Action Plan

- Provide participants with a simple action plan template to fill out, including:
 - Goal: Their professional goal.
 - Steps: 3–5 specific actions they will take to achieve the goal.
 - Timeline: A realistic timeline for completing each step.
 - Motivation: How they will stay motivated and overcome obstacles.
- Have participants work individually to complete their action plan.
- Ask a few participants to share their action plans with the group.
- Encourage participants to keep their action plan somewhere visible and revisit it regularly.

5. Conclusion and key takeaways (10 minutes)

● Activity 5: Session Recap and Reflection

- Summarize the key points of the session: identifying a professional goal, breaking it into steps, and staying motivated.
- Encourage participants to take the first step toward their goal as soon as possible.
- Assign a short homework task: write a reflection on one step they will take in the next week to move closer to their goal and how they will stay motivated.

MODULE 3. BUILDING PROFESSIONAL IMAGE

Introduction

This module focuses on helping participants understand and develop a strong and confident, professional image. A professional image is not only shaped by appearance but also by behaviors, communication styles, and the ability to navigate diverse workplace environments. Through interactive exercises, role-playing, and discussions, participants will explore how non-verbal communication, tone, attitude, and cultural awareness influence how they are perceived by others. The goal is to empower participants to present themselves effectively and respectfully in professional settings, enhancing both employability and workplace integration.

Objectives

1. Equip participants with the ability to project a strong and positive professional image.
2. Improve understanding of how body language and communication styles influence workplace perceptions.
3. Practice professional behavior through role-playing exercises and interactive discussions.

Duration and Structure

This module has a total duration of **4 hours**, distributed in the following Training Units:

- **Unit 1.** Crafting your personal brand – Presentation and preparation for job searches.
- **Unit 2.** Navigating workplace norms – Professional behavior and etiquette.

Unit 1: Crafting your personal brand – Presentation and preparation for job searches	
Objectives	<ul style="list-style-type: none"> ● To introduce participants to the concept of personal branding and its importance in job searches. ● To help participants identify their unique skills, values, and strengths for personal branding. ● To teach participants how to create a professional resume and elevator pitch. ● To prepare participants for job interviews by focusing on personal presentation and body language.
Learning outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> ● Understand the concept of personal branding and its role in job search success. ● Be able to identify and articulate their unique skills, values, and strengths. ● Learn how to create a professional resume and elevator pitch. ● Recognize the importance of personal presentation and body language in job interviews.
Duration	2 hours
Materials-Tools	<ul style="list-style-type: none"> ● Projector and slides for presenting key concepts. ● Handouts: Personal branding worksheet, resume template, and elevator pitch guide. ● Visual aids: Images of professional and unprofessional attire. ● Role-play cards for job interview scenarios. ● Flipchart and markers for group work and discussions
Development of the session	
<p>1. Introduction and overview (15 minutes)</p> <ul style="list-style-type: none"> ● Activity 1: Identifying Unique Qualities <ul style="list-style-type: none"> ○ Ask participants: “What makes you unique as a job candidate?”. ○ Write their responses on a flipchart and highlight recurring themes (e.g., skills, experiences, personality traits). ○ After this, introduce the topics of the session: personal branding, a skill-based resume, and personal presentation for job interviews. Emphasize how these elements impact employability and job search success: Building, enhancing, and controlling your own personal brand will help you create new opportunities and facilitate the achievement of goals and objectives. 	
<p>2. Personal branding workshop (30 minutes)</p>	



- **Activity 2: Understanding Personal Branding**

- Explain the concept of personal branding and highlight its importance for job searching. References:
 - *Personal Branding: What It Is and Why It Matters*. (2024, 21 March). Business Insights Blog. [Link](#).
 - TED. (2023, 5 abril). *5 Steps to Building a Personal Brand You Feel Good About | The Way We Work, a TED series* [Video]. YouTube. [Link](#).

- **Activity 3: Personal Branding Worksheet**

- Distribute a **Personal branding Worksheet** with prompts:
 - What are your key skills and strengths?
 - What are your core values?
 - What makes you unique compared to other job candidates?
- Participants complete the worksheet individually, then share their responses in pairs.

3. Resume building and elevator pitch (30 minutes)

- **Activity 4: Explaining the concepts**

- Explain the difference between a traditional CV and a skill-based resume. References:
 - jobtrees.com. (2023, 6 October). *What is a Skills-Based and Hybrid Resume*. [Link](#).
 - Future Learn. *What is a skills-based CV and do I need one?* [Link](#).
 - Srivastava, E. (2025, 27 January). *Newsletter: Skill-Based Resume vs. Traditional Resume – Which One is More Effective?* [Link](#).
- Introduce the concept of an **elevator pitch**. References:
 - Kenton, W. (2022, 22 December). *What Is an Elevator Pitch? Definition and How They're Used*. Investopedia. [Link](#).

- **Activity 5: Write your elevator pitch**

- Participants draft their elevator pitch using their **Personal branding Worksheet**. They have to write a 30–60 second introduction highlighting key skills and value.
- Each participant practices their pitch in front of the group.
- Provide individual feedback and suggestions for improvement.

4. Personal presentation and body language (30 minutes)

- **Activity 6: Roleplay Exercise**

- Divide participants into pairs and provide roleplay cards with job interview scenarios:
 1. "Tell me about yourself.": The interviewer asks you to introduce yourself.
 2. "What is your greatest weakness?": The interviewer wants to assess

	<p>your self-awareness.</p> <ol style="list-style-type: none"> 3. "Describe a misunderstanding with a colleague and how you handled it.": The interviewer evaluates your problem-solving skills. 4. "Describe a time when you dealt with a stressful situation at work.": The interviewer assesses your emotional regulation and stress management skills. <ul style="list-style-type: none"> ○ Each pair practices using confident body language (e.g., maintaining eye contact, sitting upright, using open gestures). ○ When there are 10 minutes left, gather the group for feedback and discuss the impact of body language on interview success. ★ Highlight key non-verbal cues: nodding, smiling, avoiding fidgeting, not crossing arms or keep hands hidden, looking into the eyes when talking, sitting up straight with both feet on the ground, proper dressing, etc.
<p>5. Conclusion and key takeaways (15 minutes)</p> <ul style="list-style-type: none"> ● Activity 7: Recap of Key Learnings <ul style="list-style-type: none"> ○ Review the importance of personal branding in job searches. ○ Reiterate how to create a professional resume and elevator pitch. ○ Emphasize the role of personal presentation and body language. ○ Assign homework: Finish their resume and elevator pitch based on the feedback received, and practice it in front of a mirror or with a friend. 	

Unit 2: Navigating workplace norms – Professional behavior and etiquette	
Objectives	<ul style="list-style-type: none"> ● To introduce participants to workplace norms and behaviors that demonstrate professionalism. ● To teach participants how to practice professional etiquette in common workplace interactions. ● To help participants understand the importance of professional etiquette in building a positive professional image.
Learning outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> ● Understand key workplace norms and behaviors that demonstrate professionalism. ● Be able to identify and practice professional etiquette in common workplace interactions. ● Develop strategies for maintaining professionalism in various workplace scenarios.
Duration	2 hours
Materials-Tools	<ul style="list-style-type: none"> ● Projector and slides for presenting key concepts.



- Role-play cards for workplace scenarios.
- Handout: Tips for professional behavior and etiquette.
- Flipchart and markers for group work and discussions.

Development of the Session

1. Introduction and Overview (15 minutes)

● Activity 1: Brainstorming Professionalism

- Ask participants: "What do you think makes someone professional in the workplace?"
- Write their responses on a flipchart and highlight recurring themes (e.g., punctuality, respect, communication).

● Activity 2: Introduction to Workplace Norms and Professional Behavior

- Introduce the topics of workplace norms and professional behavior.

Workplace norms are formal (e.g., company policies, dress codes) and informal (e.g., communication styles, meeting etiquette). They help creating a cohesive, respectful, and productive workplace culture. Examples:

- Punctuality
- Collaboration
- Respecting diversity
- Maintaining confidentiality.

Adhering to workplace norms fosters teamwork, reduces conflicts, and ensures alignment with organizational values, contributing to both individual and collective success. Understanding and adapting to these norms is essential for professional integration and career growth.

- ★ Emphasize how these elements contribute to a positive professional image in the workplace.

2. Workplace Norms and Professional Behavior (45 minutes)

● Activity 3: Identifying Key Professional Behaviors

- Start brainstorming key professional behaviors (e.g., punctuality, active listening, appropriate communication).
- Write down responses and consolidate them into a list of **workplace etiquette essentials list**.

● Activity 4: Role-Playing Workplace Scenarios

- Divide participants into groups of two pairs and provide role-play cards with workplace scenarios, such as:
 - Giving feedback to a colleague.
 - Attending a meeting and participating professionally.
 - Introducing themselves to a new team.

- One of the pairs will practice responding to the scenarios while focusing on professional

behavior and etiquette. Their peer pair will provide feedback on their interactions.

- To finish the activity, have the groups share their insights, feedback, and conclusions with the larger group.

3. Professional etiquette in common workplace interactions (45 minutes)

● Activity 5: Brainstorming Workplace Interactions

- Start brainstorming common workplace interactions and the etiquette required for each situation. Situations that you can include:
 - **Meetings:** Arrive on time, listen actively, and contribute respectfully.
 - **Asking for help or guidance:** Be clear and specific about your needs, show what you've already tried, respect their time, and always express gratitude.
 - **Giving and receiving feedback:** Be specific, focus on behavior, and use "I-Statements."
- Once the brainstorming is finished, provide examples of professional and unprofessional behavior in each scenario.

● Activity 6: Practicing Workplace Etiquette

- Divide participants into small groups and assign each group a workplace scenario. Some examples of scenario:
 - **Addressing safety concerns:** You notice that a coworker is not wearing their safety elements. As a team member, you want to address this issue respectfully and professionally.
 - **Dealing with a customer complaint:** A customer at the hotel reception is upset because their room is not ready. They are raising their voice and demanding a solution.
 - **Communicating with a supervisor:** You've been assigned do a task, but you realize you don't have enough materials to finish the job. You need to inform your supervisor and ask for help.
- Groups choose one scenario and practice it while focusing on professional etiquette (e.g., respect, clear communication, teamwork). Each group presents their scenario to the larger group. After each group participates, the rest provide their feedback.

4. Conclusion and key takeaways (15 minutes)

● Activity 7: Recap of Key Learnings

- Summarize the key points of the session:
 - The importance of workplace norms and professional behavior.
 - Key strategies for maintaining professionalism in common workplace interactions that have been discussed in the training session.

MODULE 4. ASSERTIVE COMMUNICATION

Introduction

Assertive communication is a key interpersonal skill that supports healthy, respectful, and effective interactions in both personal and professional settings. This module is designed to help participants understand what assertiveness means, how it differs from passive or aggressive communication, and how to express their thoughts, feelings, and needs in a confident yet respectful way. Through a combination of practical exercises, role-playing, and discussions, participants will explore essential techniques such as using "I-Statements," practicing active listening, and developing empathy. By improving these skills, individuals can enhance their ability to handle conflicts, set boundaries, and build more collaborative relationships in the workplace.

Objectives

1. Introduce the principles and value of assertive communication.
2. Distinguish between passive, aggressive, and assertive communication styles.
3. Provide practical tools and techniques for expressing oneself clearly and respectfully.
4. Strengthen participants' ability to apply active listening and empathy in communication.
5. Build confidence in using assertive communication in a variety of professional situations.

Duration and Structure

This module has a total duration of **6 hours**, distributed in the following Training Units:

- **Unit 1.** Understanding assertive communication.
- **Unit 2.** Developing assertive communication skills.
- **Unit 3.** Active listening and empathy in assertive communication.

Unit 1: Understanding assertive communication	
Objectives	<ul style="list-style-type: none"> ● To introduce participants to the concept of assertive communication and its importance in the workplace. ● To help participants differentiate between passive, aggressive, and assertive communication styles. ● To provide a foundation for developing assertive communication skills.
Learning outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> ● Understand the principles of assertive communication ● Be able to identify passive, aggressive, and assertive behaviors ● Recognize the benefits of assertive communication in professional and personal contexts.
Duration	2 hours
Materials-Tools	<ul style="list-style-type: none"> ● Projector and slides for presenting key concepts. ● Handouts with examples of passive, aggressive, and assertive communication. ● Roleplaying scenarios cards ● Pens and notepads for individual reflections. ● Flipchart and markers for group work and discussions.
Development of the session	
<p>1. What is communication? (15 minutes)</p> <ul style="list-style-type: none"> ● Activity 1: Exploring the Importance of Communication <ul style="list-style-type: none"> ○ Begin with a brief discussion on the importance of communication in the workplace. Ask participants: <ul style="list-style-type: none"> ■ What does good communication look like to you? ■ Can you share an example of a time when communication went well or poorly? ○ Write their responses on a flipchart. ★ Highlight key ideas: <ul style="list-style-type: none"> ■ Communication is essential for teamwork, productivity, conflict resolution, and coordination. ■ Good communication reduces misunderstandings and builds trust and collaboration. 	
<p>2. Understanding Communication Styles (30 minutes)</p> <ul style="list-style-type: none"> ● Activity 2: Watching and Reflecting on a Video 	



- Watch the following video (10mins) and in the group, share the main ideas of it: Communication Coach Alexander Lyon. (2022, 21 March). *How to Communicate Assertively 4 Tips* [Video]. YouTube. [Link](#).
- In a group discussion, ask participants to summarize the main takeaways from the video.
- **Activity 3: Introducing Communication Styles**
 - Introduce the three communication styles: passive, aggressive, and assertive. Provide examples of each style. (10–15min). Reference:
 - Lohia, S. (2024, 8 January). *The 5 communication styles and how to use them effectively*. The Predictive Index. [Link](#).
- **Activity 4: Communication Styles in Practice**
 - During the last 5–10 mins, distribute a handout with scenarios and ask participants to identify the communication style in each scenario.
 - ★ Encourage self-reflection: *Which style do you most often use? How does it affect your interactions?*

3. Role-playing communication styles (25 minutes)

- **Activity 5: Small Group Role-plays**
 - Divide participants into small groups and assign each group a workplace scenario (e.g., asking for help, giving feedback, or addressing a mistake).
 - Each group role-plays the scenario three times, using passive, aggressive, and assertive communication styles.
 - After each roleplay, the group participants discuss how:
 - *How did the communication feel?*
 - *What might be the short- and long-term outcomes?*
 - Finally, bring all participants back and facilitate a short discussion: *How did assertiveness feel compared to the other styles?*

4. Benefits of assertive communication (20 minutes)

- **Activity 6: Group Discussion**
 - Facilitate a discussion on why assertive communication is effective in the workplace. Ask participants:
 - *How can assertive communication improve teamwork?*
 - *What challenges might you face when trying to be assertive?*
 - Write their responses on a flipchart and highlight key benefits (e.g., builds trust, reduces conflicts).
- **Activity 7: Personal Reflection**
 - Ask participants to write down **one benefit** of assertive communication that resonates with them and **why**.
 - Here is a list of benefits of assertive communication to complete the participants'

contributions:

- **Improves interpersonal relationships:** Encourages open and honest dialogue, strengthening ties with family, friends and co-workers.
- **Reduces conflict:** Addressing disagreements constructively avoids confrontation and misunderstandings.
- **Increases self-esteem and confidence:** Expressing what you think and feel reinforces your personal security
- **Improves listening:** Assertive communication involves actively listening to others, improving responsiveness.
- **Facilitates problem solving:** Clarity and honesty help identify problems and arrive at effective solutions.
- **Reduces stress:** Not repressing emotions or acting aggressively contributes to emotional well-being.
- **Promotes mutual respect:** It is based on the recognition of everyone's rights and needs.
- **Improves decision-making:** By listening to others and expressing your opinions, it is easier to make balanced decisions.
- **Promotes personal and professional growth:** Assertive communication is key to success in projects and negotiations.
- **Strengthens emotional intelligence:** Improves the management of your emotions and the ability to understand others.

5. Conclusion and key takeaways (10 minutes)

● Activity 8: Session Summary

- Summarize the key points of the session:
 - The importance of communication in the workplace.
 - The differences between passive, aggressive, and assertive communication.
 - The benefits of assertive communication.
- Assign homework: Ask participants to reflect on a situation where they could have used assertive communication.

Unit 2: Developing assertive communication skills	
Objectives	<ul style="list-style-type: none"> • To teach participants practical techniques for assertive communication. • To help participants practice using "I-Statements" and other assertive tools. • To build confidence in expressing needs and emotions clearly and respectfully.
Learning outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> • Be able to use "I-Statements" to express emotions and needs assertively. • Learn techniques for maintaining assertiveness in challenging situations. • Develop confidence in applying assertive communication in real-life scenarios.
Duration	2 hours
Materials-Tools	<ul style="list-style-type: none"> • Projector and slides for presenting key concepts. • Handouts with examples and assertive communication techniques. • Roleplaying scenarios • Pens and notepads for individual reflections. • Flipchart and markers for group work and discussions.
Development of the session	
<p>1. Introduction to Assertiveness Tools (30 minutes)</p> <ul style="list-style-type: none"> • Activity 1: Understanding "I-Statements" and the D.E.S.C. Model <ul style="list-style-type: none"> ○ Start the session by summing up the most important ideas from the last session. ○ Returns to the idea of the importance and benefits of assertive communication, and explain that it can be practised with two techniques: "I-Statements" and the D.E.S.C. model. <p><u>I-Statement</u></p> <p>Firstly, introduce the "I-Statement" formula as a tool to express constructively your needs and feelings without being accusatory or blaming others. This approach reduces defensiveness, prevents hostility, and fosters open communication, making it easier for the listener to understand and respond constructively. It consists of 3 parts:</p>	



I feel... (emotion)
when... (specific situation or behavior)
because... (impact or consequence)

And ends with: I would like/Next time please... (*desired outcome*).

- Reference:
 - How to Use «I» Statements: Effective Communication Skills Guide with I-Statements Examples. (s. f.). [Link](#).

D.E.S.C. Model

Secondly, introduce the **D.E.S.C. Model**. The **D.E.S.C. model** is a structured approach to **assertive communication**, helping individuals express their thoughts, emotions, and needs in a clear and respectful way. It is particularly useful in workplace interactions, where effective communication is essential for collaboration, conflict resolution, and professional relationships.

- Reference:
 - WorkMotion Software GmbH. (2023, 8 mayo). The DESC feedback Model - WorkMotion. WorkMotion. [Link](#).

2. Practicing "I-Statements" (20 minutes)

● **Activity 2: Applying the "I-Statement" Formula**

- Provide participants with workplace scenarios (e.g., a coworker interrupting during a meeting, a supervisor giving unclear instructions).
- Ask participants to:
 - write "I-Statements" for each scenario
 - share their responses with a partner
 - discuss how these statements could improve communication in the given situations.

3. Using the D.E.S.C. Model in Writing (20 minutes)

● **Activity 3: Rewriting Aggressive Statements with D.E.S.C.**

- Provide participants with a worksheet containing workplace situations where communication might be challenging.
- Ask the participants to individually rewrite the given statements using the D.E.S.C model. Example situations:
 - "You're a mess! I'm tired of you leaving everything thrown around in your workspace."
 - "If you're late again, you'll regret it!"
 - "You're so selfish; you always take advantage of me."

- "I refuse to let you keep coming to work with a dirty uniform."
 - After 15 minutes of reflection, ask participants to share their transformed statements in small groups, discussing how their responses changed the tone of the communication.

4. Role-Playing Assertive Communication (20 minutes)

● Activity 4: Practicing Assertiveness through Role Play

- Divide participants into pairs and provide each pair with a workplace scenario (e.g., asking for a deadline extension, addressing a mistake)
- One participant practices assertive communication using D.E.S.C framework and "I-Statements" and the other provides feedback on clarity and tone.
- After 10 minutes, switch roles and repeat the exercise.
- Once they have finished the roleplaying, ask participants to reflect on how it felt to communicate assertively and what they learned from their partner's feedback.

5. Exploring Barriers to Assertiveness (20 minutes)

● Activity 5: Identifying and Overcoming Common Barriers

- Start a group discussion by asking:
 - *What makes it difficult to be assertive?*
 - *Can you share a moment when you struggled to express your needs clearly?*
- Complement their answers with a list of common barriers:
 - Fear of conflict/refusal
 - Lack of confidence
 - Worrying about others' opinions
 - Lack of communication skills
 - Poor emotional regulation
 - Constraining beliefs
 - Poor active listening towards others
 - Stressful environment
- Brainstorm strategies for overcoming these barriers (e.g., practicing in low-stakes situations, focusing on the desired outcome).
- Write their responses on a flipchart and highlight practical tips.

6. Conclusion and key takeaways (10 minutes)

● Activity 6: Wrapping Up the Session

- Summarize the key points of the session:
 - The structure and benefits of "I-Statements."
 - Techniques for maintaining assertiveness in challenging situations.
 - Practicing assertiveness can improve workplace relationships and reduce conflict.

Unit 3: Active listening and empathy in assertive communication	
Objectives	<ul style="list-style-type: none"> ● To further develop participants’ empathy skills. ● To introduce participants to active listening techniques. ● To help participants apply active listening and empathy in personal and professional contexts.
Learning outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> ● Understand the principles of active listening and empathy. ● Be able to apply active listening techniques (e.g., paraphrasing, asking questions, showing interest). ● Develop strategies for overcoming barriers to effective listening. ● Recognize the role of empathy in fostering understanding and resolving conflicts.
Duration	2 hours
Materials-Tools	<ul style="list-style-type: none"> ● Projector and slides for presenting key concepts. ● Handouts with active listening techniques and empathy-building exercises. ● Pens and notepads for individual reflections. ● Flipchart and markers for group work and discussions.
Development of the session	
<p>1. Introduction to active listening (35 minutes)</p> <ul style="list-style-type: none"> ● Activity 1: What is Active Listening? <ul style="list-style-type: none"> ○ Start with a group discussion. Ask participants: <ul style="list-style-type: none"> ■ Have you ever felt truly listened to? What made you feel that way? ■ Why do you think listening is important in conversations, especially at work? ○ Summarize their ideas on a flipchart. ○ Explain what is active listening. ○ Introduce some key techniques for mastering in active listening. ○ References: <ul style="list-style-type: none"> ■ Viezzer, S. (2023, 20 December). <i>Active Listening: Definition, Skills, & Benefits</i>. Simply Psychology. Link. ■ Cuncic, A., MA. (2024, 12 February). <i>7 Active Listening Techniques For Better Communication</i>. Verywell Mind. Link. ■ Edge, H. (2024, 21 julio). <i>6 Key Skills for Active Listeners</i> The Human Edge. Link. ● Activity 3: Watching and Reflecting on Videos <ul style="list-style-type: none"> ○ Once everything is clear and understood, show these videos about active listening 	



and empathy:

- [4 things all great listeners know](#)
- [Example of Active Listening](#)
- Then, discuss the videos focusing on the techniques used and their impact.

2. Practicing Active Listening (40 minutes)

● Activity 4: Paired Listening Practice

- Divide participants into pairs and provide each pair with a scenario. Here are 3 scenarios to assign to pairs:
 - Scenario 1 (Personal conversation): A friend is sharing a problem they're facing.
 - Scenario 2 (Workplace): A coworker is explaining a challenge they're having with a task.
 - Scenario 3 (Conflict situation): A colleague is upset about a misunderstanding.
- One participant plays the role of the speaker, while the other practices active listening techniques (e.g., paraphrasing, asking questions, showing empathy).
- After 10 minutes, switch roles and repeat the exercise. Bring the group together and ask:
 - What was easy or difficult about practicing active listening?
 - What barriers did you encounter, and how did you overcome them?
- Write their responses on a flipchart and highlight key takeaways.

