

CONSULTATION

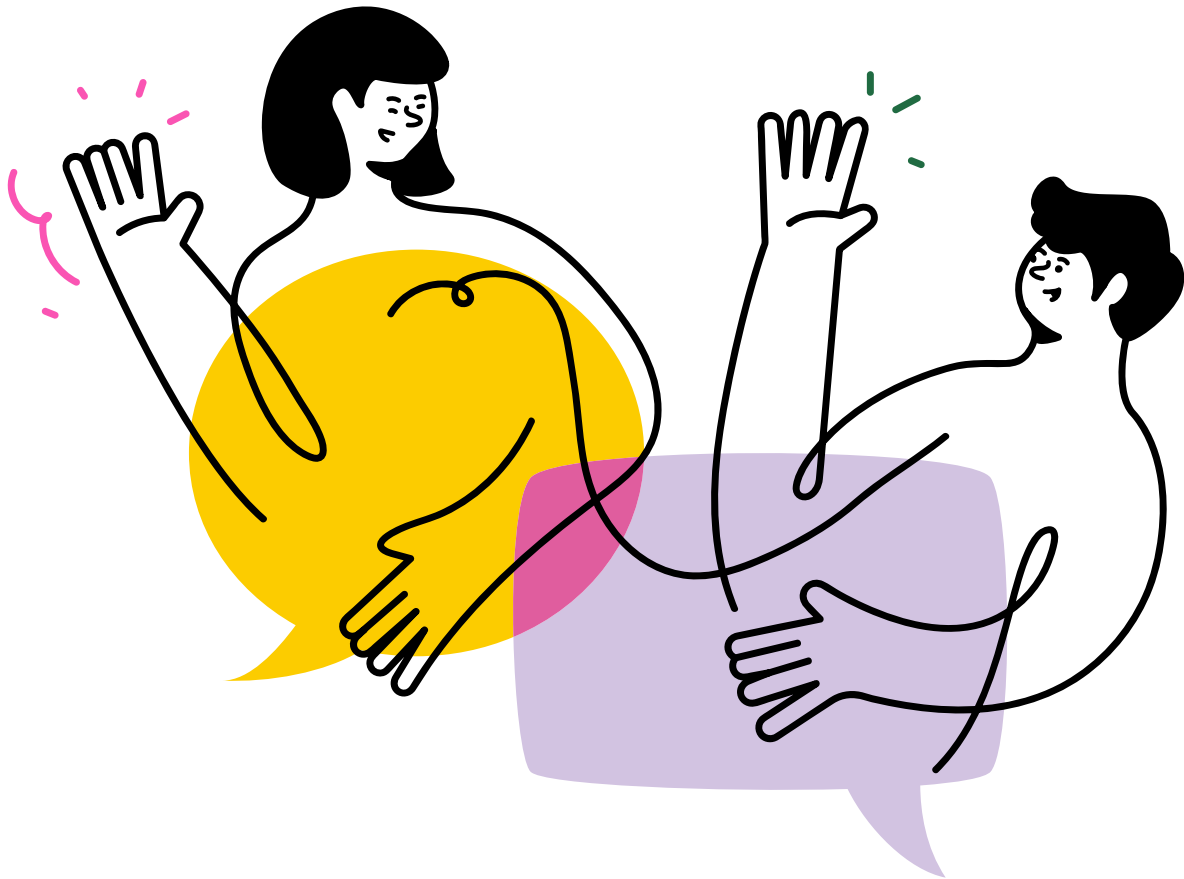
with youth workers

This analysis is the result of a consultation carried out as part of the international project «Green Square» co-financed by the European Union under the **Erasmus+** program.

The purpose of these consultations was to examine the viewpoints of youth workers on training young people in environmental aspects, as part of our long-term «Green Square» project.



**GREEN
SQUARE**



The analysis is intended to provide valuable guidance and recommendations for the further development of the «Green Square» project and to provide a solid basis for the development of training materials and other activities aimed at promoting pro-environmental attitudes among youth.

In considering the results of the survey, we want to focus on discovering preferences for methods of training young people in environmental aspects. We also want to explore young people's interest in training through the use of a serious game as an educational tool. In addition, the analysis will consider important subject areas that should be included in the waste management module of the Green Square platform, given their potential value in training activities.

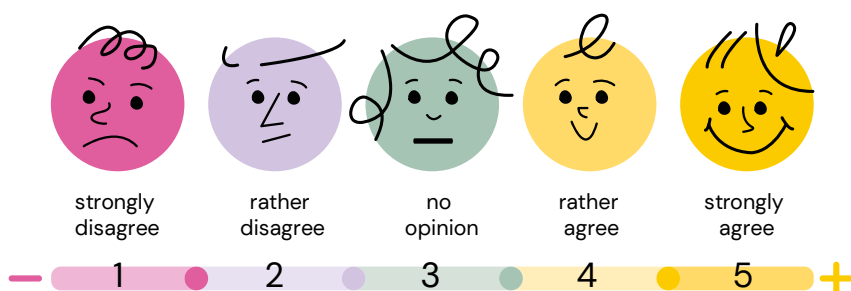
Our goal is to provide specific recommendations for the further development of the Green Square project and to provide substantive guidance for the creation of training materials. We wish to make full use of the collected data to promote pro-environmental attitudes among young people and effectively contribute to the growth of environmental awareness in youth communities. In the following analysis, we will present a summary of the main themes and results obtained from the surveys, and present conclusions that will inform further activities and decision-making regarding the «Green Square» project.