3. Empathy in communication (35 minutes)

● Activity 5: Debate on Empathy in Communication

- Divide participants into two groups: **affirmative** and **opposing**.
- Give them 10 minutes to prepare their arguments on the following statement: **"Empathy is essential for effective communication"**.
- Ask participants to engage in a 20-minute debate, following this structure:
 - Each team gives an opening statement.
 - Share rebuttals and engage in open discussion.
 - End with closing statements.
- Tips for the trainer and facilitator:
 - Encourage participants to use evidence, real-world examples, and logical reasoning to support their arguments.
 - Ensure both sides have equal opportunity to present their arguments.
 - Encourage participants to use active listening during the debate to respond effectively to opposing points.
- Conclude with a group reflection on the role of empathy in communication for 5 minutes.

- How can empathy be balanced with objectivity in communication?
- In what situations might empathy be more of a hindrance than a help?
- How can we cultivate empathy without compromising fairness or logic?

4. Final Reflection (10 minutes)

- **Activity 6: Personal Takeaways and Planning**

- Summarize the key points of the session:
 - The importance of active listening and empathy in assertive communication.
 - Techniques for practicing active listening (e.g., paraphrasing, asking questions).
 - Strategies for overcoming barriers to effective listening.
- Ask participants to write down:
 - One key takeaway from the session.
 - One situation where they will practice active listening and empathy in the next week.

MODULE 5. TEAMWORK AND COLLABORATION

Introduction

Teamwork is a cornerstone of success in any professional setting, especially in sectors like renewable energy where interdisciplinary collaboration is crucial. This module equips participants with the knowledge and skills to work effectively within diverse teams. Through interactive activities and reflection, participants will explore the dynamics of teamwork, learn to recognize and leverage individual strengths, and build the confidence to contribute positively in collaborative environments. The training also emphasizes trust-building, inclusivity, and practical strategies for problem-solving and conflict resolution within group contexts.

Objectives

1. Understand the importance of teamwork in achieving shared goals, particularly in renewable energy and sustainability-related projects.
2. Recognize team roles and stages of group development to enhance collaboration and communication.
3. Develop practical skills to manage group dynamics, navigate conflicts, and solve problems collectively.
4. Build self-awareness and confidence to participate effectively in cross-functional and multicultural teams.

Duration and Structure

This module has a total duration of **8 hours**, distributed in the following Training Units:

- **Unit 1.** Understanding the value of teamwork.
- **Unit 2.** Navigating group dynamics and team roles.
- **Unit 3.** Effective collaboration and problem-solving.
- **Unit 4.** Strengthening teams through trust and inclusivity.

Unit 1. Understanding the value of teamwork	
Objectives	<ul style="list-style-type: none"> • To highlight the importance of teamwork in achieving shared goals. • To introduce participants to the benefits of teamwork in professional settings. • To explore how teamwork is essential in diverse and dynamic work environments.
Learning outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> • Understand the value of teamwork in professional and personal contexts. • Recognize the benefits of collaboration in achieving shared goals. • Be able to identify key factors that contribute to successful teamwork.
Duration	2 hours
Materials-Tools	<ul style="list-style-type: none"> • Projector and slides for presenting key concepts. • Flipchart and markers for group brainstorming. • Handout: Benefits of Teamwork in Professional Settings. • Case study: Example of successful teamwork in a real-world project.
Development of the session	
<p>1. Introduction and brainstorming (25 minutes)</p> <ul style="list-style-type: none"> • Activity 1: What Makes Teamwork Important? <ul style="list-style-type: none"> ○ Start asking participants: <i>“What makes teamwork important?”</i>. ○ Encourage everyone to share their thoughts and write their responses on a flipchart. Highlight recurring themes (e.g., shared goals, diverse skills, mutual support) ○ Provide a definition of teamwork (if needed). <p>Teamwork as a personal competence consists of individual willingness and collaboration with others in carrying out activities to achieve common goals, exchanging information, assuming responsibilities, overcoming difficulties that arise, and contributing to collective improvement and development.</p> <p>Teamwork is crucial since it eases the communication and cohesion between coworkers. It leads to a more friendly, trusty and efficient job performance. This also enhances the communication processes when a problem or a conflict arises within the team. Additionally, when several team members work on individual tasks, having a project goal helps to align outputs and ensure that objectives are reached. This leads to a higher level of efficiency, motivation and satisfaction, less stress, stimulation of creativity, development of different transversal and specific competences and skills, shared responsibilities and workload, smoother workflow, etc.</p>	



2. Teamwork in action (30 minutes)

• Activity 2: Teamwork in Various Industries

- Facilitate a group discussion about the role of teamwork in different sectors, guiding the conversation toward sectors like **construction** and **renewable energy**. You can ask participants:
 - How does teamwork look in these industries?
 - How do different professionals collaborate to achieve shared goals in these sectors?
- ★ When conducting the group discussion, emphasize how teamwork enables **collective problem-solving** in dynamic environments. Use **cross-functional collaboration** as an example. For instance, in **renewable energy installations**:
 - Technicians mount panels, guided by engineers' designs.
 - Electrical engineers oversee wiring and connections.
 - Project managers coordinate timelines and resources, ensuring projects stay on track.
 - Safety officers enforce protocols to prevent hazards.
 - Quality assurance specialists inspect the system for defects.
 - Challenges like site-specific issues, weather delays, and regulatory compliance require adaptability and teamwork. This collaborative approach ensures successful installations, accelerates renewable energy adoption, and contributes to a sustainable future.

3. Case study: Successful teamwork (50 minutes)

• Activity 3: Analyzing a Teamwork Case Study

- Present a case study of a successful teamwork project (e.g., a renewable energy installation or a construction project).
- Divide participants into small groups and ask them to discuss:
 - What teamwork factors contributed to the project's success?
 - What challenges did the team face, and how were they resolved?
- After **15 minutes**, each group shares their insights with the larger group. Write key points on a flipchart as they present their findings.

4. Conclusion and key takeaways (15 minutes)

• Activity 4: Group Reflection

- Summarise the key points of the session:
 - The importance of teamwork in achieving shared goals.
 - The benefits of collaboration in diverse and dynamic environments.
 - The role of effective communication, mutual support, and flexibility in teamwork.

Unit 2. Navigating group dynamics and team roles	
Objectives	<ul style="list-style-type: none"> • To help participants understand the stages of group dynamics. • To introduce participants to common team roles and their contributions. • To enable participants to identify their preferred team roles.
Learning outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> • Understand the stages of group dynamics (forming, storming, norming, performing). • Be able to identify common team roles and their contributions. • Recognize their preferred team roles and how they can contribute to team success.
Duration	2 hours
Materials-Tools	<ul style="list-style-type: none"> • Projector and slides for presenting key concepts. • Handout: Overview of group dynamics stages (Tuckman model). • Role cards: Common team roles (e.g., leader, mediator, implementer) • Self-assessment worksheet: Identifying your team role.
Development of the session	
<p>1. Introduction and overview (15 minutes)</p> <ul style="list-style-type: none"> • Activity 1: Understanding Team Roles <ul style="list-style-type: none"> ○ Ask participants: <i>“What roles do people usually play in a team?”</i>. ○ Write their responses on a flipchart and highlight recurring themes. After this, introduce the concepts of group dynamics and team roles. <p><u>Group dynamics:</u> It refers to the interactions, behaviors, and psychological processes that occur within a team or group. It involves how team members communicate, collaborate, and influence one another to achieve shared goals. Understanding group dynamics helps identify how roles, relationships, and power structures affect team performance, decision-making, and overall effectiveness.</p> <p><u>Team roles:</u> It refers to the specific responsibilities and functions that individuals or groups perform to contribute to the successful completion of a project. These roles are often interdependent, requiring collaboration and coordination among the architect designing the structure, the engineer ensuring its integrity, the technician installing and maintaining systems, or the safety officer enforcing regulations, plays a vital part. Each role brings unique expertise and skills to ensure the project is delivered on time, within</p>	



budget, and to the required quality and safety standards.

- Explain how understanding these concepts **can improve teamwork**:

Understanding the roles and responsibilities of individual team members is essential for fostering a collaborative and productive work environment. Defining roles and responsibilities is important because it provides clarity, accountability, and structure within an organization. When roles and responsibilities are clearly outlined, each team member understands their particular roles, job description, and what is expected of them. Without well-defined roles and responsibilities, teams may struggle with miscommunication, lack of direction, and suboptimal performance.¹

2. Theoretical grounds: group dynamics and team roles (35 minutes)

● Activity 2: Understanding Team Roles

- Introduce the most common team roles (e.g., leader, facilitator, problem-solver, supporter) and highlight the importance of understanding them:
 - **Leader**, who guides and motivates the team;
 - **Facilitator**, who ensures smooth communication and collaboration;
 - **Problem-solver**, who tackles challenges and finds solutions;
 - **Supporter**, who provides encouragement and helps maintain team morale.

Understanding these roles is crucial because it allows team members to recognize their strengths, leverage each other's skills, and work together more effectively. When everyone knows their role and respects others' contributions, the team can achieve its goals efficiently and harmoniously. This awareness fosters collaboration, reduces conflicts, and enhances overall productivity. This transversal roles assignment will depend on individuals' skills, qualifications, competencies, relevant experience and expertise.

You can use the example in the **construction sector**, where roles are structured hierarchically to ensure efficient project execution:

- **Project Manager**: Oversees the entire project, managing timelines, budgets, and stakeholder communication.
 - **Site Manager**: Handles daily operations and ensures safety.
 - **Construction Engineers**: Provide technical expertise.
 - **Skilled Tradespeople**: Perform specialized tasks (electricians, plumbers, carpenters).
- Then, introduce the stages of group dynamics following the **Tuckman model**.
Reference:
 - The Tuckman Model: The Secret of High-Performing Teams. (2025, 18 March). PrepLounge. [Link](#).

3. Activity: Identifying your team role (25 minutes)

¹ Source: [How to Define Roles and Responsibilities for Team Success \[2024\] • Asana](#)

<ul style="list-style-type: none"> ● Activity 3: Self-Assessment and Role Sharing <ul style="list-style-type: none"> ○ Distribute a self-assessment worksheet to help participants identify their preferred team roles: leader, facilitator, problem-solver, and supporter. ○ Participants complete the worksheet individually, then share their results in pairs. After this, discuss in group how their roles can contribute to team success.
<p>4. Activity: Team role on stage (30 minutes)</p> <ul style="list-style-type: none"> ● Activity 4: Activity 4: Role Simulation <ul style="list-style-type: none"> ○ Divide participants into small groups and assign team roles using role cards. Groups collaborate to solve a simulated teamwork challenge (e.g., planning a small construction project or organizing a community event). ○ Observe and provide feedback on role dynamics and collaboration. ○ The last 5 minutes should be aimed at providing feedback and reflecting about the results of the simulation.
<p>5. Conclusion and key takeaways (10 minutes)</p> <ul style="list-style-type: none"> ● Activity 5: Summary and Reflection <ul style="list-style-type: none"> ○ Summarize the key points of the session: <ul style="list-style-type: none"> ■ The stages of group dynamics and their impact on teamwork. ■ The importance of understanding and embracing team roles.

Unit 3. Effective collaboration and problem-solving	
Objectives	<ul style="list-style-type: none"> ● To help participants understand the importance of collaboration in teamwork. ● To teach participants key strategies for successful teamwork. ● To enable participants to apply teamwork concepts in a practical group activity.
Learning outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> ● Understand the key elements of successful teamwork. ● Be able to identify and define strategies for effective collaboration. ● Develop confidence in presenting and discussing teamwork concepts.
Duration	2 hours
Materials-Tools	<ul style="list-style-type: none"> ● Projector and internet access for video playback. ● Handouts: Key strategies for teamwork success. ● Flipchart and markers for group presentations. ● Pens and notepads for individual reflections. ● Timer or clock for timed activities.



1. Introduction and brainstorming (10 minutes)

• Activity 1: Understanding Effective Team Collaboration

- Ask participants: “What helps teams collaborate effectively?”
- Write their responses on a flipchart and highlight recurring themes (e.g., communication, respect, shared goals). Then, introduce the topics:

Collaboration strategies: these are ways of approaching teamwork fostering cooperation. For example: sharing vision and goals, inclusivity and diversity, open and clear communication and feedback, collective decision-making, clear roles and responsibility, and conflict prevention and resolution.

Collective problem-solving consists of team members working together to identify, analyze, and resolve challenges or obstacles. It leverages the diverse skills, perspectives, and expertise of the group to find innovative and effective solutions. This approach is particularly valuable in complex industries like construction, where problems often require input from multiple disciplines (e.g., engineers, technicians, project managers, and safety officers).

- Emphasize how these skills contribute to team success:
 - Improving efficiency and productivity.
 - Reducing errors and rework.
 - Enhancing team morale and job satisfaction.
 - Boosts innovation

2. Video viewing and summary (20 minutes)

• Activity 2: Key Insights from Collaboration Video

- Play this Youtube video: [The power of collaboration: Dr. Shelle VanEtten de Sánchez](#).
- Ask participants to take notes and summarize the main ideas in 5 key points.
- After this, ask the participants share their summaries in pairs or small groups.
- Consolidate the main ideas on a flipchart (e.g., “Collaboration fosters innovation,” “Trust is essential for teamwork”).

3. Individual activity: identifying key strategies for teamwork success (20 minutes)

• Activity 3: Researching Successful Teamwork Strategies

- Participants use their phones and Google to search for **5 key strategies for successful teamwork** (e.g.: Good communication, mutual respect, clear roles, shared goals, conflict resolution.)
- Ask them to write down what they find and define each strategy in their own words.
- Afterward, each participant share their results to the rest of the group.

4. Group activity: teamwork presentation (60 minutes)

• Activity 4: Preparing and Presenting on Teamwork

- Divide participants into small groups of 3-4 people.
- Each group have to prepare a 15-minute presentation on the concept of “Working in a team”. The presentation should include:
 - Definition: What does teamwork mean?
 - Characteristics: What are the key features of effective teamwork?
 - Advantages: What are the benefits of working in a team?
 - Roles: What are the common roles in a team, and how do they contribute to success?
- Each group presents their work to the larger group. Groups can use flipcharts, markers, or any other available materials to create their presentations.
- The group and the trainer provide feedback on the content and delivery of the presentations.

5. Conclusion and key takeaways (10 minutes)

● Activity 5: Recap and Reflection

- Summarize the key points of the session:
 - The importance of collaboration and teamwork.
 - Key strategies for successful teamwork (e.g., communication, mutual respect, clear roles).

Unit 4. Strengthening teams through trust and inclusivity

Objectives	<ul style="list-style-type: none"> ● To help participants understand the importance of trust and inclusivity in teamwork. ● To teach participants strategies for building trust within teams. ● To enable participants to foster inclusivity and respect in diverse team settings.
Learning outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> ● Understand the role of trust and inclusivity in effective teamwork. ● Be able to apply strategies for building trust and fostering inclusivity. ● Develop confidence in creating a positive and inclusive team environment.
Duration	2 hours
Materials-Tools	<ul style="list-style-type: none"> ● Projector and slides for presenting key concepts. ● Flipchart and markers for group discussions. ● Handout: Strategies for building trust and fostering inclusivity. ● Scenario cards for group activities.



Development of the session

1. Introduction and icebreaker (15 minutes)

● Activity 1: Trust walk icebreaker

- Divide participants into pairs.
- One person closes their eyes (or wears a blindfold, if available), and the other guides them around the room using only verbal instructions.
- After 5 minutes, switch roles.
- Once all pairs have experienced both roles, ask participants:
 - “How did it feel to trust your partner?”
 - What made it easier or harder?”.
- ★ Finish this introduction highlighting how trust is essential for effective teamwork since it creates an environment where team members feel safe to share ideas, take risks, and rely on one another.

2. Understanding trust in teams (30 minutes)

● Activity 2: What builds or breaks trust?

- Give the group a definition of trust:

Trust is the belief in the reliability, honesty, and competence of another person. In a team, trust means knowing that you can count on your teammates to support you, communicate openly, and follow through on commitments.

Trust matters because:

- It encourages open communication.
- It enhances collaboration and problem-solving.
- It reduces conflicts and misunderstandings.
- After this, ask participants to write down on sticky notes:
 - “What behaviors build trust in a team?”
 - “What behaviors break trust?”
- Once they have finished, participants share their sticky notes in small groups. Each group consolidates their ideas on a flipchart and presents them to the larger group.
- ★ Finally, highlight the key strategies shared. You may complement participants’ ideas with the following if they haven’t been mentioned:
 - Demonstrate trustworthiness through your actions, consistency, and integrity.
 - Encourage honest, respectful, and transparent communication among team members.
 - Acknowledge and celebrate the contributions and achievements of team members.

- Create opportunities for team members to work together and ensure everyone feels included.
- Follow through on commitments and take responsibility for your actions.

3. Fostering inclusivity in teams (40 minutes)

● Activity 3: What is inclusivity and why it matters

- Start by explaining what inclusivity consists of and why it is important:

Inclusivity is a crucial feature to ensure a high level of teamwork performance. It consists of creating an environment where all team members feel valued and respected, regardless of their background or differences, but also actively removing barriers, fostering belonging, and ensuring equitable participation in decision-making and opportunities. Inclusivity encourages diverse perspectives and creativity, improves team morale and engagement and strengthens collaboration and problem-solving.

- Divide participants into small groups and provide scenario cards with situations such as:
 - A team member feels excluded due to language barriers.
 - A new team member is hesitant to share their ideas.
 - A dominant team member talks over others in meetings.
- The same groups as in the previous activity discuss how they would address the scenario to foster inclusivity and build trust.
- Each group creates a short skit (2-3 minutes) to demonstrate their solution, and perform it.
- ★ After all groups have performed their skits, facilitate a short feedback discussion highlighting the positive strategies used and connecting them to broader inclusivity principles.

4. Peer learning and reflection (25 minutes)

● Activity 4: Experience exchange

- Divide participants into pairs and ask them to discuss:
 - “What is one strategy you’ve used or seen to build trust in a team?”
 - “What is one way you’ve fostered inclusivity in a team?”

Strategies might have been used in their own personal lives, not only professionals.

- After the discussion, bring everyone back to the large group. Ask pairs to share their key takeaways
- After this, ask participants to write down:
 - “What is one thing I will do differently to build trust in my next team?”
 - “What is one action I will take to foster inclusivity in my next team?”
- Invite volunteers to share their reflections with the whole group, fostering a sense of commitment and accountability.

5. Conclusion and key takeaways (10 minutes)

- **Activity 5: Recap and Reflection**

- Summarize the key points of the session:
 - Trust and inclusivity are cornerstones of effective teamwork.
 - **To build trust:** be reliable, communicate openly, show integrity, and follow through.
 - **To foster inclusivity:** ensure every voice is heard, remove barriers, create safe spaces for participation, and recognize diverse contributions.

MODULE 6. ADAPTABILITY AND FLEXIBILITY

Introduction

In today's fast-evolving workplaces, especially in sectors impacted by digital transformation and sustainability transitions, adaptability and flexibility are essential skills. This module helps participants navigate uncertainty, manage stress, and develop a proactive mindset. Through interactive exercises, real-world scenarios, and self-reflection, participants will learn to embrace change as an opportunity for growth. The training focuses on strengthening emotional resilience, building learning agility, and fostering a constructive attitude toward change in both personal and professional contexts.

Objectives

1. Understand the role of adaptability and flexibility in responding to workplace challenges and opportunities.
2. Learn effective techniques for managing stress and uncertainty.
3. Build confidence to stay focused and productive in times of change.
4. Develop a growth-oriented mindset by embracing continuous learning and innovation.
5. Strengthen emotional agility and openness to diverse perspectives and evolving situations.

Duration and Structure

This module has a total duration of **4 hours**, distributed in the following Training Units:

- **Unit 1.** Embracing change and managing stress.
- **Unit 2.** Flexibility and learning in dynamic environments.

Unit 1. Embracing change and managing stress	
Objectives	<ul style="list-style-type: none"> • To help participants understand the importance of adaptability and flexibility in the workplace. • To teach participants strategies for managing stress caused by change and uncertainty. • To enable participants to remain calm and productive in challenging situations.
Learning outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> • Understand the importance of adaptability and flexibility in dynamic work environments. • Be able to apply stress management techniques to handle workplace changes. • Develop strategies for staying productive during transitions.
Duration	2 hours
Materials-Tools	<ul style="list-style-type: none"> • Projector and slides for presenting key concepts. • Flipchart and markers for group discussions. • Handout: Stress management techniques. • Scenario cards for stress management simulation.
Development of the session	
<p>1. Introduction and context (20 minutes)</p> <ul style="list-style-type: none"> • Activity 1: Brainstorming – What is Adaptability? <ul style="list-style-type: none"> ○ Start with a brainstorming activity and ask the participants what is ‘Adaptability’. ○ After this, divide the group into pairs. Each pair has to search information using their mobile phones regarding the concept of ‘adaptability’. ○ Have the pairs share with the group what they have searched. ○ Complement their findings with this definition of adaptability, as the theoretical framework to guide the following activities: <p><u>Definition of Adaptability:</u> It is the ability to modify behavior and adapt to different situations and people quickly and appropriately. Break it down with examples:</p> <ul style="list-style-type: none"> ■ Positive attitude toward change ■ Adjusting behavior to roles/responsibilities ■ Quick problem-solving in one’s role ■ Adapting to new tasks, procedures, or situations <p>★ Also, highlight and explain the role of adaptability in industries like renewable energy and building renovation, where:</p> <ul style="list-style-type: none"> ■ Tools and procedures change quickly 	



- Priorities shift suddenly
- Environmental conditions are unpredictable.
- Some examples you can use:
 - Shifting priorities and project goals:

A renewable energy company initially focuses on installing solar panels for residential customers, but suddenly receives a large contract for commercial solar installations. The team must quickly adjust their workflow, reallocating resources like technicians and equipment to meet the new demand. They may also need to train staff on commercial-scale installation techniques or update project timelines to accommodate the larger scope.
 - Unpredictable environmental conditions:

A solar installation team arrives at a site to find unexpected shading from newly grown trees or nearby construction obstructing sunlight. The team must reassess the site layout, potentially relocating panels or adjusting their angle to maximize sunlight exposure. They may also need to coordinate with landscapers or property owners to address the shading issue.

2. Adaptability in job interviews (40 minutes)

● Activity 2: Discussion – Why Do Employers Ask About Adaptability?

- Introduce common job interview questions related to adaptability, such as:
 - “Has your organization ever introduced a change you disagreed with? Why, and when did you accept the change?”
 - “Organizational policies sometimes change. Have you ever faced this type of change? How did you respond?”
 - “If you’ve ever changed jobs, how did you handle it? What difficulties did you encounter? Describe your personal process of change.”
 - “Can you describe a recent situation where you had to adjust your plan or rethink priorities? What was the context, and what exactly did you do? What adaptations did you make, and how did you implement them? What was difficult to let go of?”
- Discuss why employers ask these questions and what they’re looking for in responses.
- After the group activity, provide participants with a handout listing the interview questions. Ask participants to answer each question individually, focusing on being brief, clear, and concise. Encourage participants to reflect on real-life examples from their own experiences. Leave approximately 20 minutes for answering individually the questions.

- Once they have finished, encourage participants to share their answers in small groups and provide feedback to each other.
- ★ Finish the bloc highlighting effective responses and providing tips for improvement.

3. Managing stress and unforeseen challenges (50 minutes)

● Activity 3: Mini-Lecture – Stress and Change

- Start with a **Theoretical presentation:** Stress and change.

Discuss common stressors during workplace changes (e.g., tight deadlines, unfamiliar tasks).