ABOUT THE SURVEY

The consultations with youth workers within the framework of the «Green Square» project were aimed at exploring the point of view of youth workers in training youth in ecological aspects, within the framework of our, long-term project.

The main topic of the said consultations was to study and create a scope of content and methodology for future training materials/training manual, on ecology/environmental attitudes and the possibility of combining them with entrepreneurial activities. In addition, we wanted to learn about and analyze the relevance of the assumed involvement and experience within the framework of creating a serious game, based on the development of ecological competence and pro-green attitudes among young people.

Consultations with youth workers took place in May–September 2022, among partner organizations (organizations from Poland, Spain and Hungary). The method of measurement was based on a questionnaire-questionnaire tool, containing both open-ended and closed-ended questions (based on a five-point Likert scale).



In order to obtain valuable information, we conducted a survey, the results of which served as the basis for this analysis.

Here are some of the questions included in the survey:

- Would you use a serious game to conduct environmental awareness training, or would you prefer to use stand-alone training material?
- In your experience, which method of training youth is most effective? On a scale of 1 to 5, please indicate how interested you would be in training youth on environmental aspects.
- On a scale of 1 to 5, please indicate how interested you would be in training young people in ecological aspects through play.
- Please indicate specific areas that should be included in the waste management module of the Green Square platform, considering their potential value in training activities.
- Which of the following types of indoor ecology elements would you like to train youth about? Please select the types of work protected by Eco-outdoor and mobility that you would like to train youth about.

In this analysis, we will focus on summarizing the main themes and conclusions drawn from the responses. We will also provide important insights regarding preferences for youth training methods and young people's interest in training on environmental aspects.

The basis for the formation of the cafeteria of questions was based on previous research on the experience of educators, the effectiveness of given training tools, suggestions and recommendations for training modules that should be included in the context of future educational materials and products (with a particular focus on the modules of waste management, Eco-outdoor and mobility, interior ecology).

In addition, we based our analysis on a publication on «The Future of Work in Europe,» in the provision of online knowledge and skills, it is estimated that there will be an increase of 33%, creating a total of almost six million additional new jobs in Europe.

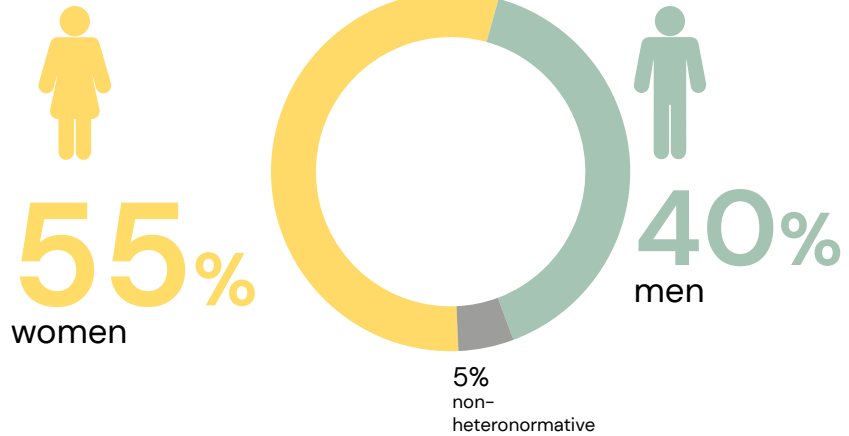
According to the World Economic Forum, of the young people currently

learning, as many as 65% will be working in jobs that do not yet exist, but are mostly based on new technologies (World Economic Forum, 2019). By 2030, demand for online/virtual skills and those based on actively engaging respondents through interactive gamification methods will increase by 39% (McKinsey Global Institute, 2020). Additionally, according to the report «The 7 Drivers Shaping The Future of Work» (Talent alpha, 2019), 88% of the potential from the use of modern technology is still untapped. The need to train youth and youth workers in ecology and pro-environmental activities (and to present them in an interesting, engaging virtual form) is becoming essential, given the promotion of innovation, inclusion and entrepreneurship as a means of enhancing employability and competitiveness (European Commission, 2015).

Moreover, as Michigan State University has stated, the fields of ecology and entrepreneurship should not be viewed independently of each other, as they are closely intertwined; they often lead to the generation of ideas that are then transformed into extraordinary business opportunities (Radloff, 2018).

The survey was conducted in a virtual/online format. As a whole, 98 participants took part in the survey with an age range of 18–46 years. The questionnaire part did not include respondents’ identification items, it only allowed for quantitative verification of the survey participants. The metric data were separated from the questionnaire responses at the data analysis stage. Based on a sample of 98 respondents, we present the percentage results regarding the demographics of the respondents:

98
participants



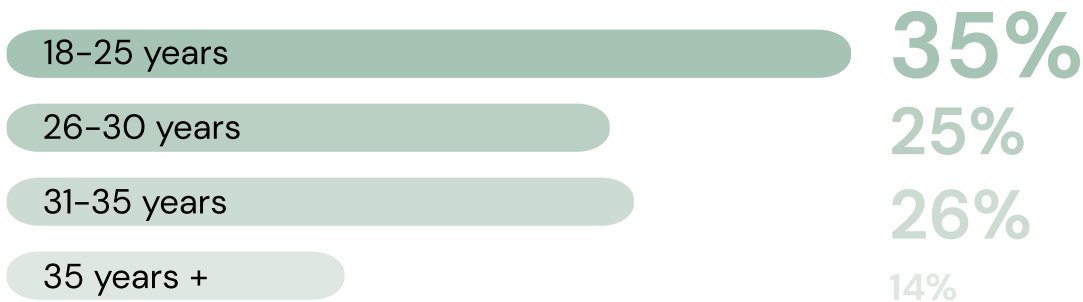
42%
youth workers
from Poland

35%
from Spain

21%
from Hungary

52%
resided in urban
areas

46%
resided in rural
areas



These results show the age and gender diversity of the respondents, which is important for the analysis of preferences and perspectives regarding the training of young people in the field of ecological aspects. The age variation in the sample indicates the involvement of different age groups in the topic of ecology, while the gender balance suggests that both men and women have an equal share in the study area.

respondents

work with
15-20
age group

86%

work with
25-30
age group

81%

work with
20-25
age group

59%

age work with

Overall, these results provide us with valuable information regarding the profile of respondents and allow us to further analyze the preferences and perspectives related to the «Green Square» project.

HOW LONG HAVE YOU BEEN WORKING IN A YOUTH ORGANIZATION?

21%
for 4 to 7 years

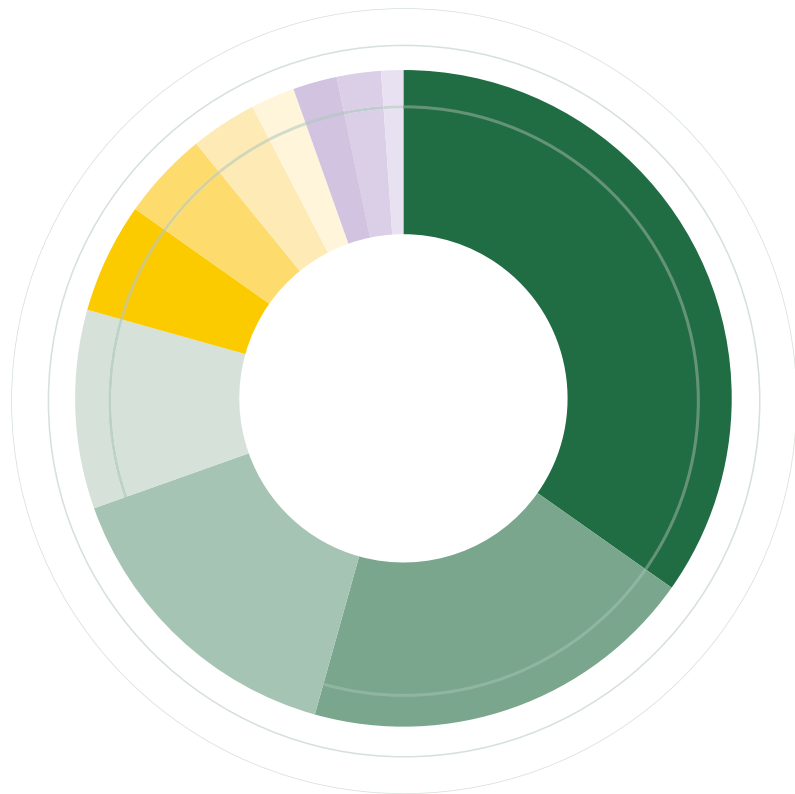
31%
8 or more years

48%
for 1 to 3 years



respondents

PLEASE INDICATE THE AREAS IN WHICH YOU WORK WITH YOUTH?



areas work with

● Education	32%
● Environmental and sustainability topics	18%
● Theater	14%
● Inclusion	9%
● Entrepreneurship	5%
● STEAM	4%
● Gender equality	3%
● Sports	2%
● ICT	2%
● Music	2%
● Other	1%

1.