- Introduce stress management techniques:
 - Time management:
 - Prioritize tasks to reduce overwhelm.
 - Give you breaks to distress
 - Establish a routine
 - Ask for help
 - Delegate tasks
 - Emotional regulation techniques:
 - Positive self-talk: Replace negative thoughts with constructive ones.
 - Deep breathing: Calm the mind and body during stressful moments.
 - Time-outs: Short break to cool down and collect your thoughts.
 - Setting Boundaries: preventing situations that might lead to emotional distress

● Activity 4: Stress management simulation

- Divide participants into small groups and provide scenario cards (e.g., a piece of equipment malfunctions during a solar panel installation).
- Groups have to brainstorm solutions under time pressure while applying stress management techniques.
- Observe and provide feedback on how teams handled the challenge.
- ★ Close this block with a group reflection:
 - What caused stress during the activity?
 - How did they manage it?
 - What could they do differently in real-life scenarios?

4. Conclusion and key takeaways (10 minutes)

● Activity 5: Recap and Reflection

- Summarize the key points of the session:
 - Adaptability is essential in dynamic workplaces
 - Job interviews test your flexibility and resilience
 - Stress can be managed with practical strategies
- You can finish with a final question to the group:

- “What is one idea or technique from today’s session that you want to apply in your life or job?”

Unit 2. Flexibility and learning in dynamic environments

Objectives	<ul style="list-style-type: none"> ● To teach participants how to embrace learning opportunities in dynamic work environments. ● To build flexibility through simulation exercises. ● To encourage participants to develop a proactive mindset toward change.
Learning outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> ● Understand the importance of flexibility in adapting to new challenges. ● Be able to apply strategies for embracing learning opportunities. ● Develop confidence in handling sudden changes and unexpected situations.
Duration	2 hours
Materials-Tools	<ul style="list-style-type: none"> ● Projector and slides for presenting key concepts. ● Flipchart and markers for group discussions. ● Handout: Stress Management Techniques. ● Scenario cards for stress management simulation.

Development of the session

1. Introduction and recap (10 minutes)

● **Activity 1: Quick Recap & Topic Introduction**

- Briefly review the key points from Session 1 (e.g., adaptability, stress management), if necessary.
- Introduce the topics: flexibility, learning, and handling sudden changes. You can use this framing:

In today’s fast-paced and ever-changing work environment, **flexibility, continuous learning, and the ability to handle sudden changes** are essential skills for success. Whether in dynamic industries like renewable energy, construction, or technology, teams and individuals must adapt quickly to new challenges, technologies, and priorities.

- + **Flexibility** is the ability to adjust to new conditions, pivot when necessary, and remain open to change. It allows teams to stay productive and resilient, even when faced with unexpected obstacles.
- + **Learning** is the commitment to acquiring new knowledge and skills, ensuring that



individuals and teams stay relevant and competitive in a rapidly evolving world.

- + **Handling** sudden changes involves staying calm, thinking critically, and taking decisive action when faced with unforeseen disruptions or shifts in priorities.
- To further illustrate the topic, you can use this short [Youtube video](#): Flexibility: Your Superpower For Success | Intel Essential Skills Ep04.

2. Flexibility in dynamic work environments (20 minutes)

● Activity 2: Small Group Brainstorm

- Divide participants into small groups and ask:
 - “What does flexibility mean to you?”
 - “What challenges have you faced when trying to be flexible?”
- After 10 minutes, groups share their responses, and you consolidate key points on a flipchart.

3. Flexibility in real work situations: role-play (30 minutes)

● Activity 3: Role-playing – Flexibility in Action

- Divide participants into small groups and present them with various workplace scenarios that require flexibility.
- Each group will act out a scenario, demonstrating how they would approach the situation using flexibility and adaptability. Example scenarios:
 - A supervisor asks you to take on a task outside your job description due to an emergency.
 - You are offered a chance to switch work team, but they work at an unfamiliar area.
 - The tools or methods you use for your job change, and you must learn a new system quickly.
- Each group performs the role-play, discussing how they would navigate the situation by being flexible and staying positive.
- After the role-play, have each group share their experience. Ask them:
 - How did you handle the situation?
 - Did you encounter any difficulties in adapting?
 - What strategy or mindset helped you remain flexible?

4. Flexibility in the face of uncertainty (30 minutes)

● Activity 4: Guided Group Discussion – Coping with Uncertainty

- Initiate a group discussion about how uncertainty is often a part of professional life. Being flexible means accepting that things won't always go as planned. Discuss strategies for coping with uncertainty, such as:
 - Maintaining a positive attitude.
 - Being proactive and asking questions when things change.

- Seeking help when needed and not being afraid to admit when you're unsure.
- After the participants have engaged in the discussion, ask them to think of a time when they faced uncertainty at work or in their personal life. Give them sticky notes to write down:
 - What was the situation?
 - How did you deal with it?
 - What could you have done to remain more flexible or adaptable?
- ★ Stick the notes on the wall, and go over a few examples as a group. Highlight the different ways people handled uncertainty and how a flexible mindset can turn challenges into opportunities for growth.

5. Conclusion and elaboration of a person action plan for developing flexibility (15 minutes)

● Activity 5: Summary of Key Concepts & Action Plan

- Summarize the Flexibility concept as a useful skill in the workplace about adapting to change, maintaining a positive attitude during uncertainty, and solving problems creatively.
- Ask participants to reflect on their current level of flexibility. Ask them to identify and write down, individually:
 - A situation where they feel they could be more flexible.
 - A goal they want to set for themselves in terms of developing flexibility (e.g., being more open to learning new skills, adjusting more easily to workplace changes, etc.).
- Participants who feel comfortable can share their action plans with the group.

MODULE 7. TIME MANAGEMENT

Introduction

Effective time management is a cornerstone of professional success. In fast-paced and goal-oriented work environments—such as those found in the construction and renewable energy sectors—knowing how to prioritize tasks, stay organized, and maintain focus is critical. This module equips participants with the tools and techniques to manage their time efficiently, reduce stress, and improve productivity both individually and in team settings. Through hands-on activities and scenario-based learning, participants will develop personalized strategies to better allocate their time and energy to what truly matters.

Objectives

1. Introduce the principles of effective time management in professional contexts.
2. Teach prioritization techniques to distinguish between urgent and important tasks.
3. Provide tools for organizing daily activities and long-term projects.
4. Support participants in developing habits to reduce distractions and stay focused.
5. Encourage the application of time management skills in collaborative and team-based environments.

Duration and Structure

This module has a total duration of **4 hours**, distributed in the following Training Units:

- **Unit 1.** Mastering time management
- **Unit 2.** Staying focused and organized

Unit 1. Mastering time management	
Objectives	<ul style="list-style-type: none"> • To introduce participants to the importance of time management in the workplace. • To teach participants how to prioritize tasks effectively using structured tools. • To enable participants to apply prioritization strategies in real-life scenarios.
Learning outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> • Understand the importance of time management in professional settings. • Be able to differentiate between urgent and important tasks. • Apply prioritization tools to organize workloads and meet deadlines.
Duration	2 hours
Materials-Tools	<ul style="list-style-type: none"> • Projector and slides for presenting key concepts. • Flipchart and markers for group discussions. • Handout: Time Management Matrix (Urgent vs. Important). • Scenario cards for prioritization exercises.
Development of the session	
<p>1. Introduction and context (30 minutes)</p> <ul style="list-style-type: none"> • Activity 1: Brainstorming – “What Do You Know About Time Management?” <ul style="list-style-type: none"> ○ Start by asking the participants: <ul style="list-style-type: none"> ■ “What do you know about time management?” ○ Encourage participants to share examples from their personal or professional experiences. Write their responses on a flipchart, grouping similar ideas together. ○ Then, ask participants to take their mobile phone and search the concept in internet looking for further insights on the concept. ○ Collect their findings and assign them to the previous groups of ideas in the flipchart. ★ In order to conclude, emphasize that time management is a skill that can be learned. • Activity 2: Explanation and Relevance of Time Management <ul style="list-style-type: none"> ○ After this, explain the relevance of time management in professional settings, particularly in dynamic industries like renewable energy. Highlight examples of time management challenges: <ul style="list-style-type: none"> ■ overlapping tasks 	



- strict deadlines
- cross-functional teamwork
- Define time management as:

Time management involves being able to correctly organize and distribute the time we have and distribute it according to the activities to achieve our short, mid and long term objectives. Managing time involves distributing it according to priorities.

Being able to properly organize and distribute the time available has become a requirement not only for effectiveness but also for physical and mental health.

Therefore, it is inevitable that, if we do not involve ourselves personally in the organization of our time, it is the others and the external circumstances in general who end up conditioning what we do and when we do it: “the urgent ends up dominating over the important”.

2. Prioritization of tasks (50 minutes)

● Activity 3: Introduction to the Time Management Matrix (Urgent vs. Important)

- Introduce the **Time management matrix** (Urgent vs. Important) as a useful tool to set priorities and organise tasks, routines and personal working procedures when working:

	IMPORTANT	NOT IMPORTANT
URGENT	DO IT NOW (deadlines, crises)	DELEGATE THE TASK (interruptions, some meetings)
NOT URGENT	DECIDE WHEN YOU WILL DO IT (planning, relationship building)	DO IT LATER (distractions, time-wasters)

- Provide examples of tasks in each quadrant and discuss how to prioritize them. Some examples can be:
 - Leave the facility in case of fire.
 - Keep extintors in case of fire.
 - Answering a telephone call, solving a problem with a client, completing a task on time.
 - Have a website, brainstorming, improve the product or service.
- After this, divide participants into small groups and provide scenario cards.
- Groups have to use the Time Management Matrix to prioritize tasks and explain their decisions.
- Each group presents their prioritized task list and trainer and group provide feedback.



3. Applying prioritization (30 minutes)

• Activity 4: Group Discussion – Overcoming Prioritization Challenges

- Start a group discussion with the following questions to the group:
 - What challenges did you face while prioritizing tasks?
 - How can you apply the Time Management Matrix in your daily work?
- Highlight effective prioritization strategies and address common challenges.
- Ask the participants to fill in, individually, a self-assessment regarding their time management, and reflect on their answers. Some available tools are:
 - [Time management Self-Assessment. Skills for care.](#)
 - [How good is your time management? Mindtools.](#)

4. Conclusion and key takeaways (10 minutes)

• Activity 5: Session Summary and Takeaways

- Summarize **the key points of the session:**
 - The importance of time management in professional settings.
 - How to use the time management matrix to prioritize tasks effectively.

Unit 2. Staying focused and organized	
Objectives	<ul style="list-style-type: none"> ● To teach participants strategies for minimizing distractions and staying focused. ● To help participants organize workloads for maximum efficiency. ● To enable participants to apply time management skills in collaborative settings.
Learning outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> ● Understand common workplace distractions and how to minimize them. ● Be able to create a personal schedule to organize workloads effectively. ● Apply time management strategies in team-based scenarios.
Duration	2 hours
Materials-Tools	<ul style="list-style-type: none"> ● Projector and slides for presenting key concepts. ● Handout: personal planning template. ● Scenario cards for workload organization exercises. ● Flipchart and markers for group discussions.
Development of the session	
<p>1. Introduction: identifying distractions (10 minutes)</p> <ul style="list-style-type: none"> ● Activity 1: Introduction to Distractions and Time Management <ul style="list-style-type: none"> ○ Introduce the topics: <ul style="list-style-type: none"> ■ <u>Managing distractions</u>: Learn how to identify and minimize interruptions, whether from technology, workplace noise, or competing priorities, to maintain focus and efficiency. ■ <u>Organizing workloads</u>: Discover strategies to prioritize tasks, delegate effectively, and ensure workloads are balanced across the team. ■ <u>Applying time management in teams</u>: Explore tools and techniques to plan, schedule, and track progress collaboratively, ensuring deadlines are met and resources are used wisely 	
<p>2. Managing distractions (15 minutes)</p> <ul style="list-style-type: none"> ● Activity 2: Discussing Strategies for Managing Distractions <ul style="list-style-type: none"> ○ From the answers of the previous brainstorming activity, draw the attention again to the topic of managing distractions. Highlight strategies for minimizing these distractions: <ul style="list-style-type: none"> ■ Set a plan before you begin working ■ Set time limits on your goals 	



- Take a break
- Use digital tools like “Do not disturb” modes.
- Create a focused and comfortable work environment.
- Next, divide participants into small groups and ask:
 - “What are your biggest distractions at work?”
 - “What strategies can you use to minimize these distractions?”
- Let the groups share their responses, and consolidate key points on a flipchart.

3. Organizing workloads (45 minutes)

● Activity 3: Personal Planning – Creating a Weekly Calendar

- Provide participants with a **personal planning template**.
- In this activity, participants have to create a weekly calendar individually, allocating time to high-priority tasks and planning for contingencies. Leave them 15 minutes to create the calendar.
- Provide individual feedback and suggestions for improvement.

● Activity 4: Group Activity – Organizing Tasks for a Renewable Energy Project

- Divide participants into small groups and provide them with scenario cards (e.g., organizing tasks for a renewable energy project with overlapping deadlines).
- Ask groups to create a work schedule for the project in 15–20 minutes.
- Each group will present their plan to the larger group.
- Provide feedback on the time management strategies used.

4. Application in collaborative settings (40 minutes)

● Activity 6: Group Discussion – Time Management and Teamwork

- Lead a group discussion with the following questions:
 - How does time management impact teamwork and project outcomes?
- Highlight strategies for coordinating tasks and deadlines in team settings:
 1. **Prioritizing tasks:** Set task lists to move teams from one stage to the next, ensuring each accomplishment builds toward completion.
 2. **Communication:** This is a two-fold skill. Your team needs to be capable of communicating project statuses and where they need assistance. Leaders need to communicate so that your team feels comfortable asking for help or seeking clarification.
 3. **Goal setting:** Goal setting helps to create realistic expectations for your team. It allows you to allocate resources in a more efficient capacity, allowing you to focus on more manageable goals first. This will reduce stress on your team and help everyone to slowly achieve harder goals in the future. Clear goals also make it easier to evaluate progress and ensure work hours are being used effectively.

4. **Accountability:** Take ownership of the process you run and encourage your team to take responsibility for their part of the project. Accountability keeps people engaged and helps to avoid disagreements.

- **Activity 7: Individual Reflection – Time Management Skills**

- Ask participants to write down:
 - “What is one time management skill I improved today?”
 - “How will I apply this skill in my professional life?”
- Leave 10 minutes for individual reflection. After this, participants are welcome to share their reflections voluntarily with the group.

5. Conclusion and key takeaways (10 minutes)

- **Activity 8: Session Summary and Key Takeaways**

- Summarize the key points of the session:
 - Strategies for minimizing distractions and maintaining focus.
 - How to organize workloads for maximum efficiency.
 - The importance of time management in collaborative settings.

MODULE 8. WORKPLACE ETHICS AND RESPONSIBILITY

Introduction

Ethics and responsibility are at the core of a respectful, productive, and sustainable work environment. This module encourages participants to reflect on their personal and professional responsibilities, promoting behaviors that foster trust, accountability, and integrity in the workplace. Through discussions, role-playing, and practical examples—especially related to the renewable energy and refurbishment sectors—participants will learn how their daily actions contribute to a more ethical, inclusive, and environmentally responsible workplace. The module also highlights the importance of aligning personal values with team and organizational expectations in multicultural and collaborative environments.

Objectives

- Foster understanding of personal, professional, and environmental responsibility in the workplace.
- Explore how ethical behavior and accountability contribute to team trust and long-term career success.
- Equip participants with tools to navigate challenges such as cultural differences or language barriers while maintaining ethical standards.
- Encourage proactive participation in sustainability practices and environmentally responsible actions in sector-specific roles.

Duration and Structure

This module has a total duration of **4 hours**, distributed in the following Training Units:

- **Unit 1.** Personal responsibility and ethics in the workplace
- **Unit 2.** Professional responsibility
- **Unit 3.** Promoting environmental responsibility

Unit 1. Personal responsibility and ethics in the workplace	
Objectives	<ul style="list-style-type: none"> ● To help participants understand the importance of personal responsibility in the workplace. ● To guide participants in identifying their personal responsibilities and how they contribute to a productive work environment. ● To explore the connection between personal responsibility and ethical behavior. ● To facilitate reflection on how personal responsibility and ethics enhance professional success, especially in multicultural settings.
Learning outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> ● Define ethics and identify examples of ethical behavior in the workplace. ● Recognize their personal responsibilities and how they align with workplace expectations. ● Understand the link between personal responsibility and ethical decision-making. ● Develop strategies to improve personal responsibility and contribute to a positive work environment.
Duration	1.5 hours
Materials-Tools	<ul style="list-style-type: none"> ● Projector and slides for presenting key concepts. ● Flipchart and markers for group activities. ● Pens and notebooks for personal reflections. ● Case studies materials: reports, visual aids (e.g., infographics). ● Self-assessment sheets for personal responsibility.
Development of the session	
<p>1. Introductory activity: what does personal responsibility mean to you? (15 minutes)</p> <ul style="list-style-type: none"> ● Activity 1: Define and Share Personal Responsibility <ul style="list-style-type: none"> ○ Ask participants to define personal responsibility and provide one example of how they demonstrate it at work. You can ask: <ul style="list-style-type: none"> ■ “What does personal responsibility mean to you, and how do you show it in your job?” ○ Have participants share their definitions and examples. ○ Write key points on a flipchart to create a collective understanding of personal responsibility. 	



2. Exploring personal responsibility in the workplace (20 minutes)

• Activity 2: Reflect on Personal Responsibility in Roles

- Ask the participants to reflect, individually, on roles they have played in their present or past jobs and list their key personal responsibilities. Highlight how personal responsibility contributes to team success and a positive work environment:
 - **Accountability builds trust:** When team members take ownership of their tasks, it fosters trust and reliability, creating a strong foundation for collaboration.
 - Encourages **proactive problem-solving:** Responsible individuals anticipate challenges and address them early, preventing delays and maintaining team momentum.
 - **Drives continuous improvement:** Taking responsibility for one's work encourages learning from mistakes and seeking ways to improve, which elevates the entire team's performance.
 - **Reduces conflict and stress:** When everyone fulfills their role, workloads are balanced, reducing friction and creating a more harmonious work environment.
- In group, discuss challenges participants face in fulfilling their responsibilities.

3. Case study analysis: Responsibility and ethics in action (30 minutes)

• Activity 3: Case Study – Responsibility and Ethics

- Explain that personal responsibility is the foundation of ethical behavior (understood as making decisions based on moral principles, such as honesty, fairness, etc), as it requires individuals to act with integrity, consider the impact of their actions, and uphold the values of the organization and society.
- Present two workplace scenarios that combine personal responsibility and ethical decision-making, for example:
 - A team member notices a mistake in a report, but is unsure whether to report it due to time constraints.
 - A colleague is consistently late to meetings, affecting team productivity.
- Split participants into small groups to discuss how they would handle each scenario, emphasizing both personal responsibility and ethical behavior.
- Groups share their solutions and reasoning, focusing on the importance of accountability and ethical decision-making.

4. Personal responsibility self-assessment and goal setting (20 minutes)

• Activity 4: Self-Assessment – Personal Responsibility

- Distribute a self-assessment sheet where participants, individually, rate their personal responsibility behaviors (e.g., reliability, accountability, punctuality, initiative). Some tools available:
 - [Personal Accountability Self-Assessment](https://blueprintleadership.com/) (Source: //blueprintleadership.com/)
 - [Self-Assessment Test](#) (Source: [Melbado](#))
- Participants have to identify **one area for improvement** and set a specific, actionable goal to enhance their personal responsibility at work.
- Finish the activity asking the participants to think about something **they can commit to during the course**. Some examples can be: do not arrive late and be punctual, do not miss more than 2 classes, do all their tasks, etc.
- Ask them to write it down and keep it. At the end of the course, check whether they have kept their commitment.

5. Conclusion and key takeaways (10 minutes)

• Activity 5: Session Summary and Key Takeaways

- Summarize the key points:
 - The importance of personal responsibility in the workplace.
 - The connection between personal responsibility and ethical behavior.
 - How personal responsibility contributes to a positive and productive work environment.

Unit 2. Professional responsibility	
Objectives	<ul style="list-style-type: none"> ● To define and explore the concept of professional responsibility. ● To help participants understand how to balance individual responsibilities with team expectations. ● To provide practical tools for effective communication despite potential language barriers.
Learning outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> ● Define professional responsibility and identify key behaviors (e.g., accountability, clear communication). ● Understand how to balance individual and team responsibilities. ● Develop strategies for overcoming barriers to professional responsibility. ● Practice ethical and responsible responses to workplace challenges through role-playing.



Duration	1.5 hours
Materials-Tools	<ul style="list-style-type: none"> ● Presentation slides with definitions and examples of professional responsibility. ● Case - study handouts. ● Flipchart and markers for brainstorming. ● Case study materials: Visual aids and real-life examples tailored to the renewable energy sector.
Development of the session	
<p>1. Introduction to professional responsibility (15 minutes)</p> <ul style="list-style-type: none"> ● Activity 1: What is professional responsibility? <ul style="list-style-type: none"> ○ Define professional responsibility and share examples of key behaviors. <p>References:</p> <ul style="list-style-type: none"> ■ Illumeo. (2023, 17 September). Ethics & Professional responsibility - Principles for responsible practice. Link. ■ Defense Acquisition Solutions Group. (2024, 9 mayo). What Are Appropriate Workplace Behaviors and Attitude? Link. ○ Discuss how professional responsibility impacts team success. 	
<p>2. Group brainstorming: barriers to professional responsibility (25 minutes)</p> <ul style="list-style-type: none"> ● Activity 2: Identify Barriers to Professional Responsibility <ul style="list-style-type: none"> ○ List common challenges (e.g., time pressures, unclear expectations) on a flipchart. ○ Then, explore strategies to overcome these barriers while maintaining professional integrity: <p>Overcoming barriers in the workplace while maintaining professional integrity requires a combination of self-awareness, effective communication, and ethical decision-making. Here are strategies to address common challenges without compromising professionalism:</p> <ul style="list-style-type: none"> ● Practice active listening and clear, respectful communication to reduce misunderstandings and ensure all voices are heard. ● When navigating conflicts, focus on solutions rather than blame, and approach conflicts with empathy and fairness to resolve disputes constructively while preserving relationships ● Stick to your values and organizational policies, even under pressure. This maintains trust and credibility while upholding ethical standards. ● Lead by example and demonstrate the benefits of change through your actions. This will encourage others to embrace new ideas while maintaining professionalism. ● Set clear boundaries and communicate realistic timelines or outcomes to 	



prevent burnout and ensures high-quality results.

- Stay calm, focus on facts, and avoid making impulsive decisions. It ensures **decisions** are **ethical** and **well-considered**, even in high-stress situations.
- Be **honest** about challenges and progress. Even when the news is unfavorable, it builds credibility and fosters a culture of accountability.

3. Case study analysis on professional responsibility (30 minutes)

● Activity 3: Case Study Analysis

- Provide a short case study that highlights a common workplace challenge.
 - **Scenario A:** John, a construction site inspector, discovers that a subcontractor has used substandard materials to cut costs. Reporting the issue could delay the project and strain relationships, but ignoring it could compromise safety and quality.
 - **Scenario B:** Sarah, a project manager, is leading a team on a tight deadline for a renewable energy installation. Midway through the project, her supervisor asks her to take on an additional high-priority task that could delay the current project. Sarah is concerned about overloading her team but doesn't want to disappoint her supervisor.
 - **Scenario C:** Maria is a heavy equipment operator at a construction site. During her shift, she notices that the hydraulic system on her excavator is leaking fluid, which could lead to a breakdown or even an accident. She reports the issue to her supervisor, but they insist she continue working to meet the day's deadline. Maria is concerned about safety but doesn't want to be seen as difficult or uncooperative.
- Divide participants into small groups (3-4 people) and ask them to discuss:
 - What are the key issues in the scenario?
 - How would they handle the situation while maintaining professional integrity?
 - What strategies can they use to address the challenge?
- After 10-15 minutes, have each group share their key insights and proposed solution with the larger group.
- Encourage participants to highlight how they would communicate, make ethical decisions, and take responsibility in the scenario.