**INCLUSION (35%), EDUCATION (35%),
ENTREPRENEURSHIP (15%), THEATER (15%)**

People working in these areas are engaged in promoting equality and social inclusion, developing social skills, organizing educational and cultural activities, and supporting the development of entrepreneurship among young people.

2.

**EDUCATION (40%), THEATER (30%),
INCLUSION (30%)**

People working in these areas focus on developing young people's knowledge, skills and competencies in education and theater, as well as promoting equality and social inclusion.

3.

**ENVIRONMENTAL TOPICS (25%), INCLUSION (20%), SUSTAINABILITY (20%), EDUCATION (20%),
GENDER EQUALITY (15%)**

People working in these areas engage in environmental protection, sustainable development, promoting gender equality and inclusion and integration.

4.

**EDUCATION (50%), SPORTS (25%),
GENDER EQUALITY (25%)**

People working in these areas focus on developing the knowledge and skills of youth in education and sports, as well as promoting gender equality.

5.

STEAM (30%), INCLUSION (25%), EDUCATION (25%), ENTREPRENEURSHIP (10%), THEATER (10%)

People working in these areas focus on developing young people's interest in science, technology, engineering, art and math (STEM), as well as promoting equality and inclusion, organizing educational and cultural activities, and supporting the development of entrepreneurship.

6.

ENVIRONMENTAL TOPICS (40%), EDUCATION (40%), SUSTAINABILITY (20%)

People working in these areas are involved in environmental protection, sustainable development, and the development of youth knowledge and skills in education.

7.

SUSTAINABILITY (50%), EDUCATION (50%)

People working in these areas focus on developing youth knowledge and skills in the field of sustainable development and education about it.



MUSIC

some youth organizations focus on music education and developing musical skills among young people. These can be individual or group classes, vocal or instrumental. The percentage of people working in the field of music was 4%.



STEAM

stands for Science, Technology, Engineering, Arts, and Mathematics. This area focuses on developing skills and knowledge in science, technology, engineering, arts, and mathematics. STEAM classes are designed to encourage young people to learn, develop creativity and logical thinking. The percentage of those working in the STEAM area was 3%.



ICT

stands for Information and Communication Technology. This area focuses on educating and developing skills related to the use of computers, the Internet, mobile devices and other digital technologies. Classes in the ICT area aim to prepare young people to use modern tools for work and everyday life. The percentage of those working in the ICT area was 2%.



OTHER

this area includes various topics and activities that do not fit into other categories. These may include activities in the arts, foreign languages, health and lifestyle, history and culture, etc. The percentage of those working in the «Other» area was 6%.

In summary, youth organizations focus on a variety of areas of youth work, depending on their profile and goals.

The largest number of people work in areas related to social inclusion, education and sustainability, as well as theatre and entrepreneurship.



DOES YOUR ORGANIZATION OFFER ECOLOGY-BASED ACTIVITIES TO YOUTH?



60%
answer «yes»

40%
answer «no»

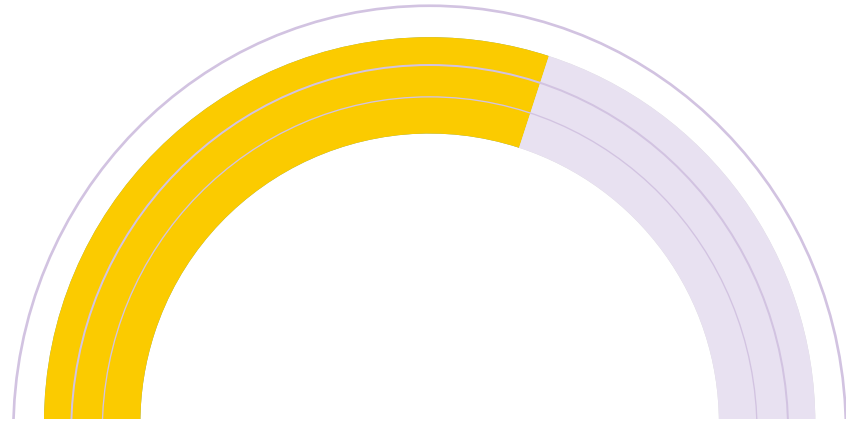
The analysis of the question «Does your organization offer ecology-based activities to youth?» reveals that 60% of the respondents answered affirmatively, indicating that their organizations do offer ecology-based activities to youth. This suggests that a majority of the surveyed organizations prioritize and actively engage in providing environmental programs and initiatives for young people. They recognize the importance of educating and involving youth in ecological matters, promoting environmental awareness, and fostering sustainable practices among the younger generation.

On the other hand, 40% of the respondents indicated that their organizations do not offer ecology-based activities to youth. This may imply that for these organizations, ecological themes are not a primary focus area or may not align with their core mission. It could also indicate resource constraints or limitations that prevent them from offering such activities.

The higher percentage of organizations offering ecology-based activities suggests a significant commitment to environmental education and engagement with youth. These organizations play a crucial role in promoting ecological awareness, empowering young people to become environmentally conscious citizens, and fostering a sense of responsibility towards the environment.

However, it is important to note that the 40% of organizations that do not offer ecology-based activities may still have alternative ways of promoting environmental awareness or focusing on other aspects of youth development. The absence of ecology-based activities does not necessarily indicate a lack of environmental consciousness within those organizations.

In summary, the analysis shows that a majority of the surveyed organizations prioritize ecology-based activities for youth, demonstrating a commitment to environmental education and engagement. However, a portion of the organizations does not offer such activities, indicating varied priorities, resource constraints, or alternative approaches to youth development.



IF SO, DOES THE TOPIC OF SOCIAL INCLUSION APPEAR IN ECOLOGICAL ACTIVITIES?

The analysis of the question «If so, does the topic of social inclusion appear in ecological activities?» reveals that 56% of the respondents answered affirmatively, indicating that their organizations incorporate the topic of social inclusion in their ecology-based activities for youth. This suggests that a significant portion of the surveyed organizations recognize the importance of integrating social inclusion aspects within their ecological initiatives. They aim to create inclusive spaces where young people from diverse backgrounds can participate in environmental activities and contribute to sustainable practices.

On the other hand, 44% of the respondents indicated that the topic of social inclusion does not appear in their organization's ecological activities. This may imply that these organizations primarily focus on environmental aspects without explicitly considering social inclusion or they have not yet explored the intersection between ecology and social inclusion in their programs.

The higher percentage of respondents who affirmed the presence of social inclusion in ecological activities highlights the understanding and commitment of these organizations to foster inclusivity and diversity within their environmental initiatives. By incorporating social inclusion, they aim to create opportunities for all young people to engage in ecological activities, regardless of their background or social circumstances.

56%

people responded affirmatively to the fact that their organization offers ecology-based activities for youth

44%

people responded negatively

Overall, this analysis indicates that a considerable number of organizations recognize the importance of combining ecological activities with social inclusion, while there is still a portion of organizations that may have room for further exploration and integration of social inclusion principles into their ecological initiatives.

DO YOU WORK USING ENVIRONMENTAL TRAINING CONTENT?

The analysis of the question «Do you work using environmental training content?» reveals that 60% of the respondents answered affirmatively, indicating that they incorporate environmental training content into their work. This suggests that a significant portion of youth workers actively engage with environmental topics and integrate them into their training activities.

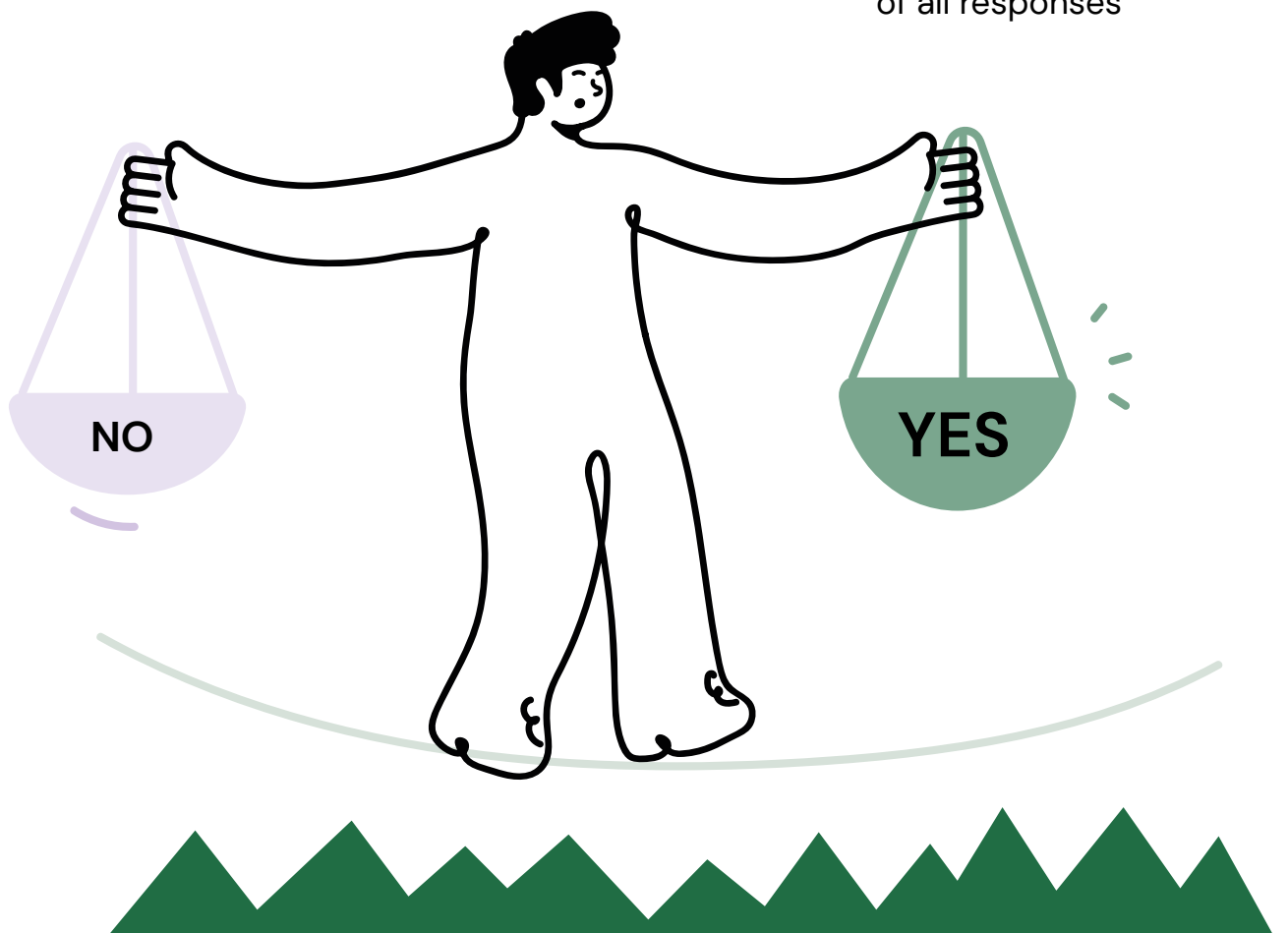
On the other hand, 40% of the respondents indicated that they do not work using environmental training content. This could be due to various reasons, such as their focus being on other areas of youth work or a lack of resources and knowledge to incorporate environmental training content into their programs.