4. Conclusion and key takeaways (20 minutes)

● Activity 4: Session Summary and Key Takeaways

- Review session highlights and provide a handout summarizing professional responsibility principles.
- Ask participants to identify one professional responsibility they aim to improve on.

Unit 3. Promoting environmental responsibility	
Objectives	<ul style="list-style-type: none"> • To introduce the concept of environmental responsibility in the workplace. • To educate participants about simple, impactful initiatives for sustainability. • To connect environmental responsibility with specific roles in the renewable energy and refurbishment sector.
Learning outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> • Understand the importance of environmental responsibility in the workplace. • Identify practical actions they can take to promote sustainability in their professional roles. • Recognize how their individual and collective efforts contribute to broader environmental goals, particularly in the renewable energy and refurbishment sector.
Duration	1 hour
Materials-Tools	<ul style="list-style-type: none"> • Presentation slides with definitions and examples of professional responsibility • Visual aids and real-life examples tailored to the renewable energy and refurbishment sector. • Flipchart and markers for brainstorming. • Handout with key tips and resources for promoting environmental responsibility
Development of the session	
<p>1. Introduction (30 minutes)</p> <ul style="list-style-type: none"> • Activity 1: What is environmental responsibility? <ul style="list-style-type: none"> ○ Have the participants share their understanding of environmental responsibility and examples of sustainable practices. Introduce the concept: <p><u>Environmental responsibility</u> is a concept associated with the production sector. It serves to assess the extent to which their practices help the balance of the planet and points to the need for companies to carry out sustainable practices that, on the one hand, guarantee the balance of the environment and, on the other, contribute to the social development of the regions in which they operate.</p> ○ After this, ask participants to take their mobile phone and search the concept in Google looking for further insights on the idea. ○ Have a few participants briefly share what they found. ○ Highlight sustainable practices, for example: 	



- Adopting energy-efficient technologies: optimising heating, cooling and lighting systems and encouraging employee participation in energy-saving initiatives.
- Use of sustainable materials in every working activity
- Adopting the principles of the circular economy: optimising the use of resources, promoting the reuse and recycling of products and reducing waste generation.

2. Green ideas for the workplace (15 minutes)

• Activity 2: Brainstorm Green Ideas

- Separate the class into small groups.
- Ask groups to brainstorm actionable ideas for promoting environmental responsibility in their workplaces. Provide guiding questions:
 - How can energy use be reduced?
 - What sustainable alternatives can be implemented?
 - How can waste reduction and recycling be promote
- After 10 minutes, ask each group to present their ideas, followed by a discussion on feasibility and impact.

3. Conclusion and key takeaways (15 minutes)

• Activity 3: Session Summary and Final Reflection

- Summarize the key ideas of the session:
 - Environmental responsibility is the commitment to minimizing environmental harm and promoting sustainability through ethical practices and decisions.
 - In the renewable energy sector, environmental responsibility is central, as the goal is to reduce dependence on fossil fuels, lower carbon emissions, and fight climate change.

MODULE 9. CONFLICT MANAGEMENT AND RESOLUTION

Introduction

Conflict is a natural part of workplace life, especially in dynamic and diverse environments. When handled constructively, conflict can drive innovation, strengthen relationships, and improve team performance. This module provides participants with a framework to understand conflict, manage it constructively, and build a collaborative, respectful work atmosphere. Emphasis is placed on emotional intelligence, effective communication, and negotiation, which are key to maintaining productivity and cohesion—particularly in multicultural and multidisciplinary teams often found in the renewable energy and refurbishment sectors.

Objectives

1. Introduce the nature of workplace conflict and its potential to produce either tension or growth.
2. Identify conflict stages, personal management styles, and strategies for resolution.
3. Develop emotional intelligence to manage and de-escalate emotionally charged situations.
4. Provide tools for negotiation and collaborative problem-solving with a solution-oriented approach.

Duration and Structure

This module has a total duration of **4 hours**, distributed in the following Training Units:

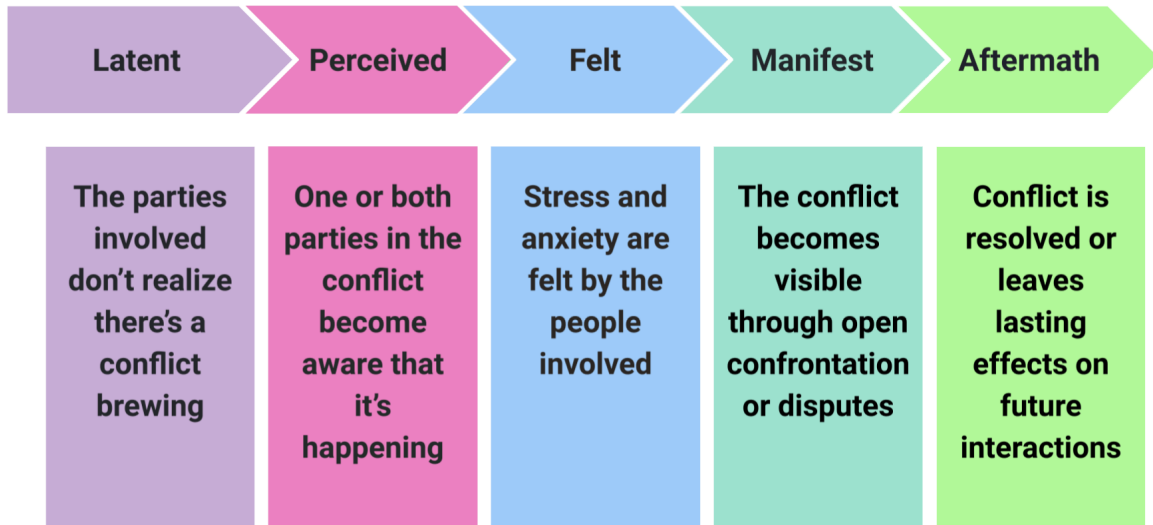
- **Unit 1.** Basics of conflict resolution
- **Unit 2.** Applying emotional intelligence to resolve conflicts
- **Unit 3.** Negotiation and solution-oriented mindset

Unit 1. Basics of conflict resolution	
Objectives	<ul style="list-style-type: none"> • To introduce the concept of conflict and its role in workplace dynamics. • To understand the stages of conflict and strategies for resolution. • To identify personal conflict management styles and their impact.
Learning outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> • Understand the nature of conflict and its potential for both constructive and destructive outcomes. • Recognize the stages of conflict and apply strategies to address conflicts at each stage. • Identify their personal conflict management style and its effectiveness in different situations.
Duration	1 hour
Materials-Tools	<ul style="list-style-type: none"> • Presentation slides with definitions and examples of professional responsibility. • Flipchart and markers for brainstorming. • Visual aids and real-life examples tailored to the renewable energy and refurbishment sector.
Development of the session	
<p>1. Introductory activity: Defining conflict (5 minutes)</p> <ul style="list-style-type: none"> • Activity 1: What is Conflict? <ul style="list-style-type: none"> ○ Watch this video: <i>What is Conflict?</i> [Link to the video]. ○ Prompt participants with a few questions: <ul style="list-style-type: none"> ■ How would you define conflict? ■ What are common sources of conflict? ■ Why is it important to understand conflict dynamics? 	
<p>2. Presentation: Conflict resolution theories and stages (30 minutes)</p> <ul style="list-style-type: none"> • Activity 2: Understanding Conflict Theories <ul style="list-style-type: none"> ○ Explain the stages of conflict using Louis R. Pondy's conflict stages model (e.g., latent, perceived, felt, manifest, aftermath) using this online tool. 	

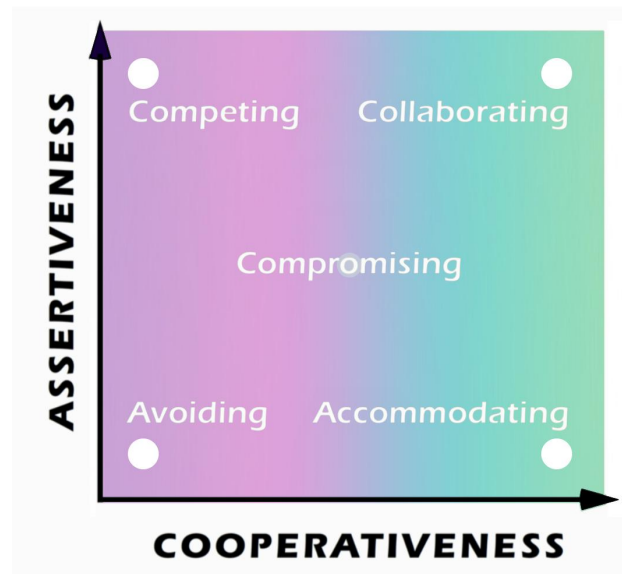


Five Stages of Conflict

Louis Pondy's Model of Organizational Conflict



- Introduce conflict resolution styles using the Thomas-Kilmann Conflict Mode Instrument. Reference:
 - Kilmann. (2024, 22 February). *Take the Thomas-Kilmann Conflict Mode Instrument (TKI) Take this assessment tool and discover which of the five conflict modes you might be using too much or too little... or just right.* Kilmann Diagnostics. [Link](#).



- To finish with this activity, briefly introduce Nonviolent Communication (NVC) Theory by Marshall Rosenberg. Reference:
 - Weijers, L. (2025, 24 March). *Non violent Communication by Marshall*



Rosenberg – Toolshero. <i>Toolshero</i> . Link .	
3. Group activity: Conflict mapping (20 minutes)	
<ul style="list-style-type: none"> ● Activity 3: Analyzing Workplace Conflicts <ul style="list-style-type: none"> ○ Divide the class in small groups. ○ Have each group analyze a workplace conflict case study, mapping its stages and proposing resolutions. ○ After 10 minutes of work group, each group presents their findings and discuss strategies. 	
4. Conclusion and key takeaways (5 minutes)	
<ul style="list-style-type: none"> ● Activity 4: Session Wrap-Up <ul style="list-style-type: none"> ○ Recap key concepts and introduce the importance of understanding conflict dynamics in teamwork. ○ Assign a short homework: Reflect on a personal conflict and identify which resolution style was used. 	

Unit 2. Applying emotional intelligence to resolve conflicts	
Objectives	<ul style="list-style-type: none"> ● To deepen participants’ understanding of emotional intelligence (EI) and its role in conflict resolution. ● To provide practical tools for managing emotions during conflicts. ● To help participants apply EI strategies to de-escalate conflicts and foster collaboration.
Learning outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> ● Understand how emotional intelligence can be applied to resolve conflicts effectively. ● Learn techniques for managing emotions during high-stakes or emotionally charged situations. ● Practice using EI strategies to de-escalate conflicts and create a positive environment for resolution.
Duration	1 hour 45min
Materials-Tools	<ul style="list-style-type: none"> ● Projector and slides for presenting key concepts. ● Handouts with EI frameworks and conflict resolution strategies. ● Flipchart and markers for group activities. ● Pens and notebooks for personal reflections. ● Scenario cards for role-playing exercises.
Development of the session	
1. Introductory activity: Emotions in conflict (15 minutes)	



- **Activity 1: Recognizing Emotions in Conflict**

- Ask participants to reflect, individually, on a recent conflict and identify the emotions they experienced (e.g., anger, frustration, anxiety).
- After leaving a few minutes, have participants to share their reflections voluntarily.
- ★ Highlight how understanding and recognising emotions can escalate or de-escalate conflicts: By addressing emotions constructively, teams can resolve disputes, build stronger relationships, and maintain a positive work environment. Ignoring or mishandling emotions, on the other hand, can escalate conflicts, damage trust, and hinder productivity. Emotional intelligence is therefore a vital skill for conflict resolution and teamwork.

2. Content presentation: Emotional intelligence in conflict resolution (20 minutes)

- **Activity 2: Understanding Emotional Intelligence (EI) and Its Role in Conflict**

- Briefly, remind the group which the five components of emotional intelligence are (self-awareness, self-regulation, motivation, empathy, social skills) and their relevance to conflict resolution. Video to check short definitions: *The 5 elements of emotional intelligence* [\[Link to the video\]](#)
- Ask the group how EI can help participants manage their emotions and understand others' perspectives during conflicts. Here are some questions to break the silence, if needed:
 - How can being aware of your own emotions help you stay calm and focused during a conflict?
 - Why is it important to recognize and acknowledge the emotions of others during a disagreement?
 - What strategies can you use to actively listen and respond constructively when emotions are running high?
- Participants complete a quick self-assessment to identify their strengths and areas for improvement in EI. Some self-assessment tools are available on:
 - [Emotional Intelligence Skills: 5 Components of EQ](#)
 - [Emotional intelligence self-assessment - Workplace Strategies for Mental Health](#)

3. Applying EI to conflict scenarios (30 minutes)

- **Activity 3: EI in Action – Conflict Scenario Analysis**

- Provide small groups with a workplace conflict scenario (e.g., a team member consistently misses deadlines, causing tension).
- Groups analyze the scenario and identify how EI strategies (e.g., active listening, empathy, self-regulation) can be applied to resolve the conflict.
- Groups present their strategies, and the facilitator highlights key EI techniques for

conflict resolution.
<p>4. Role-playing: De-escalation techniques (30 minutes)</p> <ul style="list-style-type: none"> ● Activity 4: Practicing Conflict De-escalation <ul style="list-style-type: none"> ○ In pairs or small groups, participants role-play scripted conflict scenarios (e.g., a heated argument between colleagues, a disagreement with a supervisor). ○ Focus on de-escalation techniques such as active listening, “I” statements, taking breaks, acknowledging emotions, rebuilding trust, and finding common ground. ○ After role-plays, regroup and discuss: <ul style="list-style-type: none"> ■ What techniques worked best? ■ How did using EI contribute to de-escalating the situation?
<p>5. Conclusion and key takeaways (10 minutes)</p> <ul style="list-style-type: none"> ● Activity 5: Session Wrap-Up <ul style="list-style-type: none"> ○ Recap the main points: <ul style="list-style-type: none"> ■ The role of emotional intelligence in conflict resolution ■ Techniques for managing emotions in conflict ■ Strategies for de-escalation and collaboration

Unit 3. Negotiation and solution-oriented mindset	
Objectives	<ul style="list-style-type: none"> ● To equip participants with negotiation techniques for resolving conflicts. ● To develop a solution-oriented mindset for workplace problem-solving. ● To foster teamwork through collaborative decision-making.
Learning outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> ● Understand key negotiation techniques and their application in workplace conflicts. ● Develop a solution-oriented mindset to address conflicts constructively. ● Practice collaborative decision-making to achieve mutually beneficial outcomes.
Duration	1 hour 20 minutes
Materials-Tools	<ul style="list-style-type: none"> ● Negotiation diagrams and frameworks (e.g., BATNA - Best Alternative to a Negotiated Agreement). ● Flipchart and markers for group activities. ● Scenarios for practical negotiation exercises.
Development of the session	
<p>1. Introductory activity: Negotiation styles (10 minutes)</p> <ul style="list-style-type: none"> ● Activity 1: Video and Discussion 	



- Introduce the topic and play this video: 3 steps to getting what you want in a negotiation | The Way We Work, a TED series [\[Link to the video\]](#)
- Once it finishes, share and discuss the thoughts on the video. Questions you can ask:
 - Which negotiation styles did you recognize from the video, and how can they be applied in the workplace?
 - Would you like to share personal experiences of negotiations?

2. Content presentation: Negotiation frameworks (25 minutes)

● Activity 2: Explaining Key Negotiation Strategies

- Explain the three main negotiation strategies:

Identifying shared interests:

Focusing on shared interests shifts the conversation from adversarial positions ("I want this, you want that") to cooperative problem-solving ("How can we both achieve what matters most?"). Shared interests are the common goals, values, or needs that both parties care about. These are the foundation for collaborative negotiation.

- Ask open-ended questions to uncover underlying needs (e.g., "What's most important to you in this situation?").
- Listen actively and reflect back what you hear to ensure understanding.
- Highlight areas of agreement early in the conversation to build rapport and trust.

Exploring options:

This involves brainstorming and evaluating multiple solutions to find one that satisfies both parties' interests. It encourages creativity and flexibility, increasing the likelihood of finding a mutually beneficial agreement.

- Separate the brainstorming phase from the evaluation phase. First, generate as many ideas as possible without judgment.
- Use collaborative language like, "What if we tried...?" or "How about this approach?"
- Be open to unconventional solutions that might address both parties' needs in unexpected ways.

BATNA (Best Alternative to a Negotiated Agreement) is your fallback plan if the negotiation fails. It represents the best outcome you can achieve without reaching an agreement.

- Identify your alternatives if no agreement is reached. For example, in a job negotiation, your BATNA might be another job offer or staying in your current role.
- Assess the strength of your BATNA. The stronger your alternative, the more leverage you have in the negotiation.
- Use your BATNA as a benchmark to evaluate offers. Only accept an agreement that is better than your BATNA.

3. Group activity: workplace negotiation (40 minutes)

• Activity 3: Group Role-Play

- Divide the class in small groups, and share with each of them an scenario to role-play a negotiation between team members or departments.
- Give 10 minutes to prepare the role-play; groups have to work towards a mutually beneficial solution.
- Each group represents their scenario and, after each representation, the rest of the group provide feedback and discuss the strategies used and their effectiveness. You can use the following questions to trigger a discussion:
 - What strategies were used?
 - How effective were they in reaching a mutually beneficial outcome?
 - What could be improved?

4. Conclusion and key takeaways (5 minutes)

• Activity 4: Session Wrap-Up

- Summarize the **main negotiation strategies**
- Emphasize the value of a solution-oriented mindset and teamwork in resolving conflicts.

MODULE 10. INTERCULTURAL COMPETENCES

Introduction

In today's globalized and multicultural workplaces—especially in sectors like renewable energy and refurbishment—intercultural competences are essential. This module equips participants with the awareness, understanding, and communication skills needed to work respectfully and effectively across cultural differences. Participants will explore the concept of culture, examine how unconscious biases shape interactions, and develop strategies for inclusive communication and collaboration. Through reflection, tools, and practical exercises, they will enhance their ability to contribute to diverse teams and thrive in intercultural work environments.

Objectives

1. Introduce the concept of culture and how it influences workplace behavior and expectations.
2. Raise awareness of cultural differences, unconscious biases, and stereotypes.
3. Highlight the benefits of cultural diversity for team performance and innovation.
4. Strengthen intercultural communication through verbal and non-verbal awareness, active listening, and inclusive language.
5. Provide tools and strategies to overcome language and cultural barriers in the workplace.

Duration and Structure

This module has a total duration of **6 hours**, distributed in the following Training Units:

- **Unit 1.** Understanding cultural differences.
- **Unit 2.** Cultural awareness.
- **Unit 3.** Intercultural communication.

Unit 1. Understanding cultural differences	
Objectives	<ul style="list-style-type: none"> ● To recognize and value cultural differences. ● To help participants understand the concept of culture and its influence on behavior and workplace dynamics. ● To explore the benefits of cultural diversity in professional environments. ● To introduce simple frameworks for understanding cultural dimensions and perspectives.
Learning outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> ● Understand the concept of culture and its impact on workplace behavior. ● Recognize the value of cultural diversity in professional settings. ● Be familiar with frameworks like Hofstede’s cultural dimensions to analyze cultural differences. ● Reflect on their own cultural background and its influence on their interactions.
Duration	2 hours
Materials-Tools	<ul style="list-style-type: none"> ● Presentation slides on culture and diversity. ● Visuals (pictures, symbols) representing cultural practices. ● Flipchart and markers for group activities.
Development of the session	



1. Introduction: What is culture? (45 minutes)

• Activity 1: Exploring Culture and Diversity

- Begin with a discussion to define **culture** and **diversity**, using engaging visuals (e.g., pictures of food, greetings, traditional clothing). Ask participants:
 - What comes to mind when you hear the word “culture”?
 - How does culture show up in our daily lives or work?
- Present the following definitions:

Culture refers to the shared beliefs, values, customs, traditions, knowledge, behaviors, and social norms of a particular group of people. It shapes how individuals perceive the world, communicate, and interact with others.

Diversity refers to people’s differences which may relate to their ethnicity, gender, sexual orientation, language, culture, religion, mental and physical ability, class, and immigration status ([Source](#))

• Activity 2: Introducing Hofstede’s Cultural Dimensions

- Introduce Hofstede’s cultural dimensions. Reference:
 - Vinney, C., PhD. (2024, 22 marzo). Hofstede's Six Cultural Dimensions—and Why They Matter. Verywell Mind. [Link](#).
- Start a 15-minute group discussion by asking participants: “How does culture influence the way we behave at work?”.
- Group their main contributions in a flipchart.

2. Group activity: Sharing cultural symbols (20 minutes)

• Activity 3: Expressing Cultural Identity

- Ask participants to share an item, value, or practice from their own culture.
 - ★ Highlight how these examples express cultural uniqueness and diversity.

3. Case study discussion: Workplace cultural misunderstandings (45 minutes)

• Activity 4: Understanding Cultural Miscommunication

- Present a short written or visual **case study** showing a cultural misunderstanding in the workplace (e.g., direct vs. indirect communication, punctuality, hierarchy).
- Divide the class into small groups. Ask them to:
 - Identify the misunderstanding.
 - Discuss how cultural differences played a role.
 - Propose respectful solutions or strategies to avoid similar conflicts.
- After 15 minutes, each group presents their ideas.
- Write the proposed strategies on a flipchart and emphasize the value of **cultural awareness, empathy, and adaptability**.

4. Conclusion and reflection (15 minutes)

• Activity 5: Key Takeaways and Personal Learning

- Summarize key takeaways:
 - Diversity enriches workplaces but requires understanding and effort.
 - Cultural awareness helps prevent misunderstandings and fosters collaboration.
- Finish with a reflection question. Ask participants:
 - “What is one new thing you learned about culture today?”
- Collect a few responses to close the session on a personal note.

Unit 2. Cultural awareness

Objectives	<ul style="list-style-type: none"> ● To identify unconscious biases and stereotypes in workplace interactions. ● To build awareness of how cultural diversity fosters team success. ● To foster trust and collaboration in multicultural teams.
Learning outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> ● Recognize unconscious biases and stereotypes and their impact on workplace interactions. ● Understand how cultural diversity contributes to team success. ● Develop strategies to build trust and collaboration in multicultural teams.
Duration	2 hours
Materials-Tools	<ul style="list-style-type: none"> ● Visual aids for cultural diversity and inclusion. ● A long piece of tape or rope to create a "line" on the floor. ● A list of statements related to stereotypes and biases ● Handouts with a table for cultural comparisons ● Flipchart and markers for team activities.

Development of the session

1. Exploring stereotypes and biases (30 minutes)

• Activity 1: Walk the line

This activity is about reflecting on personal experiences and perspectives related to stereotypes and biases. Emphasize that this is a safe space for sharing, and participants can choose to step back or observe if they feel uncomfortable.

- Place a long piece of tape or rope on the floor to create a visible line. Designate one side of the line as "Agree" and the other side as "Disagree."
- Read out statements related to stereotypes and biases one by one. Examples:
 - “I have been judged or treated differently because of my cultural background.”
 - “I have made assumptions about someone based on their appearance or



accent.”

- “I have felt excluded in a group because of my cultural identity.”
- “I have witnessed someone being stereotyped in the workplace.”
- “I have challenged a stereotype or bias about my own culture.”
- After each statement, participants physically move to the "Agree" or "Disagree" side of the line based on their personal experience or perspective.
- After all statements are read, gather participants for a group discussion. Use the following questions to guide the reflection:
 - “What did you notice about where people stood for different statements?”
 - “How did it feel to share your experiences or perspectives?”
 - “What surprised you about this activity?”
 - “How can we use this awareness to create a more inclusive workplace?”
- Write key insights on a flipchart and highlight the importance of challenging stereotypes and biases.