16 responses,
accounting for

40%
of all responses


24 responses,
accounting for

60%
of all responses

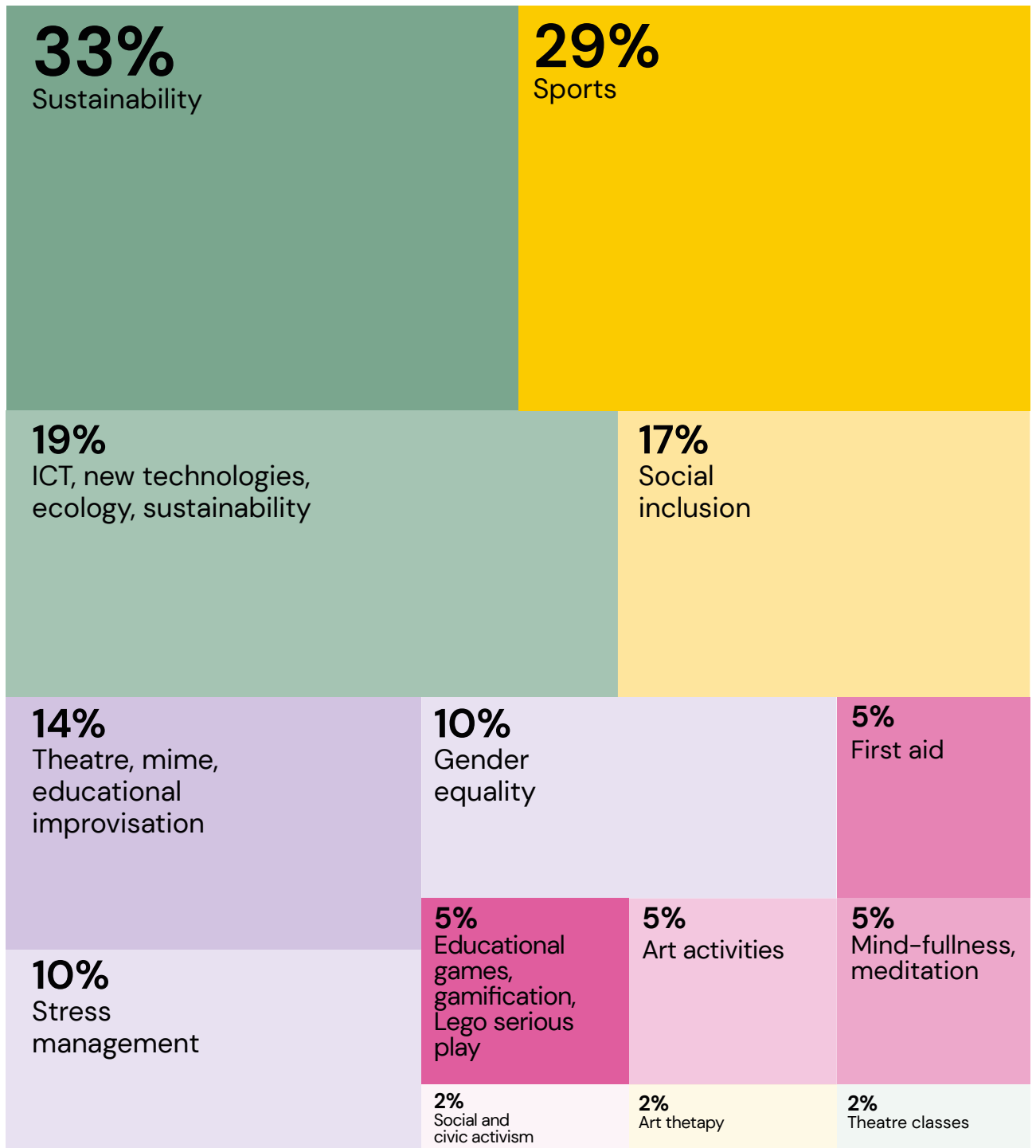


The higher percentage of respondents who work with environmental training content suggests a positive inclination towards addressing environmental issues among youth workers. It implies that they recognize the importance of integrating ecological perspectives and knowledge into their training activities to promote environmental awareness and sustainability among young people.

Overall, this analysis highlights the prevalence of environmental training content among a majority of the surveyed youth workers, indicating their commitment to incorporating environmental themes into their work and contributing to the development of environmentally conscious youth.



IN WHAT AREAS DOES YOUR ORGANIZATION OFFER TRAINING ACTIVITIES FOR YOUTH?



Most organizations offer training activities related to sustainability, ecology and climate change. Many organizations use educational theatre and improvisation as tools to impart knowledge. Sports activities, ICT (new technologies) and social inclusion also appear on the list. Some organizations offer training in first aid, meditation