2. What are stereotypes and biases? (15 minutes)

● Activity 2: Defining Key Concepts

- Briefly explain what stereotypes and biases are:
 - Stereotypes are oversimplified, generalized beliefs about a group of people.
 - Biases are unconscious or conscious preferences (for/against a person, group, or idea) that influence judgment unfairly (e.g., favoring a job candidate from your alma mater).
 - Ask participants to give 2 examples of each concept.
 - If the group is engaged and motivated, consider to ask about their own experiences, some of them might have been mentioned during the previous activity.

3. Cultural similarities and differences (60 minutes)

● Activity 3: Building intercultural awareness

- Explain that the activity is designed to help participants reflect on cultural similarities and differences, and how these influence interactions in the workplace. As in the previous activity, emphasize that this is a safe space for sharing and learning from each other’s experiences.
- Distribute handouts with a table for cultural comparisons. The table will have three columns:
 - Situation/Scenario
 - How I/My Culture would react
 - How another culture might react

You can use these example scenarios:

- Greeting someone for the first time (e.g., handshake, bow, kiss on the cheek).

- Expressing disagreement in a meeting (e.g., directly vs. indirectly).
 - Celebrating a team success (e.g., public recognition vs. private acknowledgment).
 - Responding to a missed deadline (e.g., focusing on solutions vs. assigning blame).
- Ask participants to work in pairs or small groups to complete the table. They should:
 - Identify situations where cultural differences might lead to different behaviors or reactions.
 - Reflect on how their own culture would react and how another culture might react differently.
 - Add their own scenarios to the table.
- After completing the table, bring the group together to share their findings during the last 15 minutes
- **Activity 4: Creating a code of respect**
 - Divide the class in teams. Their task is to develop a “Code of respect” for inclusive behavior in the workplace. working together to write 3 rules for being respectful in a team.
 - Leave 15 minutes for the groups to work, and once they are finished, ask each group to present their code.

4. Conclusion and reflection (15 minutes)

● **Activity 5: Wrap up and end of the session**

- Summarize the role of cultural awareness in team success and inclusion: Cultural awareness fosters understanding, respect, and collaboration in diverse teams by:
 - Reducing miscommunication – Recognizing cultural differences in communication styles prevents conflicts.
 - Enhancing innovation – Diverse perspectives lead to creative problem-solving.
 - Building trust – Valuing unique backgrounds strengthens team cohesion.
 - Promoting inclusion – Ensures all members feel respected and heard.
- Assign a homework task to the participants: ‘Think of a stereotype you want to challenge’.

Unit 3. Intercultural communication

Objectives	<ul style="list-style-type: none"> ● To build effective communication across cultures. ● To introduce verbal and non-verbal communication differences across cultures.
-------------------	--



	<ul style="list-style-type: none"> To provide techniques for active listening and inclusive communication. To help participants overcome language and cultural barriers in the workplace.
Learning outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> Understand how verbal and non-verbal communication varies across cultures. Learn techniques for active listening and adapting communication styles. Develop strategies to overcome language and cultural barriers in professional settings.
Duration	2 hours
Materials-Tools	<ul style="list-style-type: none"> Videos showing cultural communication styles. Handouts with examples of verbal/non-verbal cues. Role-play cards for practice scenarios. Cards with descriptions of gestures from different cultures (e.g., thumbs up, nodding, handshake, bowing). Flipchart and markers.
Development of the session	
<p>1. Introduction: communication styles around the world (20 minutes)</p> <ul style="list-style-type: none"> Activity 1: Breaking Stereotypes & Exploring First Impressions <ul style="list-style-type: none"> Start the session by asking participants to share (if they wish) the stereotype they want to challenge, as part of the homework assigned in the last session. Play a short video highlighting cultural differences in tone, gestures, and expressions. Example videos: <ul style="list-style-type: none"> <i>The definitions of hand gestures around the world.</i> [Link to the video]. <i>Italian Hand Gestures RAP.</i> [Link to the video]. Ask questions to participants for the discussion. For example: <ul style="list-style-type: none"> “Do people in your country use gestures a lot when speaking?” “Do people speak loudly or quietly when they talk to someone new?” ★ Emphasize cultural relativity in how we perceive “normal” communication. 	
<p>2. Non-verbal communication (20 minutes)</p> <ul style="list-style-type: none"> Activity 2: The Silent Language <ul style="list-style-type: none"> For this activity, you have to prepare cards with descriptions of gestures from various cultural contexts. Some examples you can use: <ul style="list-style-type: none"> Thumbs up (positive in many cultures, offensive in some Middle Eastern countries). Nodding (means “yes” in many cultures, but “no” in Bulgaria and Greece). 	



- Bowing (common in Japan and South Korea as a sign of respect).
- Handshake (common in Western cultures, but not in some Asian cultures).
- Divide participants into small groups. One participant from each group picks a card and acts out the gesture without speaking.
- The rest of the group guesses the meaning of the gesture and its cultural context.
- Rotate roles so everyone has a chance to act out a gesture.
- For the discussion, talk about the meanings of the gestures and how they vary across cultures.
- ★ Highlight the importance of being aware of non-verbal cues in intercultural communication.

3. Role-Play: Practicing Active Listening (30 minutes)

● Activity 3: Can You Hear Me Clearly?

- In pairs, participants role-play workplace situations (e.g., resolving a conflict, asking for help, clarifying a task).
- Encourage the use of active listening techniques: paraphrasing, maintaining eye contact, asking follow-up questions.
- After the role-plays, hold a debrief discussion:
 - What strategies helped improve understanding?
 - How did listening with empathy change the interaction?

4. Group Discussion: Overcoming Communication Barriers (30 minutes)

● Activity 4: Lost in Translation?

- Brainstorm common barriers (e.g., accents, misunderstandings) and strategies to overcome them. You can use these prompts:
 - “What can you do if you don’t understand someone’s words?”
 - “What can you do if someone does not understand you?”
- Document strategies on a flipchart or board (Speaking slowly and clearly, using gestures or visuals, asking clarifying questions, rephrasing or writing it down...)

5. Conclusion and Reflection (20 minutes)

● Activity 5: Recap of the session

- Recap the session’s key takeaways:
 - Non-verbal cues vary by culture and require sensitivity.
 - Active listening builds bridges in diverse environments.
 - Awareness and adaptation are crucial for effective communication.
- Invite each participant to respond to the reflection prompt:
 - *“One thing I learned today about communication is...”*
- Encourage sharing to close the session on a **personal and reflective** note.

MODULE 11. GENDER EQUALITY IN THE WORKPLACE

Introduction

Gender equality is a cornerstone of fair, inclusive, and thriving workplaces. Yet persistent inequalities, stereotypes, and discriminatory practices continue to limit opportunities—especially for women and gender-diverse individuals—in many professional settings, including sectors such as energy, construction, and refurbishment.

This module empowers participants to understand and challenge gender-based disparities at work. Through the exploration of key concepts, lived experiences, and real-world data, participants will examine how gender intersects with other identities to shape workplace dynamics. They will also gain practical tools to promote inclusive practices, prevent discrimination, and advocate for systemic change.

Combining reflection, role-play, discussion, and hands-on strategy-building, this session provides a safe, engaging space to develop awareness and action for gender equity at work.

Objectives

1. Introduce core gender concepts and examine how they relate to inequality in the workplace.
2. Explore how social norms, roles, and stereotypes influence gendered experiences and power relations at work.
3. Understand how intersectional factors (e.g., race, class, migration status) shape access and discrimination.
4. Identify different forms of workplace inequality, from the gender pay gap to microaggressions and leadership gaps.
5. Provide tools and strategies to recognize, prevent, and respond to gender-based discrimination and harassment.
6. Encourage collective responsibility and action for inclusive, equitable work environments.

Duration and Structure

This module has a total duration of **8 hours**, distributed in the following Training Units:

- **Unit 1.** Understanding gender dynamics and adjacent concepts
- **Unit 2.** Gender inequality and discrimination from an intersectional perspective
- **Unit 3.** Gender and work - Inequality and its Impact on the Workplace
- **Unit 4.** Measures to reduce gender inequality in the workplace

Unit 1. Understanding gender dynamics and adjacent concepts	
Objectives	<ul style="list-style-type: none"> • Introduce key gender-related concepts and their relevance to gender inequality in various settings, particularly the workplace. • Explore the concepts of sex, gender, gender socialization, gender as a social power dynamic and gender and sexuality, among others. • Understand the broader social structures and norms that sustain gender inequality.
Learning outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> • understand gender concepts and how social norms and structures contribute to inequality, particularly in the workplace. • recognize gender as a power dynamic and its impact on access, opportunity, and decision-making in various contexts. • have gained practical tools to identify, address, and challenge gender inequality, including strategies for promoting equity and inclusive practices.
Duration	2 hours
Materials-Tools	<ul style="list-style-type: none"> • Projector and slides for presenting key concepts. • Pens and notepads for individual reflections. • Pens and notepads for participants. • Flipchart and markers for group work and group discussions • Other
Development of the session	
<p>1. Introduction: Icebreaker game and instructor introduction (20 mins)</p> <ul style="list-style-type: none"> • Activity 1: Icebreaker game <ul style="list-style-type: none"> ○ Ask participants to say their name and a positive adjective with the same first letter as their name. Each subsequent person repeats the previous names and adjectives before adding their own. ○ The objective of this quick game is to help with name memorization at the same time as it creates a positive and energetic atmosphere. 	
<p>2. Sex and Gender (35 minutes)</p> <ul style="list-style-type: none"> • Activity 2: Initial discussions on gender stereotypes <ul style="list-style-type: none"> ○ Start by revisiting the adjectives participants used in the icebreaker game. Write 	



some of them on a flipchart or whiteboard.

- Introduce the concept of **gender stereotypes** by asking participants:
 - Do you notice any patterns in the words chosen?
 - Which words tend to be associated more with men and which with women?
 - Why do you think this happens? Are these real characteristics, or could they be stereotypes?
 - Do you personally identify with any of these stereotypes? How do they make you feel?
- Take up the idea, explained in previous sessions, that stereotypes are **generalised and often oversimplified ideas about a group of people**, which may be based on **sex, race, nationality or other characteristics**. Gender stereotypes assign traits and behaviours to people based on their sex.
- References:
 - Kumar, P. (2025, 14 February). Breaking Down Gender Stereotypes: Traits, Roles, and Occupations. Gender Studies. [Link](#).
 - Warner, D. (2024, 2 August). What to know about gender stereotypes. [Link](#).

3. Socialization and Gender Roles (30 minutes)

● Activity 3: Gender Glasses – A Walk Through Roles and Rules

- Ask participants to close their eyes and think about the first time they heard any of these phrases growing up:
 - "Boys don't cry."
 - "That's not ladylike."
 - "You can't do that, you're a girl/boy."
 - "That's not for people like us."
- Then, ask:
 - "Who said it?"
 - "What did it make you think or feel?"
- A few volunteers can share briefly.
- After this, prepare role cards ahead of time. These can be simple paper slips with identities like: "Young boy raised in a traditional rural family," "Teen girl whose family moved often for work," "Single mother who just arrived in a new country,"). Include a mix of gender identities, migration backgrounds, and social class

contexts.

- Divide participants into small groups (3–4 people).
- Each group draws one Role Card.
- Ask them to discuss:
 - What messages did this person receive growing up about what they could or could not do?
 - Who were the biggest influences on those messages (family, school, media, religion, etc.)?
 - How might those messages affect their career choices or daily life?
- Bring everyone back together and facilitate a short 10-minute discussion.
- References:
 - Simply Psychology. (2024, 13 February). Gender Socialization: Examples, Agents & Impact. [Link](#).
 - Lee, S. (s. f.). The Impact of Gender Socialization. [Link](#).

4. Gender stereotypes and gender as a power dynamic (20 minutes)

● Activity 4: Identifying gender stereotypes

- Assign the participants mixed sex groups and then ask them to identify the main stereotypes through images.
- After this, explain [this image](#) according to the results of the activity. You can use this to raise a discussion about gender as a system of oppression and the power dynamics of gender. References
 - Gender and power dynamics - The University of Auckland. (s. f.). [Link](#).

Unit 2. Gender inequality and discrimination from an intersectional perspective	
Objectives	<ul style="list-style-type: none"> ● Recognize gender inequality and discrimination in everyday contexts like work, education, and healthcare. ● Understand how different social factors (gender, race, class, etc.) intersect to shape experiences of privilege and discrimination. ● Apply an intersectional lens to identify and reflect on multiple forms of inequality.
Learning outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> ● Recognize how gender inequality and discrimination appear in real-life contexts like work, education, and healthcare. ● Understand intersectionality as a framework to analyze how social identities combine to shape experiences of privilege or discrimination. ● Apply an intersectional lens to assess inequality and promote inclusive, equitable practices.
Duration	2 hours
Materials-Tools	<ul style="list-style-type: none"> ● Projector and slides for presenting key concepts. ● Pens and notepads for individual reflections. ● Pens and notepads for participants. ● Flipchart and markers for group work and group discussions ● Other
Development of the session	
<p>1. Gender Inequality and discrimination (75 mins)</p> <ul style="list-style-type: none"> ● Activity 1: Identifying gender inequalities in society and in the workplace <ul style="list-style-type: none"> ○ Form 4 groups. Each group will work for 10 minutes to identify inequalities faced by women in different environments. Some examples of environments: <ul style="list-style-type: none"> ■ Inequality within the Family: e.g. gendered expectations in caregiving, decision-making, and inheritance. ■ Inequality in the Workplace: e.g. gaps in pay, job access, leadership, and discrimination. ■ Inequality in Public Image: e.g. media stereotypes, beauty standards, and invisibility of women’s achievements. ■ Inequality Related to Violence Against Women: e.g. violence against women and barriers to justice and protection ○ Then each group will share their findings in a 5-minute presentation. 	



- Finally, spend 10 minutes in a group discussion to connect these examples of inequality to broader systemic structures.
- **Activity 2: Shared Equality Toolbox**
 - In the same groups as the previous activity, each group chooses one of the inequality areas they worked on before (Family, Workplace, Public Image, or Violence). They have to brainstorm answers to:
 - What **actions** can we take to reduce this inequality in everyday life?
 - What **attitudes or behaviors** can we change in ourselves or encourage in others?
 - What **resources or people** can support this?
 - Groups write these on large paper or a poster titled “Our Equality Toolbox”. After 10-minute brainstorming, groups present their toolbox to others in a short and dynamic way (max 2 minutes).
 - Close with a collective discussion:
 - Which **strategies** feel most doable in your context?
 - What **barriers** might appear?
 - What did you **learn** from others’ toolboxes?

2. A comprehensive understanding of intersectionality (45 minutes)

● Activity 3: Initial discussions on intersectionality

- Provide a general introduction to the concept of **intersectionality**. References:
 - Soken-Huberty, E. (2024, 28 August). Intersectionality 101: Definition, Facts and Examples. Human Rights Careers. [Link](#).
 - Diverse Educators. (2025, 6 March). Intersectionality Toolkit | Diverse Educators. [Link](#).
- After this, divide the participants into 5 groups, and then give them a scenario card to discuss. Example scenarios could include:
 - A migrant worker facing discrimination at a job interview due to both ethnicity and language barriers.
 - A same-sex couple from a minority ethnic group facing challenges in accessing housing.
 - A transgender migrant facing discrimination in healthcare settings.
 - An LGBTQ+ individual from a migrant background experiencing exclusion in community services.
 - A woman from an ethnic minority being overlooked for a promotion due to unconscious biases related to both race and sexual orientation.
- The participants will first spend 10 minutes analyzing each scenario, identifying the types of oppression present.
- Then they will spend 10 minutes role playing the scenarios.
- Finally, each group shares the solutions they found. Lead a discussion about the

problems introduced in the roleplay. These are examples of questions you can ask:

- How did intersectionality shape the experiences of the individuals in your scenario?
- What challenges did you identify that were unique to the intersection of multiple identities?
- How can understanding intersectionality improve our approach to addressing discrimination and promoting inclusivity?

Unit 3. Gender and work – Inequality and its Impact on the Workplace	
Objectives	<ul style="list-style-type: none"> ● Understand how gender roles shape labor division in both domestic and professional settings. ● Raise awareness about the feminization of labor and its impact on job conditions and value. ● Identify and address horizontal and vertical workplace discrimination. ● Recognize gender discrimination in hiring, pay, and promotion, and explore ways to challenge it.
Learning outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> ● Understand how gender influences labor roles and workplace dynamics. ● Recognize the impact of feminized labor sectors on job value and conditions. ● Identify different forms of gender-based discrimination in professional settings.
Duration	2 hours
Materials-Tools	<ul style="list-style-type: none"> ● Projector and slides for presenting key concepts. ● Pens and notepads for individual reflections. ● Pens and notepads for participants. ● Flipchart and markers for group work and group discussions ● Other
Development of the session	
<p>1. Gender inequality in the workplace (60 minutes)</p> <ul style="list-style-type: none"> ● Activity 1: Guided participatory lecture <ul style="list-style-type: none"> ○ Start with an icebreaker and brainstorming activity by asking participants “What do you think of when you hear ‘gender inequality’ at work?” Collect responses on board. Give clear definition. 	



- After this, explain some concepts: glass ceiling, horizontal segregation, discrimination in hiring/promotion. After each, ask: **“Have you seen or heard of this?”**
- Next, show data/statistics on **pay gap, precarious jobs, work-life balance**. Pause and let participants reflect and share in pairs.
- Introduce **mental load** and **double burden**. Ask participants to draw their daily/weekly tasks. Discuss how tasks are distributed in their homes.
- To finish, ask **1 key question: “What is one thing that surprised you or you didn’t know before?”**.
- Summarize the main takeaways.
- References:
 - Kagan, J. (2025, 28 January). The Glass Ceiling: Definition, History, Effects, and Examples. Investopedia. [Link](#).
 - The gender pay gap situation in the EU. (s. f.-b). European Commission. [Link](#).
 - Hogenboom, M. (2022, 28 February). The hidden load: How «thinking of everything» holds mums back. [Link](#).

2. Everyday gender inequality in the workplace (60 minutes)

● Activity 2: Gender Inequality in Action – Roleplay & Discussion Carousel

- Prepare 7 short scenario cards (1–2 sentences each), each illustrating a real-life situation linked to one of the following topics:
 - Sexist comments
 - Only male informal spaces
 - Expectations on women’s functions
 - Microaggressions in the workplace
 - Unequal distribution of workload
 - Assumptions about availability
 - Unequal performance evaluations
 - Time use disparities between women and men
- Divide participants into **small groups**. Give each group one scenario card. Ask them to:
 - Read the situation aloud.
 - Discuss: **“What is happening? Who is affected? Why is this problematic?”**
 - Think of an alternative, inclusive way the situation could have been handled.
- After 20 minutes, each group presents their scene (1–2 minutes each). Lead a **quick group reflection** after each one. Connect the situation with the topic it illustrates.

- Summarize the key concepts and how they relate to real experiences in the labor market.
- **Activity 3: Discussion on everyday discrimination of women in the workplace**
 - Group is divided into groups to discuss different types of everyday sexism in the workplace.
 - The trainer writes the following questions on the board for group discussion:
 - Have you witnessed or been a victim of the described forms of discrimination in the workplace?
 - How did that make you feel?
 - What did the victim do?
 - What could the victim have done?
 - What did the management or the main responsible parties do?
 - Then the groups will discuss these topics for 20 minutes before sharing with the larger group.
 - Lastly, spend 5 mins on solutions to the problems discussed.

Unit 4. Measures to reduce gender inequality in the workplace

<p>Objectives</p>	<ul style="list-style-type: none"> ● Increase awareness of gender inequalities and strategies to address them in the workplace. ● Explore how stereotypes impact the value of female-dominated jobs. ● Provide tools for promoting inclusivity and preventing discrimination. ● Encourage collaborative actions to create long-term change.
<p>Learning outcomes</p>	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> ● Be able to identify and respond to workplace harassment and discrimination. ● Know practical steps to report, intervene, and prevent inequality. ● Understand how to promote systemic change through inclusive practices. ● Feel empowered to advocate for more equitable and respectful work environments.
<p>Duration</p>	<p>2 hours</p>
<p>Materials-Tools</p>	<ul style="list-style-type: none"> ● Projector and slides for presenting key concepts. ● Pens and notepads for individual reflections. ● Pens and notepads for participants.



- Flipchart and markers for group work and group discussions
- Other

Development of the session

1. Reduce gender inequality in the workplace (60 minutes)

• Activity 1: How to mitigate inequality in the workplace

- Dividing the group into smaller groups of 5 or 6 people. Each group will work on one or two concrete inequalities, of the inequalities addressed in the latest session, or suggesting another one that was not addressed, but that is relevant in their country/city/workplace.
- Each group brainstorms ways to address the specific inequalities chosen. Encourage groups to think about policies, training, mentorship programs, and cultural changes.
- Each group documents their strategy, including steps for implementation and potential challenges, in a specific template created for that effect:

How to Mitigate Inequality in the Workplace

Strategy for Addressing concrete inequality	Steps for implementation
Potential challenges	Notes

- The groups get back together and present the strategies they developed. The other groups should try to find the **positive** aspects of these strategies, as well as the aspects that seem **less realistic** for them to be implemented, providing alternative strategies, if needed.

2. Strategies for reducing gender inequality in the workplace (30 minutes)

• Activity 2: Lecture – 10 Measures to Reduce Gender Inequality in Workplaces

- Conduct a lecture on the following measures:
 - Comprehensive Anti-Harassment Policies and Training
 - Transparent Promotion and Hiring Practices
 - Mentorship and Sponsorship Programs:
 - Addressing the Gender Pay Gap
 - Flexible Work Arrangements
 - Creating Inclusive Networking Opportunities
 - Parental Leave Policies
 - Regular Feedback and Performance Reviews
 - Education and Awareness Campaigns



- Establishing a Gender Equality Task Force

3. Concrete recommendations for employees to reduce gender inequality in the workplace (30 minutes)

● Activity 3: Workplace Role-Play

- Divide participants into small groups
- Give each group a **different scenario** based on different topics of discrimination in the workplace related to:
 - Sexual Harassment: e.g. A colleague makes an inappropriate joke
 - Microaggressions: e.g. A woman is constantly interrupted in team meetings.
 - Discrimination in Promotion and Hiring: e.g. A worker is overlooked for a promotion despite strong performance.
 - Time Use and Work-Life Imbalance: e.g. A woman is regularly asked to stay late despite having caregiving responsibilities, while others are not
- Ask each group to **act out** the scenario for 1–2 minutes (victim, witness, colleague).
- Then pause and discuss:
 - What went wrong?
 - What could the employee (or witness) do in this situation?
 - What support or response would feel helpful?
- After 5–7 minutes, groups **rotate** to a new scenario
- End with a **group debrief** where participants share key takeaways and discuss:
 - What felt realistic or difficult?
 - How they might apply these recommendations in real jobs.

MODULE 12. CLOSING MODULE

Introduction

The Closing Module serves as a reflective and participatory conclusion to the transversal competences training program. It offers participants the opportunity to review key concepts, assess their personal growth, and recognize the collective achievements of the group. This module is not only a wrap-up, but also a bridge to the future, reinforcing participants' ability to transfer the knowledge and skills they have gained into real-life and work contexts.

Through a combination of individual and group activities, participants will revisit what they've learned, articulate their development in specific competence areas, and receive constructive feedback from both trainers and peers. This final space also fosters a sense of closure, celebration, and motivation to continue building on their personal and professional journeys.

This module can also be used as an opportunity to identify next steps in participants' employability pathways or further learning.

Duration and Structure

This module has a total duration of **2 hours**, distributed in 1 unit.