and stress management. Also, gender equality, conflict management, mime, educational games, gamification and information technology are listed as areas where organizations offer training activities for youth.

DO YOU PROMOTE ECOLOGY AND ENVIRONMENTAL AWARENESS IN OTHER ACTIVITIES ORGANIZED BY YOUR ORGANIZATION?

The analysis of the question «Do you promote ecology and environmental awareness in other activities organized by your organization?» reveals that 83.3% of the respondents answered affirmatively, indicating that their organizations do promote ecology and environmental awareness in most of their activities. This high percentage suggests a strong orientation towards ecological values and emphasizes the importance of environmental awareness within the context of the organization's activities with young people.

16.7%
NO

83,3%
YES

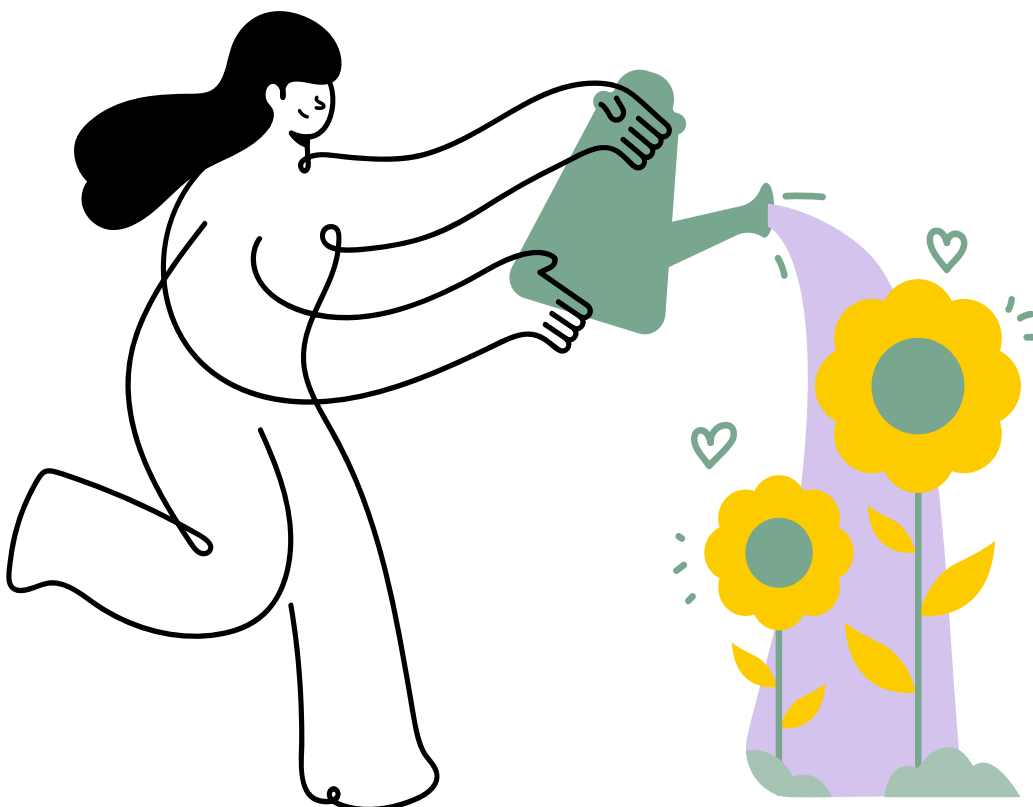
On the other hand, 16.7% of the respondents indicated that their organizations do not promote ecology and environmental awareness in other activities. While this percentage is relatively low, it still signifies a minority of organizations that may not prioritize or incorporate ecological themes across all their activities.