Unit 1. Closing module	
Objectives	<ul style="list-style-type: none"> ● Consolidate learning by reviewing the main transversal competences addressed during the training. ● Encourage personal reflection on individual progress and skill development. ● Provide space for peer and trainer feedback. ● Strengthen participants' confidence in applying transversal competences in the workplace and everyday life. ● Offer closure and recognition of participants' efforts and collective progress.
Learning outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> ● Identify key transversal competences gained during the training. ● Reflect on their personal and professional growth. ● Express how they plan to apply these skills in real-life contexts.
Duration	2 hours
Materials-Tools	<ul style="list-style-type: none"> ● Sticky notes. ● Flipchart and markers. ● Feedback forms. ● Individual Evaluation Checklist.
Development of the session	
<p>1. Review of the Key Learnings (40 minutes)</p> <ul style="list-style-type: none"> ● Activity 1: Welcome and Energizer <ul style="list-style-type: none"> ○ Do a quick icebreaker with the prompt “One word to describe how I feel after this training.” ○ Ask participants to share the words, and write them down on a flipchart. ● Activity 2: Competence Mapping Carousel <ul style="list-style-type: none"> ○ Hang posters on the wall, each titled with one key competence that has been addressed in the training. ○ Divide participants into small groups. The groups have to rotate every 5 minutes and write on each poster: <ul style="list-style-type: none"> ■ A definition of the competence in their own words ■ One example of how this skill showed up in the training ■ How it could help in the workplace or daily life ○ Once all groups have contributed, review posters together and discuss. 	
<p>2. Personal Reflection and Sharing (55 minutes)</p>	



- **Activity 3: Identifying Individual Growth and Confidence**

- Hand out a Reflection Worksheet with these prompts:
 - “The competence I improved the most is...”
 - “I now feel more confident in...”
 - “One challenge I overcame was...”
 - “I plan to use these skills by...”
- Allow 10 minutes for personal reflection and writing.
- After all participants have finished, and in pairs, have participants share 1–2 insights with each other.

- **Activity 4: Competence Card Game**

- Prepare cards with competences and scenarios (e.g., “Teamwork – You join a new job with a diverse team”).
- Each participant have to draw **one card** and explain:
 - What the competence means
 - How it would apply in the scenario
- Allow volunteers to contribute or build on answers, always giving a constructive feedback.

3. Final reflections and forward-looking insights (35 minutes)

- **Activity 3: Personal Commitment & Group Closure**

- On a sticky note or card, participants have to write:
 - “One skill I’ll take with me and use is...”
 - “One action I commit to doing in the next month is...”
- Ask volunteers to share with the group if they want.
- Collect and stick them on a “Commitment Wall” as a visible reminder of progress.

- **Activity 4: Final Wrap-Up & Feedback**

- Distribute and complete **feedback forms**.
- Give a motivational closing message: recognize achievements, encourage continued learning and skill application.

5. Digital competences – Guidelines for Designing a Tailored Digital Competences Training Program

Introduction

5.1. Purpose of these Guidelines

These guidelines provide a flexible structure and concrete suggestions for designing and implementing a 20-hour digital competences training module. It is part of the broader Powgen program on transversal skills for migrant people's labor integration.

The goal is to support partner organizations in adapting the content to local contexts and participant profiles, with the aim to support them in developing **practical digital competences** relevant to labor market access and workplace inclusion.

The module is designed to align with the **European Digital Competence Framework (DigComp)**, and should:

- Strengthen essential digital skills for job-seeking and career development.
- Use **hands-on, practical, and contextualized approaches**.
- Be adaptable to local digital realities, language levels, and participant needs.
- Promote autonomy, safety, and confidence in digital environments.

5.2. What is DigComp?

The **European Digital Competence Framework for Citizens (DigComp)** is a comprehensive framework developed by the European Commission to define what it means to be digitally competent in today's society². It provides a common language to describe the digital skills people need for personal development, active citizenship, social inclusion, and employability.

DigComp is widely used across the EU for the design of training programs, curricula, self-assessments, and digital inclusion strategies. It supports a **lifelong learning approach**,

² European Commission. (2022). DigComp 2.2: The Digital Competence Framework for Citizens – With new examples of knowledge, skills and attitudes. Publications Office of the European Union. https://joint-research-centre.ec.europa.eu/digcomp/digcomp-framework_en



recognizing that digital competence is relevant in all aspects of life—from navigating public services and social networks to accessing the labor market and adapting to digitalized work environments.

5.3. Why Use DigComp for Migrant People Labor Integration?

In the context of labor integration for migrant people, the DigComp framework is particularly useful because it:

- **Clarifies which digital skills are needed** for accessing employment opportunities and functioning effectively in the workplace.
- Supports **standardized training design**, adaptable to different national and local contexts.
- Encourages **inclusive and learner-centered approaches**, recognizing different starting points and digital experiences.
- Aligns with the growing demand for digital competences in sectors impacted by green and digital transitions.³

5.4. The Five Areas of DigComp

The current version of the framework (DigComp 2.2) identifies **five key competence areas**, each with specific sub-competences and proficiency levels⁴:

Area	Competence Focus
1. Information and Data Literacy	The ability to identify, locate, retrieve, store, organize, and analyze digital information, and judge its relevance and credibility.
2. Communication and Collaboration	To manage one’s digital presence, identity and reputation. Participating in society through public and private digital communication, sharing resources, collaborating, and interacting respectfully online.
3. Digital Content Creation	Creating and editing new digital content (text, images, videos); understanding copyrights; and programming or modifying digital content.

³ European Commission. (2020). Digital Education Action Plan (2021-2027). <https://education.ec.europa.eu/focus-topics/digital-education/action-plan>

⁴ European Commission. (2022). DigComp 2.2: The Digital Competence Framework for Citizens – With new examples of knowledge, skills and attitudes. Publications Office of the European Union. https://joint-research-centre.ec.europa.eu/digcomp/digcomp-framework_en



4. Safety	Protecting devices, personal data, health, and well-being while using digital technologies, and understanding environmental impacts.
5. Problem-Solving	Identifying digital needs and resources, solving technical problems, using digital tools creatively, and continuously developing digital skills.

DigComp defines **eight levels of digital proficiency**, from basic to highly specialized⁵.

In this training module, we mainly address **Levels 1–3 (Foundation to Intermediate)**, focusing on practical skills for job search and workplace readiness.

5.5. How DigComp Informs This Training Module

This 20-hour *Digital Competences for Employment* module is directly structured around the five DigComp areas. The proposals to design each session is aimed to develop one or more of these areas through:

- Contextualized activities (e.g., using job portals, writing professional emails).
- Real-life tasks (e.g., creating digital CVs, applying online).
- Safety and autonomy in digital environments (e.g., privacy settings, cloud tools).
- Encouragement of continuous digital learning.

1. Key Principles for Local Design

Each partner should adapt the module based on:

- **Target group profiles** (language, literacy, digital baseline, migration journey).
- **Local job search systems and tools** (e.g., public employment platforms, regional portals).
- **Available technology** (access to internet, laptops, smartphones).
- **Cultural and gender considerations**, addressing access barriers to technology.

Approach:

- Foster **active learning**: practical tasks, peer work, role-playing, simulations.
- Include **supportive facilitation**: scaffolded learning, non-judgmental atmosphere.
- Encourage **digital autonomy**: use familiar devices, promote exploration and self-learning.

⁵ Carretero, S., Vuorikari, R., & Punie, Y. (2017). DigComp 2.1: The Digital Competence Framework for Citizens with eight proficiency levels and examples of use. Publications Office of the European Union. <https://publications.jrc.ec.europa.eu/repository/handle/JRC106281>

2. Training Structure Overview

Total Duration: 20 hours

Structure: 10 sessions (2 hours each)

Session	DigComp Area(s)	Key Activities suggestions	Adaptation Suggestions
1. Intro to Digital Competences & Labour Market	All areas (overview)	Explain DigComp; share local employment trends; participants self-assess digital skills; discuss digital barriers & goals.	Use local job market examples; link to participants' experiences
2. Searching for Information & Jobs	Area 1	Job search using national platforms; practice reading job descriptions; discuss credibility of online sources.	Use relevant national/regional job sites; teach basic search techniques
3. Using Job Portals & Government Platforms	Area 1 & 2	Guided exploration of platforms (e.g., local PES, LinkedIn, EURES); profile creation; walk through CV upload/application steps.	Include walkthroughs of local systems (e.g., EURES, PES, SEPE)
4. Communicating Professionally Online	Area 2	Draft and send professional emails; role-play messages via WhatsApp, Zoom, etc.; practice video call etiquette.	Practice culturally appropriate communication norms; simulate real interactions



5. Creating a Digital CV & Motivation Letter	Area 3	Use MS Word or Google Docs to write CVs; introduce Europass CV and other tools like Canva to design CVs; give and receive peer feedback.	Offer templates; consider integration with actual job offers or internships
6. Organizing Digital Content	Area 1 & 3	Practice file naming, saving, organizing; use Google Drive or Dropbox; share documents safely.	Use personal device examples; teach transferable digital organization skills
7. Digital Safety & Privacy	Area 4	Explore online risks (e.g., phishing); set up strong passwords and 2FA; adjust privacy settings on key platforms.	Use culturally relevant examples; discuss online rights
8. Online Collaboration Tools	Area 2 & 3	Simulate teamwork with shared calendars (Google), chats (Slack/WhatsApp), tasks (Trello); co-edit documents.	Introduce tools used in local industries
9. Digital Problem-Solving	Area 5	Solve tech issues together (e.g., internet access, app errors); reflect on strategies for self-learning (e.g., searching tutorials).	Include common local digital problems; support participants to find solutions
10. Lifelong Learning Online	Area 5 + wrap-up	Discover learning platforms (Coursera, YouTube, Duolingo); reflect on skills gained; final self-assessment.	Explore learning platforms in participant languages; support further learning goals



3. Learning Objectives

By the end of the module, participants should be able to:

- Recognize and describe key digital skills.
- Search and evaluate job opportunities online.
- Use email and messaging tools for job-related communication.
- Create and manage basic digital documents (CVs, letters, forms).
- Organize and share files via cloud platforms.
- Use online job portals and access e-government services.
- Navigate digital risks and apply safe practices.
- Collaborate using digital tools and manage simple projects/tasks.
- Solve basic technical problems and continue learning online.

4. Suggested Methodology

- **Hands-on practice:** Most sessions should be based on real-life simulations.
- **Guided digital navigation:** Support participants through portals or new tools.
- **Peer learning:** Encourage participants to support each other, especially those with more experience.
- **Facilitator role:** Guide learning through encouragement, troubleshooting, and adapting pace to needs.

For ensuring **inclusion and accessibility:**

- Provide **simplified language** versions or support materials in native languages.
- Use **visual aids** and step-by-step guides for each platform/tool.
- Organize **additional tutoring or practice sessions** for participants with lower digital literacy.
- Be aware of **gender and cultural barriers** to digital access; ensure women and underrepresented groups feel supported and included.
- Consider childcare, timing, and travel to increase participation.

5. Suggestions for Trainers

- Include **local digital tools** that migrants will encounter (e.g., public service platforms, transport apps, online banking basics).
- Provide **printed step-by-step guides and screenshots** for less experienced participants.
- Organize **mixed-skill pairings** to support peer mentoring.
- Make use of **mobile phones**, as many learners access digital services primarily via smartphones.

- Integrate **employment-related vocabulary** (e.g., “job contract,” “salary,” “application”).
- Celebrate progress with **certificates or digital badges** at the end of the module.

6. Materials and Infrastructure Needed

- Access to computers/laptops or tablets with internet.
- Projector/screen for demonstrations.
- Printed guides or infographics for offline use.
- Accounts for digital platforms set up in advance (if needed).
- Consent for creating user profiles or email addresses.

SPECIFIC TECHNICAL CURRICULA FOR EACH PILOT

BARCELONA

The externalization of the technical and prevention risk works derived to a modification of the theoretical guidelines foreseen. When it comes to the hours of trainings, the modifications were:

Itinerary A:

- 90 hours of training in photovoltaic installation and maintenance (instead of 70h)
- 8 hours of Risk Prevention in height work (instead of 10h)
- 20 hours of Risk Prevention in brickwork (not foreseen in this itinerary)
- 64 hours of transversal competences
- 20 hours digital competencies

Itinerary B:

- 60 hours of training in energy efficiency in buildings
- 20 hours of Risk Prevention in brickwork (instead of 60h)
- 80 hours of transversal competences
- 20 hours digital competencies

The transversal and digital competencies did not have major modifications. However, the Risk Prevention (both in height work and in brickwork) has a standardised format for a professional issuing, and the duration and content is established at national level. Only certified entities can issue an appropriate diploma. The technical training in photovoltaic installation had a time increase (from 70 hours to 90 hours) due to its standardised format issuing as a "Partial issuing of competency". In Spain, this official format is given by SEPE. The module imparted has the code MF2051_1.

CP ENAE0111 Basic operations in the installation and maintenance of renewable energy installations

Level 1 - no academic or vocational requirements

3. UC2051_1: Perform basic operations in the installation and maintenance of solar photovoltaic installations

3.1. MF2051_1: Basic operations in the installation and maintenance of solar photovoltaic installations 90h

Lisbon

The outsourcing of technical and risk prevention tasks was carried out with the aim of making the training more attractive to trainees, but primarily to the companies that will eventually hire them. With regard to training hours, the changes were as follows:

Itinerary A:

- 70 hours of training in photovoltaic installation and maintenance
- 22 hours of Risk Prevention in height work (6 hours online and 16 hours in presence)
- 24 hours of Risk Prevention in brickwork (8 hours online and 16 hours in presence)
- 64 hours of transversal competences
- 20 hours digital competencies

Itinerary B:

- 60 hours of training in energy efficiency in buildings
- 22 hours of Risk Prevention in height work (6 hours online and 16 hours in presence)
- 24 hours of Risk Prevention in brickwork (8 hours online and 16 hours in presence)
- 20 hours digital competencies

Transversal and digital skills have not undergone significant changes. The main changes involved reducing the content and activities per session for groups of 20–25 trainees. Training related to risk prevention (including working at heights and construction work) followed the structure and duration of the certified courses typically offered in these areas. In Portugal, through the Local Hub's partners, there was recognition of the importance of these modules and the fact that they are mandatory for people to join certain companies, so significant importance was placed on this training. Both modules included an e-learning component, which participants could complete at their own pace.

The technical skills modules were delivered without changes. Technical site visits were added to various locations and were accompanied by on-site professionals who guided the visits from a technical perspective and answered questions.

In addition to the training program, thematic workshops were held on Portugal's labor code, since for a significant number of participants, this will be their first job in Portugal.

Perugia

The externalization of the technical and prevention risk works derived to a modification of the theoretical guidelines foreseen. When it comes to the hours of trainings, the modifications were:

Itinerary A:

- 60 hours of training in photovoltaic and photothermoelectric installation and maintenance (instead of 70h)
- 16 hours of Risk Prevention in height work (instead of 10h)
- 64 hours of transversal competences
- 20 hours digital competencies

Itinerary B:

- 70 hours of training in energy efficiency in buildings
- 30 hours of Risk Prevention in brickwork (instead of 60h)
- 24 hours of Risk Prevention in height work (instead of 10h)
- 64 hours of transversal competences
- 20 hours digital competencies

The transversal and digital competencies did not have major modifications.

The Risk Prevention (both in height work and in brickwork) has a standardised format for a professional issuing, established at national level and with a final test to verify the acquisition of competences.

Only certified entities can issue an appropriate attendance certificate.

Campania Region

The externalization of the technical and prevention risk works derived to a modification of the theoretical guidelines foreseen. When it comes to the hours of trainings, the modifications were:

Itinerary A:

- 80 hours of training in installation of renewable energy systems (instead of 70h)
- 16 hours of Workplace safety - basic training for high-risk occupations
- 12 hours of Working at height with safe use of work platforms (instead of 10h)
- 60 hours of transversal competences
- 20 hours digital competencies

Itinerary B:

- 76 hours of training in energy efficiency renovation of buildings (instead of 60h)
- 28 hours of Course for personnel involved in the assembly, dismantling, and modification of work platforms and PPE for work at height
- 24 hours of High risk course for construction site workers (instead of 10h)
- 60 hours of transversal competences
- 20 hours digital competencies

The transversal and digital competencies did not have major modifications. Both itineraries were integrated with technical language courses in the relevant sectors to help students understand the technical content. Training in risk prevention follows strict standards defined by national legislation. The duration and educational content are strictly regulated; therefore, the issuance of the relevance certificates is reserved exclusively for certificated and authorized bodies.

County of Offenbach

The qualification is implemented as a structured combination of theoretical instruction, practical training, language development, and individual support measures. The integrated approach ensures that participants acquire professional, linguistic, digital, and social competencies required for sustainable labor market integration.

The program comprises 510 hours of in-company internship and 520 UEs of theoretical and practical instruction (total: 1,030 hours). The project training (*POWGEN*) runs from 13 September 2025 to 27 March 2026, combining classroom-based learning with supervised company practice.

The curriculum includes *Working in Germany*, sector-specific professional language, German training (A2–B2), application management, intercultural training, and workplace conduct. Practical units cover tool and material knowledge, reading construction and assembly plans, handling manual and electric tools, and occupational safety including emergency procedures.

Participants develop digital competencies (use of iPads/PCs, online job portals, digital applications) and receive training in occupational health, ergonomics, and preventive safety measures.

The program further strengthens intercultural and social competencies, promotes gender equality, and provides intensive language support (A1–B1, in exceptional cases up to C1). Individual counseling addresses barriers such as childcare gaps, financial difficulties, or other obstacles to employment, ensuring sustainable transition into socially insured work.

CERTIFICATE ISSUING AND VALIDITY BY PILOT

BARCELONA

The validity of the certificates are the following:

- **Transversal competences** certificate issued by ABD as part of the Powgen project.
- **Technical Photovoltaic Issuing:** 90h Standardised Official European certifications. Issuing as a "Partial issuing of competency". In Spain, this official format is given by SEPE. The module imparted has the code MF2051_1.
- **Technical Building renovation Issuing:** 40h Issuing from Barcelona Construction Guild, recognized by the affiliated companies.
- **Risk Prevention in brickwork:** 20 hours, course accredited and certified by the Fundación Laboral de la Construcción. Content:
 - **1. Preventive techniques.**
 - Collective protection measures.
 - Personal protective equipment.
 - Signage.
 - **2. Auxiliary measures, equipment, and tools commonly used in construction work.**
 - **3. Verification, identification, and monitoring of the workplace and its surroundings.**
 - General risks on construction sites.
 - Knowledge of the workplace environment. Planning tasks from a preventive standpoint.
 - Handling of chemical products. Safety data sheet. Symbols.
 - **4. Interference between activities.**
 - Simultaneous or successive activities.
 - **5. Rights and obligations.**
 - General and specific regulatory framework.
 - Organization of occupational risk prevention.
 - Participation, information, consultation, and proposals.
 - **6. First aid and emergency measures.**
- **Risk Prevention in Photovoltaic Instalation:** 20 hours. Corresponding to training specialty C.23. Work on other installations such as solar photovoltaic installations or wind turbine installations, under the code SEAD0149 and accredited by SEPE. The contents of the training are based on the following learning outcomes:

- **TRAINING MODULE 1: Training for workers in the areas of production and/or maintenance. (12 hours)**
 - **Knowledge / Cognitive and practical skills**
 - Verification, identification, and monitoring of the workplace and its surroundings.
 - Risks and preventive measures.
 - Knowledge of the workplace environment. Task planning from a preventive standpoint.
 - Storage and collection of materials.
 - Handling of chemical products. Safety data sheet.
 - Symbols.
 - Order and cleanliness.
 - Signage. Traffic in the workplace.
 - Identification of interference between activities.
 - Simultaneous activities
 - Successive activities.
 - Identification of rights and obligations.
 - General and specific regulatory framework.
 - Organization of prevention.
 - Promoting awareness of the importance of getting involved in occupational risk prevention.
 - Participation, information, consultation, and proposals.
 - Conceptualization of road safety.
 - Risk factors
 - Active and passive safety
 - Definition of first aid and emergency measures.
 - Basic specific knowledge.
 - Objectives and functions.
 - **Management, personal, and social skills**
 - Attention to risks and preventive measures.
 - Awareness of the importance of occupational risk prevention.
 - Responsibility in carrying out production and/or maintenance work.

- **TRAINING MODULE 2. Work on other types of installations such as solar photovoltaic installations or wind power installations. (8 hours)**
 - **Knowledge / Cognitive and practical skills**
 - **Definition of tasks.**
 - Description of safe working procedures for the job.
 - Description of safe work processes for the job.
 - **Classification of specific preventive techniques.**
 - Application of the health and safety plan to the specific task. Assessment and specific information on risks.
 - Specific risks and preventive measures.
 - Risks of working at height.
 - Risks arising from working in the vicinity of potentially dangerous areas, elements, or facilities.
 - Electrical risks.
 - Risks arising from the use of lifting machines.
 - Risks arising from the manual handling of loads.
 - Risks arising from the use of auxiliary or portable tools.
 - Fire risk.
 - Risks arising from extreme weather conditions.
 - Confined spaces.
 - Collective protection (placement, uses, obligations, and maintenance).
 - Individual protection (placement, uses, obligations, and maintenance).
 - **Identification of auxiliary means, equipment, and tools.**
 - Risks arising from the use of auxiliary means.
 - Risks arising from the use of equipment.
 - Risks arising from the use of tools employed in the activity of the trade.
 - **Risk Prevention in Work at Heights: 8 hours.** Corresponding to training specialty Preventive measures for work at height, under the code SEAD0221 and accredited by SEPE. The contents of the training are based on the following learning outcomes:
 - **Knowledge/ Cognitive and Practical Skills**
 - Identification of occupational safety and health laws
 - RD 1215/1997
 - RD 773/1997
 - Explanation of work at height

- Progression techniques
- Safety systems for work at height
- Prevention and response to hazards
 - Major accidents
 - Consequences
 - Collective protections
 - PPE
 - Rescue techniques
 - Self-assessment: Review of the course material
- **Management, personal, and social skills**
 - Involvement in implementing the standard.
 - Planning risk prevention.
 - Consistency in the use of PPE.
 - Involvement and interest in preparing reports.

LISBORN

In Portugal, training certification requires that the training provider be accredited by the Directorate-General for Employment and Labor Relations (DGERT). The training programs developed are certified in the areas of safety when working at heights, safety in construction work, and in the module covering the specific technical skills for each training program—Installation of Photovoltaic Panels and Energy Efficiency in Buildings. To ensure this certification and recognition by employers, CRESCER engaged certified training providers to develop the respective training modules.

For Transversal and Digital competences, certificate was issued by CRESCER as part of the Powgen project.

PERUGIA

The professional training system in Italy is organized on a regional base.

As the Powgen itineraries are different from the training courses officially recognised, it will not be possible to issue valid certifications.

Nevertheless CIDIS, as a recognised training agency in both Umbria and Campania, will provide the participants with attendance certificates for the over whole Itinerary.

Security Attendance certificates expected to be issue

Itinerary A:

Sicurezza nei luoghi di lavoro – Corso di Formazione base + Rischio alto

Itinerary B:

Sicurezza rischio alto per operatori del cantiere edile

Addetti al montaggio, smontaggio e trasformazione di ponteggi e DPI per lavori in quota

Campania Region

The Italian education system is managed on a regional basis and, since the structure of Powgen courses differs from standard ministerial procedures, no official certificates or qualifications are issued. Nevertheless, thanks to its accreditation as a training agency in Umbria and Campania, CIDIS will provide course participants with a certificate of attendance certifying the skills acquired during the course.

Safety attendance certificates to be released upon passing the exam

Itinerari A:

- Workplace safety - basic training for high-risk occupations
- Working at height with safe use of work platforms

Itinerari B:

- Course for personnel involved in the assembly, dismantling, and modification of work platforms and PPE for work at height
- High risk course for construction site workers

County of Offenbach

Upon successful completion of the qualification, participants receive a structured certificate issued by the training provider (KIZ Prowina) in cooperation with Pro Arbeit. The certificate documents the total training hours (theoretical and practical components), acquired technical competencies, language level, and internship performance.

The certification process is aligned with the German voucher-based qualification framework, ensuring formal recognition within the public employment system. Internship completion is additionally confirmed by the participating company, providing practical reference value for future employers.

Close coordination between Pro Arbeit (Job Center), the Employment Agency (voucher authority), the training provider, and companies ensures that certification reflects both formal training outcomes and workplace performance. This integrated approach strengthens the credibility and labor market relevance of the qualification.

6. Labor Counselling Guidelines

Introduction

Purpose of the Guideline

This guideline provides a structured approach to labor counselling, helping professionals support jobseekers in their career development and integration into the workforce. It is designed for counselors, employment agencies, and workforce development professionals working with individuals who face barriers to employment, including migrants and jobseekers from diverse backgrounds.

6.1. Target Group

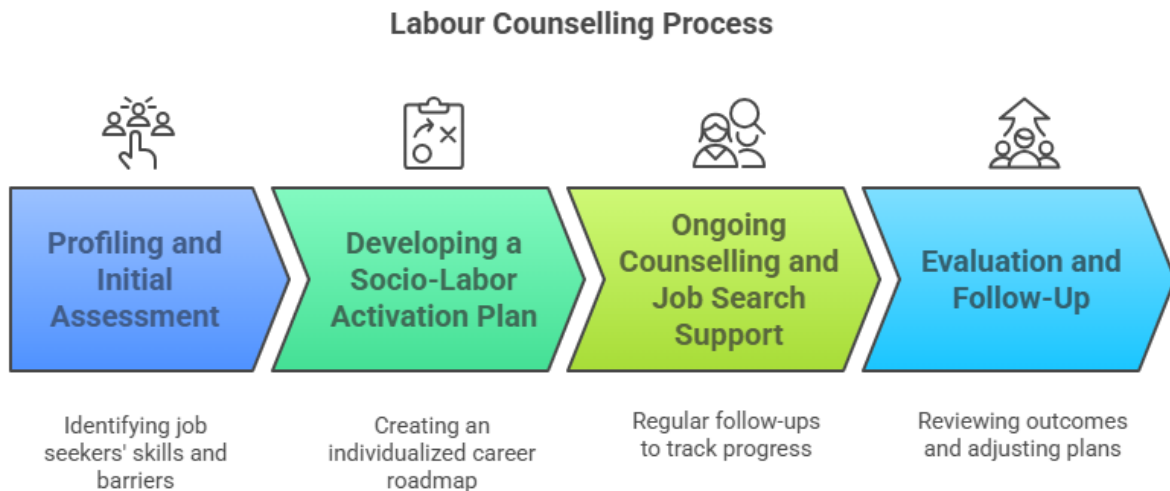
This guideline is intended for:

- **Counselors** – Professionals providing one-on-one job guidance.
- **Employment Agencies** – Organizations supporting individuals in finding job opportunities.
- **Social Workers** – Professionals assisting with social and economic integration.
- **Experts involved in training and skill development.**

6.2. Overview of the Counselling Process

Labour counselling consists of several key steps:

- **Profiling and Initial Assessment** – Identifying jobseekers' skills, work experience, and barriers to employment.
- **Developing a Socio-Labor Activation Plan** – Creating an individualized career roadmap with clear goals and steps.
- **Ongoing Counselling and Job Search Support** – Regular follow-ups to track progress, refine job search strategies, and offer training recommendations.
- **Evaluation and Follow-Up** – Reviewing employment outcomes and adjusting plans based on the participant's needs.



1. Methodology for Counselling

Labour counselling within this program focuses specifically on enhancing employability in the renewable energy and construction sectors. The approach is structured, goal oriented, and industry-specific, ensuring that jobseekers are well-prepared to enter and succeed in these fields.

The counselling process follows three key phases: a) Initial Profiling & Assessment, b) Developing a Socio-Labor Activation Plan, and c) Ongoing Counselling & Follow-Up. These steps help match participants with the most suitable certified training programs and employment opportunities in the construction and renewable energy industries.

Phases of the Counselling Process

Phase I: Initial Profiling & Assessment

The first step is to assess each jobseeker's skills, experience, and potential fit within the construction and renewable energy sectors. This is done through a semi-structured one-on-one interview (up to two hours) that gathers information on:

- **Work experience and skills** – Identifying relevant experience in construction, energy, or technical fields.
- **Career interests and job expectations** – Understanding participant motivation for working in renewable energy or renovation & construction projects.
- **Employment barriers** – Addressing language skills, legal status, work permits, and accessibility to training.
- **Personal and emotional well-being** – Assessing **motivation, confidence, and potential obstacles to integration.**

Sector-Specific Focus: Exploring participants' interest, previous experience and capabilities.

- Assessing prior knowledge in electrical installations, solar panel installation, insulation, energy-efficient construction, etc.
- Understanding training needs to bridge skill gaps and align with industry demands.

Tools used:

- **Profiling & Assessment Form** – A structured template adapted for renewable energy and construction jobs.
- **EU Skills Profile Tool for Third Country Nationals (if applicable)** – A standardized competency assessment tool.
- **Self-Assessment Checklist** – A form to help participants reflect on their technical and soft skills.

Phase 2: Developing a Socio-Labor Activation Plan

Following profiling, each participant works with a counselor to create a personalized employment plan focused on entering the renewable energy or construction sectors. This includes:

- **Job search strategy** – Identifying available positions and required qualifications in the identified companies (Enterprise Hub).
- **Skills development** – Agreement on identified and certified training opportunities (Developed Training regarding Renewable energy and construction).
- **Work-readiness preparation** – CV writing, industry-specific interview techniques, and workplace expectations.
- **Commitment agreement** – Participants commit to an action plan that includes training completion and internship and possible job placement after successful training.

Industry-Specific Approach:

- Participants are guided toward one of two trainings, each ranging between 180–230 hours of certified training and 80 hours of practical work.
- Special consideration is given to women, ensuring that at least 20% of participants are women.
- Matching participants with 3–6 construction or renewable energy companies, fostering direct job placement connections.

Phase 3: Ongoing Counselling & Follow-Up

Each participant receives ongoing support through monthly one-on-one counselling sessions, helping them stay on track with their employment journey. These sessions include:

- **Progress updates** – Reviewing training participation, skill development, and job applications.
- **Adjustments to the career plan** – Adapting job search strategies based on available opportunities.
- **Industry engagement** – Connecting participants with companies (visits), and mentorship programs.
- **Motivation and encouragement** – Helping participants stay committed to completing training and securing employment.

Follow-Up:

- Ensuring that participants complete their required training hours and practical work placement.
- Providing company introductions and job matching opportunities with engaged industry partners.
- Monitoring long-term job retention rates and workplace integration success.

Types of Counselling Sessions

Counselling is delivered in different formats, depending on the participant's career stage and job search readiness:

- One-on-One Career Counselling – Personalized job coaching and career planning.
- Group Workshops – Focused on construction and renewable energy industry trends, certifications, and workplace expectations.
- Peer Support & Mentoring – Networking sessions with industry professionals and company representatives.

Types of Counselling Sessions

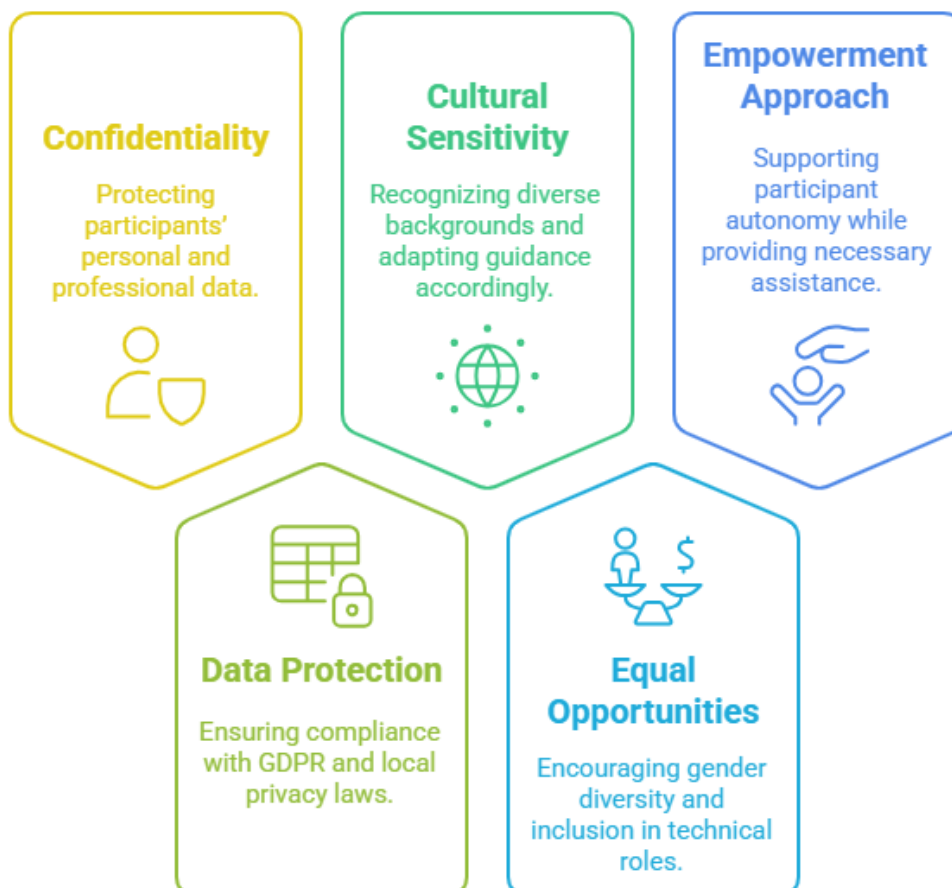


Ethical Considerations

All counselling sessions follow ethical best practices to ensure professionalism, fairness, and inclusivity:

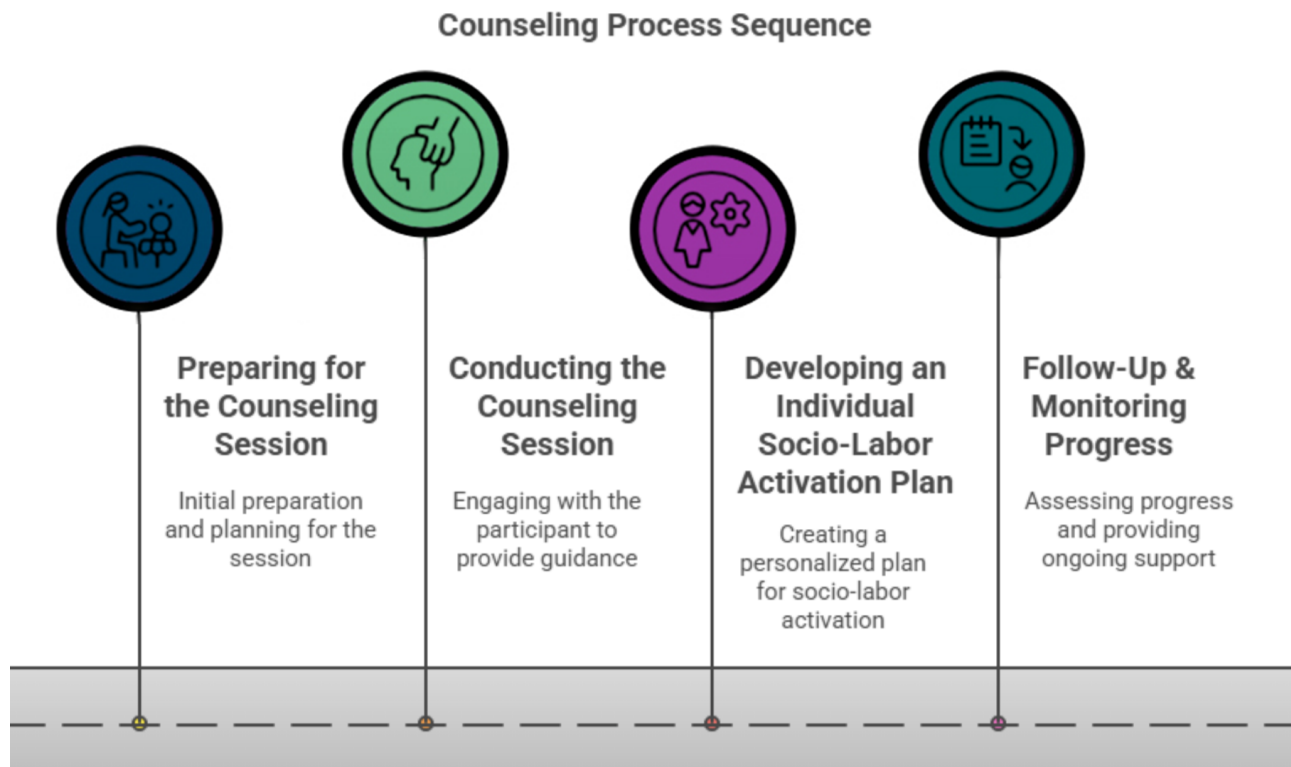
- **Confidentiality** – Protecting participants' personal and professional data.
- **Data Protection** – Ensuring compliance with GDPR and local privacy laws.
- **Cultural Sensitivity** – Recognizing diverse backgrounds and adapting guidance accordingly.
- **Commitment to Equal Opportunities** – Encouraging gender diversity and inclusion in technical roles.
- **Empowerment Based Approach** – Supporting participant autonomy while providing necessary assistance.

Ethical Considerations



2. Practical Steps for Counselors

Labour counselling is a step-by-step process designed to help jobseekers enter the renewable energy and construction sectors. The following practical steps guide counselors through preparing, conducting, and following up on counselling sessions to ensure each participant receives personalized and effective support.



Step 1: Preparing for the Counselling Session

Scheduling & Invitation

- **Identify participants:** Select jobseekers based on their interest in the renewable energy and construction industries.
- **Send invitations:** Contact participants via email, phone, or in-person to schedule the session. Ensure they understand the purpose of the session.
- **Arrange a suitable space:** Choose a quiet and comfortable environment for a confidential one-on-one discussion.

Gathering Necessary Tools

Before meeting the participant, counselors should prepare:

- **Profiling & Assessment Form** – To collect background information, work history, and career interests.

- **EU Skills Profile Tool (if applicable)** – For a structured skills' assessment.
- Self-Assessment Checklist – Helps participants reflect on their strengths and training needs.
- **Industry-Specific Information** – Overview of the renewable energy and construction job market, certifications, and in-demand skills.

Setting the Right Approach

- Create a welcoming and non-judgmental environment.
- Build trust by explaining the counselling process and its benefits.
- Clarify expectations: Let participants know what they will gain from the session.

Step 2: Conducting the Counselling Session

Building Relationship & Trust

- Start with a friendly introduction to make the participant feel at ease.
- Explain confidentiality and data protection to ensure trust.

Assessing the Participant's Profile

The counselor should use structured questions to gather key information:

- **Work Experience & Skills** – Past jobs, technical skills, soft skills, and relevant certifications.
- Career Interests & Job Preferences – Which roles in construction or renewable energy interest them?
- **Barriers to Employment** – Language skills, childcare needs, work permits, or financial stability.
- **Training Needs** – Does the participant require further training in electrical work, solar panel installation, or energy-efficient construction?
- **Workplace Readiness** – Assess motivation, confidence, and familiarity with workplace expectations.

Guiding the Participant Toward a Career Plan

- Discuss job market trends in the renewable energy and construction sectors.
- Explain available training programs and certifications.
- Encourage realistic career goals based on the participant's skills and opportunities.
- Identify potential companies and job openings within the Powgen network.
- Document all findings using the Profiling & Assessment Form.

Step 3: Developing an Individual Socio-Labor Activation Plan

After gathering information, the next step is to develop a structured action plan.

Defining Career Goals & Steps

- Set short-term goals (e.g., completing training including internship).
- Set long-term goals (e.g., securing a full-time job in the identified companies).
- Identify the necessary steps to achieve these goals (present the Powgen Job Insertion Plan).

Connecting Participants to Training & Work Opportunities

- Match participants with certified training programs (180–230 hours) and practical work placements (80 hours).
- Guide them through job available job placements in the companies (Enterprise Hub)
- Help them build a professional network by introducing them to employees.
- Both the counselor and participant sign a commitment agreement to ensure engagement.

Step 4: Follow-Up & Monitoring Progress

Regular Counselling Sessions

- Schedule monthly follow-ups to track participant progress.
- Review training completion and practical experience.
- Offer additional support if the participant faces challenges.

Adjusting the Career Plan

- Update the action plan based on new skills, opportunities, or barriers.
- Provide ongoing motivation and support to ensure engagement.

Supporting Workplace Integration

- After job placement, conduct check-in sessions to help the participant adapt to their new job.
- Address any workplace concerns or challenges they may face.
- Encourage continuous learning and career progression.

3. Tools & Resources for Counselors (Annexes)

To ensure effective and structured counselling, professionals need standardized tools that help with profiling, skills assessment, action planning, and follow-up. These tools support consistency, clear documentation, and personalized guidance for each participant.

- 1) Profiling & Assessment Form**
- 2) Semi-Structured Interview Guide**
- 3) Skills & Competency Assessment Tool**
- 4) Socio-Labor Activation Plan Template**
- 5) Job Search & Application Checklist**
- 6) Updated Employability Profile**
- 7) Data Protection Consent Form**

7. Guidelines and Recommendations for Labor Prospection

Introduction

7.1. Purpose of the Guideline

This guideline provides a structured approach for job prospectors and employment officers to engage companies, identify job opportunities, and facilitate employment placements for participants trained in renewable energy and construction sectors. The focus is on active employer outreach, job market alignment, and structured follow-up, ensuring that trained participants transition successfully from training to sustainable employment.

The job prospection process is a key aspect of the Powgen project, supporting the creation of the Labour Insertion Enterprises Hub in each pilot location. This initiative aims to connect 3-6 dedicated companies per region to provide structured internships for at least 60% of participants and secure employment for at least 50%. These efforts are essential for promoting economic and social inclusion for Third-Country Nationals (TCNs) facing labor market exclusion.

7.2. Target Group

This guideline is designed for:

- **Job Prospectors & Employer Officers** – Responsible for engaging companies and securing job placements.
- **Employment Agencies** – Assisting in job-matching and employer negotiations.
- **Counsellors & Social Workers** – Supporting job seekers during the transition from training to employment.
- **Employers & HR Representatives** – Understanding how to integrate trained candidates into their workforce.

7.2. Complementary Connection to the tasks within POWGEN Project

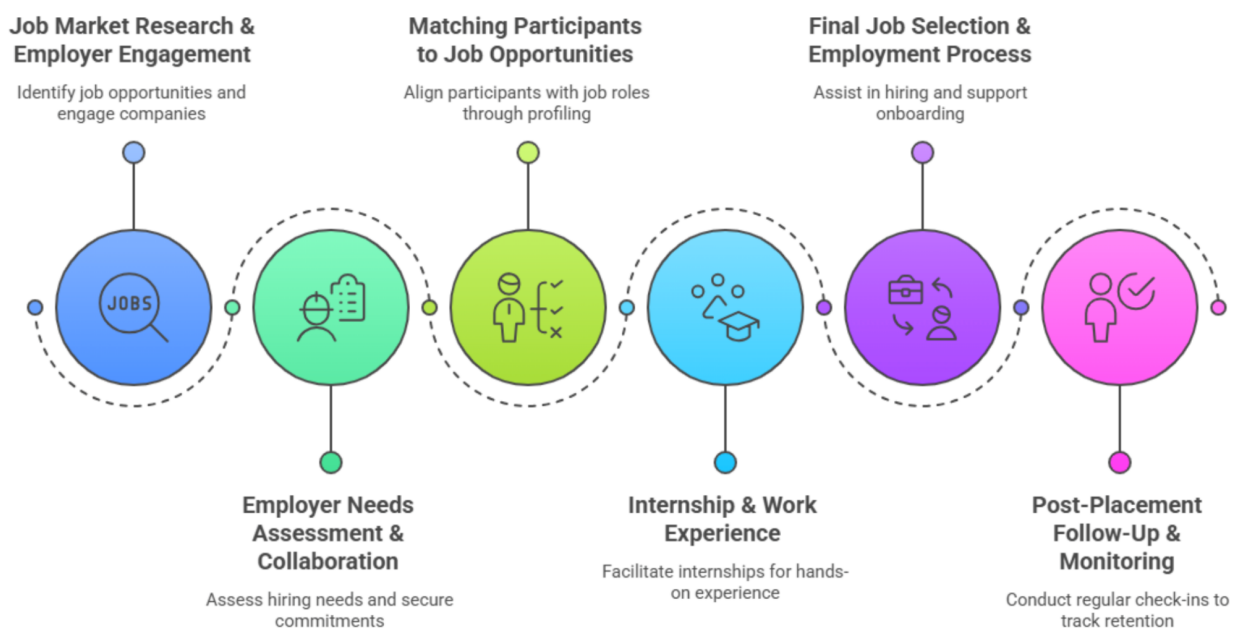
The Job Prospection Process is directly linked to WP4 Task 4.2: Creation of the POWGEN Labour Insertion Enterprises Hub. Each local pilot is responsible for:

- Conducting labor prospection and intermediation with companies in the renewable energy and construction sectors.
- Recruiting 3-6 companies per region, ensuring they provide both internship and job opportunities.
- Tracking employer engagement, job offers, and successful placements, ensuring clear performance indicators.

7.3. Overview of the Job Prospection Process

- **Job Market Research & Employer Engagement** – Identify job opportunities and engage 3–6 companies per pilot in renewable energy and construction.
- **Employer Needs Assessment & Collaboration** – Assess hiring needs through meetings and focus groups, securing commitments via Bilateral Agreements.
- **Matching Participants to Job Opportunities** – Align trained participants with job roles through profiling, interviews, and structured job-matching sessions.
- **Internship & Work Experience** – Facilitate 80-hour internships for 60% of trainees, ensuring hands-on experience and employer feedback.
- **Final Job Selection & Employment Process** – Assist employers in hiring at least 50% of participants, supporting onboarding and fair employment conditions.
- **Post-Placement Follow-Up & Monitoring** – Conduct regular check-ins with employers and employees to track job retention and resolve workplace challenges.

Job Prospection Process in Renewable Energy and Construction



1. Job Market Research & Employer Engagement

Effective job prospection begins with understanding the local labor market and actively engaging companies in the renewable energy and construction sectors. The goal is to ensure that trainees are matched with real job opportunities and that employers recognize the value of hiring trained participants from the POWGEN Labour Insertion Enterprises Hub.

7.1.1. Understanding the Labor Market

Before reaching out to companies, job prospectors must research and analyze employment trends in the renewable energy and construction sectors to identify high-demand job roles and skills shortages. This research should include:

- Identifying areas of high job demand, such as solar panel installation, energy-efficient construction, electrical work, and sustainable building renovations.
- Mapping potential construction firms, energy companies, and subcontractors actively hiring in the region. Using your existing network on identifying the companies.
- Understanding industry specific qualifications, such as electrical certifications, safety training, and energy efficiency certifications. Collaboration with Training providers is essential.
- Identifying common challenges employers face when hiring migrants or low-skilled workers (e.g., language barriers, etc.). Co-creation workshops on identifying the challenges is crucial.

This research helps align training programs with actual industry needs and ensures that job placements are relevant and sustainable.

7.1.2. Identifying & Engaging Employers

Once companies are identified, job prospectors should initiate contact and introduce the POWGEN Labour Insertion Enterprises Hub. The objective is to engage 3-6 companies per pilot location, ensuring their participation in both internships and job placements. **Key employer engagement steps include:**

- a. Company Outreach & First Contact**
 - o Research and prioritize companies based on hiring needs and previous collaborations.
 - o Reach out via email, phone calls and networking events.
 - o Present the POWGEN project and highlight the benefits of hiring trained participants.
- b. Employer Meetings & Relationship Building**
 - o Arrange face-to-face meetings, roundtables, online calls, or visits to discuss hiring needs.
 - o Explain how POWGEN-trained candidates can meet workforce demands.
- c. Employer Needs Assessment**
 - o Conduct structured interviews, focus groups, or surveys with HR teams.
 - o Identify job positions, required competencies, and hiring criteria.
- d. Securing Employer Commitments**
 - o Sign bilateral agreements with engaged companies outlining their responsibilities.
 - o Ensure companies commit to hosting internships and offering job placements.
 - o Track the progress through regular engagements.

7.1.3. Creating the POWGEN Labour Insertion Enterprises Hub

Each local pilot will establish a Labour Insertion Enterprises Hub, serving as a structured network of committed employers in the renewable energy and construction industries.

- The purpose of the Hub is to formalize employer participation, ensuring long-term collaboration beyond the project period.
- Companies will sign a Bilateral Agreement, committing to:
 - Offering internship placements for at least 60% of trainees.
 - Providing job opportunities for at least 50% of participants.
 - Attending an 8-hour company training on diversity, legal frameworks, and workforce integration.
- National Cluster will support the Hub by providing industry insights and contacts.

By securing employer commitments early in the process, job prospectors guarantee real job opportunities for trainees and foster long-term employment partnerships.

2. Matching Process: Connecting Participants to Jobs

Once employer commitments are secured, the next step is **matching trained participants with available job opportunities** in the renewable energy and construction sectors. This phase ensures that job seekers are aligned with employer needs, increasing the likelihood of successful long-term employment.

7.2.1. Creating Employer Collaboration Plans

Each engaged employer will receive a customized collaboration plan outlining:

- The type of partnership (internships followed by job placements).
- Skill levels, certifications, and experience required for job roles.
- Expectations for each position, workplace conditions, and onboarding processes.

These plans help structure employer partnerships and ensure clear expectations before the job matching process begins.

7.2.1. Defining Job Roles & Competencies

To ensure a good fit, job prospectors will work with employers to define clear job descriptions for available positions. This includes:

- Daily responsibilities and expectations.
- Required technical skills (e.g., solar panel installation, electrical work, insulation) and soft skills (teamwork, problem-solving, adaptability).

7.2.3. Facilitating Job Seeker & Employer Interactions

To create direct connections between employers and job seekers, job prospectors will organize:

- **Info Days:** Meetups where participants can engage with potential employers.
- One-on-one interviews to discuss job roles and candidate fit which will be monitored by the project staff.
- Opportunities for participants to tour workplaces and understand job expectations.

7.2.4. Ensuring Decent Work Conditions

After successful matching, an agreement will be signed between the employer, job seeker, and counsellor to ensure:

- Fair wages and ethical hiring practices.
- Safe working conditions aligned with labor laws.
- Workplace integration support, such as mentorship and onboarding programs.

3. Internship & Work Experience Phase

Internships provide job seekers with real world experience and serve as a stepping stone to permanent employment. Each POWGEN participant will complete an 80-hour internship with a partner company.

7.3.1. Internship Placement & Supervision

- Internships will be structured to align with company requirements.
- Participants will be supervised by company mentors, ensuring they gain hands-on experience.
- Job prospectors will monitor internship performance, ensuring both employers and trainees benefit from the placement.

7.3.2. Employer Training & Diversity Awareness

Before hosting interns, each company will receive an 8-hour training on:

- Best practices for managing a diverse workforce.
- Understanding labor laws and work permits.
- Ensuring smooth onboarding and training.

7.3.3. Internship Evaluation & Feedback

At the end of the internship, both employers and participants will provide feedback on:

- Workplace experience and job readiness.

- Challenges faced and areas for improvement.
- Potential for long-term employment.

This feedback will help improve future job placements and workforce preparation strategies.

4. Final Job Selection & Employment Process

After the internship phase, job prospectors will work with employers to finalize job offers and employment agreements.

7.4.1. Candidate Selection & Pre-Screening

- Participants who performed well in their internships will be prioritized for full-time job offers.
- Employers will hold pre-selection interviews to ensure candidates understand job expectations. This will be monitored by the project team.

7.4.2. Final Hiring & Contract Negotiations

- Employers will **finalize job offers** and provide employment contracts.
- Job prospectors will assist with contract review and negotiation to ensure fair terms.
- Participants will be guided through the onboarding process, ensuring they are fully prepared for their roles.

This structured hiring process **maximizes long-term employment outcomes** and ensures job seekers **successfully transition into the workforce**.

5. Post-Placement Follow-Up & Monitoring

Once participants secure employment, a structured **follow-up phase** will monitor workplace satisfaction.

7.5.1. Tracking Job Retention & Satisfaction

Job prospectors will:

- Conduct scheduled follow-ups with participants and employers.
- Assess job satisfaction, workplace adaptation, and challenges.
- Provide additional support if needed, such as career coaching or conflict resolution.

7.5.2. Impact Assessment & Reporting

To evaluate the success of the **job prospection process**, it is advisable to track:

- Number of companies engaged & job opportunities created.
- Internship completion rates & employment offers.
- Long-term employment retention rates.

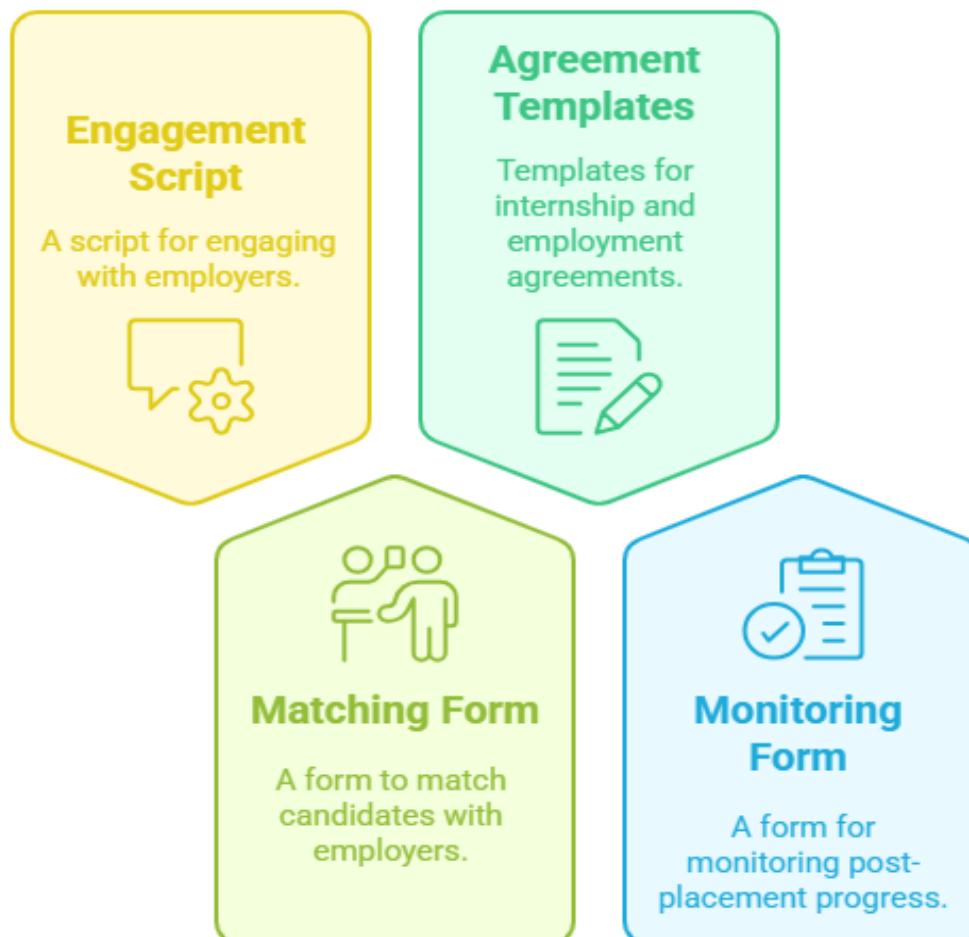
These insights will help refine future placement strategies and ensure the program achieves its employment targets.

6. Tools & Resources for Job Prospection (Annexes)

This guideline is supported by key tools that facilitate employer engagement, job matching, and follow-up:

- 1) **Employer Engagement Script**
- 2) **Candidate-Employer Matching Form**
- 3) **Internship & Employment Agreement Templates**
- 4) **Post-Placement Monitoring Form**

Job Prospection Tools



8. Training module for companies

1. Introduction

In today's diverse workplaces—especially in sectors like renewable energy and green construction—**inclusion and equity are essential for effective collaboration and team performance**. This training module helps participants understand social vulnerability, unconscious bias, and **workplace discrimination**, and equips them with practical **tools to promote inclusive practices**.

Designed for **both employees and managers**, the program encourages reflection and action, helping participants recognize inequality, reduce bias, and contribute to a fairer and more respectful work environment. Through interactive activities, case studies, and real-world examples, participants will gain strategies to support equity and drive meaningful change within their organizations.

2. Objectives

- Introduce the concept of social vulnerability and how it relates to inequality in the workplace.
- Raise awareness about unconscious biases, microaggressions, and systemic discrimination.
- Highlight the value of diversity, equity, and inclusion (DEI) in organizational performance and employee well-being.
- Provide frameworks for analyzing inequality and tools for designing inclusive workplace policies.
- Empower participants to identify and address inequities and propose practical DEI initiatives in their own workplaces.

3. Duration and Structure

This module has a total duration of **8 hours**, distributed in the following Training Units:

- **Unit 1.** Understanding Social Vulnerability and adjacent concepts
- **Unit 2.** Specific vulnerabilities
- **Unit 3.** Consequences of belonging to a vulnerable group in the workplace
- **Unit 4.** Measures to reduce inequality in the workplace and company's best practices.

Unit 1. Understanding Social Vulnerability and adjacent concepts

Objectives	<ul style="list-style-type: none"> To introduce the ideas of marginalized social groups and how these groups are especially vulnerable to social discrimination; Identify the drivers of social vulnerability and discrimination. Learn to recognize stereotypes and biases regarding diverse populations
Learning outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> Understand vulnerabilities and vulnerable groups. Know how social vulnerabilities, marginalized identities, and gender inequality affects people in the workplace Have an overview of unconscious biases and stereotypes, and an understanding of how to overcome these biases.
Duration	2 hours
Materials-Tools	<ul style="list-style-type: none"> Projector and slides for presenting key concepts. Pens and notepads for individual reflections. Pens and notepads for participants. Flipchart and markers for group work and group discussions

Development of the session

1. Introduction: The Name Game Icebreaker (25 mins)

- Activity 1: Exploring Culture and Diversity**

- Divide the class into groups of no more than 5 participants.
- Each participant introduces themselves, and then they all try to find 5 things they all have in common (media they love, places they have been to, shared hobbies).
- Then each participant will share with the group the name of one other participant along with what thing they have in common.

2. Group activity: Defining vulnerability and vulnerable groups (35 mins)

- Activity 2: Lecture**

- Conduct a lecture on the following ideas:
 - Defining identities that are impacted by social vulnerability.
 - The drivers of social vulnerability and discrimination
 - Global movements towards the reduction of social vulnerability
- References:
 - Gomes, M., & Martinho, A. L. (2021). The social disintegration from a mixed approach of quantitative and qualitative analysis. *Revista Nacional de Administración*, 12(2), e3773. [Link](#).

- De Jesus Verdecia Tamayo, M. (2023). Social vulnerability access to culture as a determinant. *Sociology International Journal*, 7(5), 232–235. [Link](#).
- Social Vulnerability | EBSCO. (s. f.). EBSCO Information Services, Inc. | www.ebsco.com. [Link](#).
- Soken-Huberty, E. (2022, 6 febrero). Inequity vs. Inequality: An Explainer. *Human Rights Careers*. [Link](#).
- Leave no One Behind. [UN CEB equality framework](#)

3. Bias and stereotypes regarding vulnerable groups (60 mins)

● Activity 3: Five Clues

- Split people into groups of 5. Have everyone write five fun facts about themselves that relate to their personal identities.
- Then for 20 minutes, participants will take turns randomly selecting and reading out each of these clues and participants will attempt to guess who in this group is being described by these clues. A point is awarded to whoever guesses correctly first.
- After each group guesses, the trainer will lead a 10 minutes discussion about identifying unconscious biases and stereotypes everyone had.

● Activity 4: Lecture

- Conduct a 30-minute lecture on the following topics:
 - Common stereotypes and biases about vulnerable groups
 - Steps that can be taken to reduce unconscious biases
 - Dangers of stereotyping by generative artificial intelligence
- References:
 - Ontario Human Rights Commission. (2012). *Minds that matter. Report on the consultation on human rights, mental health and addictions – Part B: What we heard*. [Link](#).
 - Durante, F., & Fiske, S. T. (2017). How social-class stereotypes maintain inequality. *Current Opinion In Psychology*, 18, 43–48. [Link](#).
 - Callister, L. (2024, 13th March). 10 Tips to Reduce Unconscious Bias at Work. *Skillcast*. [Link](#).
 - Article: Humans Are Biased. Generative AI Is Even Worse. Stable Diffusion's text-to-image model amplifies stereotypes about race and gender – here's why that matters. [Link](#).
 - UNESCO. (2024, March 7). *Generative AI: UNESCO study reveals alarming evidence of regressive gender stereotypes*. [Link](#).

Unit 2. Specific vulnerabilities	
Objectives	<ul style="list-style-type: none"> ● Identify specific vulnerabilities that social groups face. ● Understand the concept of privilege and be able to recognize what individual privileges they possess. ● Be able to define intersectionality.
Learning outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> ● Be able to recognize specific vulnerabilities that certain social groups in Europe face. ● Understand intersectionality as a framework that illustrates how multiple social identities intersect to create distinct forms of discrimination and privilege intersect to create distinct forms of discrimination and privilege ● Recognize their own privilege and work to use it to support marginalized people.
Duration	2 hours
Materials-Tools	<ul style="list-style-type: none"> ● Projector and slides for presenting key concepts. ● Pens and notepads for individual reflections. ● Pens and notepads for participants. ● Flipchart and markers for group work and group discussions
Development of the session	
<p>1. Learning about our specific vulnerabilities (60 mins)</p> <ul style="list-style-type: none"> ● Activity 1: Lecture <ul style="list-style-type: none"> ○ Conduct a 30-minute lecture on the following topics: <ul style="list-style-type: none"> ■ Specific vulnerable groups in the EU. ■ Privilege. ○ References: <ul style="list-style-type: none"> ■ Eurostat. <i>People at risk of poverty or social exclusion in 2024</i>. Link. ■ International Labour Organization (ILO). <i>Inequities in access to health care for vulnerable groups in Europe</i>. Link. ■ Number Analytics. <i>Understanding Privilege in Society</i>. Link. ■ McIntosh, P. (1989). <i>White privilege: Unpacking the invisible knapsack</i>. In S. Plous (Ed.), <i>Understanding prejudice and discrimination</i> (pp. 191–196). McGraw-Hill. Link. ● Activity 2: Privilege Walk 	

- Explain the concept of the Invisible Knapsack and then have all participants line up on the same line on one side of the room with a finish line on the other side of the room.
- Then read [the statements from an Invisible Knapsack](#) and ask participants to step forward if it applies to them.
- After asking the series of questions, have the participants consider how close or far they are from the finish line.

2. Intersectionality (60 mins)

● Activity 3: Lecture

- Conduct a 30-minute on the following ideas:
 - Intersectionality
 - Multiple discrimination
 - Privilege within intersectionality
- References:
 - [The urgency of intersectionality | Kimberlé Crenshaw | TED](#)
 - The Scottish Government. (2023, 10 March). Using intersectionality to understand structural inequality in Scotland: evidence synthesis. [Link](#).
 - Council of Europe. Intersectionality and Multiple Discrimination. [Link](#).
 - Learning to Be Anti-Racist: An Introductory Course – Module 5.2: Your Intersectional Identity. (s. f.). [Link](#).

● Activity 4: Intersectionality Activity and Worksheet

- All participants fill out [this worksheet](#).
- Then, ask the participants if they feel they can narrow their selections down to just one characteristic. While some may say yes, many would say no as they feel their identities are not complete without these characteristics.
- After this, lead the group in a 20-minute discussion on why it is important that a person is able to represent all of their social groups.
- ★ Reflection: Many people may think that people belonging to multiple social groups should just hide who they are in order to avoid discrimination. Through this exercise, participants will learn to recognize the importance of people's social groups to who they are and their lives. Participants should be able to empathize with and describe why a person's social groups are important to them.

Unit 3. Consequences of belonging to a vulnerable group in the workplace	
Objectives	<ul style="list-style-type: none"> • Inform participants about the psychosocial risks associated with being a vulnerable group in the workplace. • Emphasize the importance of diverse communication in the workplace • Highlight how having diverse ideas in the workplace improves productivity and efficiency.
Learning outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> • Have a comprehensive understanding of psychosocial risks in the workplace. • Have a deep understanding of the benefits of diversity in the workplace. • Have a clear understanding of how to be more inclusive to avoid social exclusion in the workplace.
Duration	2 hours
Materials-Tools	<ul style="list-style-type: none"> • Projector and slides for presenting key concepts. • Pens and notepads for individual reflections. • Pens and notepads for participants. • Flipchart and markers for group work and group discussions
Development of the session	
<p>1. Vulnerable Groups in the workplace (60 mins)</p> <ul style="list-style-type: none"> • Activity 1: Lecture <ul style="list-style-type: none"> ○ Conduct a 60-minute lecture on the following topics: <ul style="list-style-type: none"> ■ Psychosocial hazards and risks facing vulnerable groups in the workplace ■ Physical and mental health consequences in the workplace ○ References: <ul style="list-style-type: none"> ■ Eurostat. Migrant Integration Statistics – Labour Market Indicators. Link. ■ Dixon-Fyle, S., Giordano, M., Holt, T., Olanrewaju, T., Olufon, D., & Sancier-Sultan, S. (2024, 8 February). Ethnocultural minorities in Europe: A potential triple win. McKinsey & Company. Link. ■ Psychosocial hazards. (s. f.). Link. 	
<p>2. Improving communication in the workplace to protect vulnerable groups (60 mins)</p> <ul style="list-style-type: none"> • Activity 2: Lecture <ul style="list-style-type: none"> ○ Conduct a 30-minute on the following ideas: <ul style="list-style-type: none"> ■ Social exclusion in the workplace 	

- The dangers of benevolent marginalization
- The importance of diverse communication in the workplace
- How more diverse ideas in the workplace improve decision-making
- References:
 - Capital, E. H., & Capital, E. H. (2024, 4 December). What is exclusion in the workplace? | Signs, examples & Mo. Exude Human Capital. [Link](#).
 - Hein, P., & Ansari, S. (2023, 7 July). How Managers Can Dismantle “Benevolent Marginalization” Harvard Business Review. [Link](#).
 - Inclusive Communication at Work: A Practical Guide. (s. f.). [Link](#).
 - Rock, D., & Grant, H. (2016, 4 November). Why diverse teams are smarter. Harvard Business Review. [Link](#).
 - Bailey A., M (2023, 2 July). How DE&I Enhances Decision-Making and Team Morale. Asis International. [Link](#).
 - Hirsch, W. (2024, 6 febrero). How to improve your team’s decision-making ability – WENDY HIRSCH. WENDY HIRSCH. [Link](#).

● **Activity 3: Post-it note communication building**

- Set a 5-minute timer and have each participant write down three ideas about a topic on a post-it note and then stick it on the wall. Make sure the participants do not write their names on the post-it notes.
- Then spend 10 minutes having everyone select a post-it note that they did not write and read out the ideas present.
- Spend the last 15 minutes leading a discussion on how the participants felt reading each other’s ideas and whether they agree or disagree with the ideas they read. Emphasize that respecting the expression of ideas is important.
- ★ The aim of the activity is to help people to practice their communication skills, idea expression, and to grow their ability to understand others ideas.

Unit 4. Measures to reduce inequality in the workplace and company’s best practices

Objectives	<ul style="list-style-type: none"> ● Understand key workplace inclusion and equity concepts and how they apply to company policies. ● Explore real-world examples of successful Diversity, Equity, and Inclusion (DEI) initiatives. ● Learn how to design and propose actionable inclusion policies and practices. ● Equip participants to identify inequalities in their own organizations and suggest practical solutions.
Learning	By the end of this session, participants will:

outcomes	<ul style="list-style-type: none"> • Understand the importance of designing inclusive workplace policies that account for intersectionality and systemic inequalities. • Be able to identify best practices for equity and inclusion already implemented in leading companies. • Develop and present an outline for a Diversity and Inclusion (D&I) plan tailored to their organizational context.
Duration	2 hours
Materials-Tools	<ul style="list-style-type: none"> • Projector and slides for presenting key concepts. • Pens and notepads for individual reflections. • Pens and notepads for participants. • Flipchart and markers for group work and group discussions

Development of the session

1. Identifying and Combating Workplace Discrimination and Inequality (60 minutes)

• Activity 1: Lecture

- Conduct a 30-minute lecture on the following topics
 - Types of microaggressions
 - Support in the workplace
 - How to create intersectional policies
 - Establishing and empowering affinity groups in the workplace
- References:
 - Admin. (2025, 3 abril). Examples of Workplace Microaggressions and How to Reduce Them. Baker College. [Link](#).
 - Holtzlander, A. (2025, 6 marzo). What Is a Microaggression, and How to Address in the Workplace (With Examples) | MentorcliQ. MentorcliQ. [Link](#).
 - Morris, A., & Morris, A. (2025, 19 mayo). Microaggressions at Work: Employers’ Guide | DavidsonMorris. DavidsonMorris | Solicitors. [Link](#).
 - Carolyn. (2024, 26 octubre). Understanding Allyship: the Value + challenges. People + Science. [Link](#).
 - Video: [3 ways to be a better ally in the workplace | Melinda Epler](#)
 - Petty, L. (2025, 23 enero). Intersectionality in the Workplace. The Hub | High Speed Training. [Link](#).
 - Contributor. (2025, 1 abril). Crowned with curls : intersectionality and women of colour in the workplace - Ius Laboris. [Link](#).
 - Video: [The Importance of affinity groups](#)

• Activity 2: Design your own policy

- Divide participants into small groups. Prompt:
 - “Based on what you’ve learned so far, identify one issue of workplace

inequity you've encountered or heard about. Brainstorm a policy to address this.”

- Then, have participants share their new policy proposals with the wider group. Each group will have 5 minutes to present their ideas.
- After this, lead all participants in a discussion about the effectiveness of their policies and how they could be implemented in their workplace. Questions to guide the discussion:
 - What are the strengths of each proposal?
 - What barriers might arise in implementing these policies?
 - How could management and HR be engaged in the process?
- ★ Push the participants to begin to actively think about the role that policy plays in protecting vulnerable groups in the workplace. This activity has them apply the knowledge they gained from this module in a practical context and as a result will better cement the concepts in their minds.
- You can share existing templates and tools for drafting Diversity and Inclusion Plans: [5 Examples of a Diversity and Inclusion Plan Template. Ongig Blog.](#)

2. Equity in the workplace examples and implementation (60 minutes)

● Activity 3: Best Practices Showcase

- Deliver a 25-minute presentation showcasing DEI best practices from various sectors. You can draw on these sources:
 - [InStride: Examples of Equity in the Workplace](#)
 - [Museum BC: Supporting Equity Beyond Salary](#)
 - [SHRM: National Study of Workplace Equity](#)
 - [Boston College Report: Understanding Work Equity](#)

● Activity 4: Interactive Activity

- Give each group one real-world case study or excerpt from the above sources.
- Ask them to analyze:
 - What was the problem the company faced?
 - What solution was implemented?
 - How could a similar strategy be adapted to their context?
- Have each group share highlights of their case study and insights with the whole group (5 minutes per group).

POWGEN