The high percentage of positive responses suggests that environmental awareness is a core value for the majority of the surveyed organizations. It demonstrates a strong commitment to promoting ecological values and underscores the organization's recognition of the role they play in fostering a sustainable mindset among young people.

It is worth noting that the minority of organizations that do not promote ecology and environmental awareness in their activities may have other focus areas or alternative approaches to youth development.

The absence of such promotion does not necessarily indicate a lack of environmental consciousness within those organizations.

In summary, the analysis indicates that the majority of the surveyed organizations prioritize and promote ecology and environmental awareness in their activities, reflecting a strong orientation towards these values. This commitment underscores the importance of environmental education and emphasizes the role these organizations play in shaping environmentally conscious young individuals.



IF SO, PLEASE ELABORATE

Many responses indicate the variety of activities undertaken to promote ecology, such as the creation of environmental performances and eco-decorations, board games, information sessions, recycling workshops, meetings with experts, zero waste kitchen, art activities, non-formal education, garbage collection and upcycling, environmental conferences and international projects.

It is worth noting that some responses indicate specific forms of activities, such as theater classes, cooking workshops, workshops on reusing used clothes, and local recycling.

respondents

IS YOUR ORGANIZATION FLEXIBLE IN OFFERING / OPEN TO USING NEW TRAINING FOR YOUTH?

95%

YES

The analysis of the question «Is your organization flexible in offering/open to using new training for youth?» reveals that a significant majority of youth workers, specifically 95.24% of respondents, indicated that their organizations are flexible and open to utilizing new training methods for youth. This high percentage suggests that these organizations have a willingness to adapt and incorporate innovative approaches in their youth training programs.

On the other hand, a small percentage of respondents, only 4.76%, indicated that their organizations are not flexible in offering or open to using new training methods for youth. While this percentage is relatively low, it does indicate a minority of organizations that may have more rigid structures or resistance to change when it comes to adopting new training approaches.

The overwhelming majority of positive responses indicates that the surveyed organizations prioritize innovation and recognize the importance of keeping up with evolving training methods to effectively engage and educate youth. Their openness to new training approaches suggests a commitment to staying relevant, addressing the changing needs and interests of youth, and enhancing the quality and effectiveness of their training programs.

5%
answer
NO

openness to new

The presence of a small number of negative responses implies that some organizations may face challenges or barriers to embracing new training methods. These organizations may have constraints such as limited resources, resistance to change within their organizational culture, or other factors that hinder their flexibility in adopting innovative training approaches.

In conclusion, the analysis highlights that the majority of youth workers perceive their organizations as flexible and open to utilizing new training methods for youth. This indicates a positive and proactive approach to enhancing youth training programs, including those related to ecology and environmental awareness. The organizations' willingness to explore innovative approaches demonstrates their commitment to continuously improving their practices, fostering greater environmental awareness among youth, and contributing to the overall betterment of the environment.

WHAT TYPES OF TRAINING DO YOU OFFER?

The analysis of this question provides insights into the different types of training offered by the surveyed organizations based on the responses of the youth workers and respondents. Let's break down the percentages and their implications:

NON-FORMAL EDUCATION

33%

of youth workers stated that their organization is active in this area. This indicates a significant presence of non-formal education programs, which are designed to provide learning experiences outside the traditional formal education system. Non-formal education often focuses on practical skills, personal development, and informal learning methods.

ENVIRONMENTAL TRAINING

26%

of respondents highlighted that their organization offers environmental training. This signifies a considerable emphasis on providing training programs related to environmental awareness, sustainability, and ecological knowledge. It indicates a recognition of the importance of environmental education in today's context.

**INTERACTIVE
ACTIVITIES****21%**

of youth workers indicated that the organization engages in interactive activities. This suggests that the organizations prioritize hands-on, participatory learning experiences that actively involve the youth. Interactive activities can include group discussions, workshops, simulations, role-playing, and experiential learning methods.

**ART
TRAINING****19%**

of respondents mentioned art training as one of the types of training offered. This suggests that the organizations incorporate artistic and creative approaches to engage and educate youth. Art training can encompass various forms of artistic expression, such as visual arts, performing arts, music, and creative writing.

**INTERNATIONAL
PROJECTS****14%**

of youth workers emphasized the organization's involvement in international projects. This indicates that some organizations provide opportunities for youth to engage in cross-cultural exchanges, international collaborations, and projects with a global perspective. It highlights a focus on promoting intercultural understanding and global citizenship.

**SPECIALIZED
TRAINING****12%**

of respondents indicated that the organization offers specialized training. This suggests that some organizations provide training programs that focus on specific areas or domains of knowledge and skills. Specialized training can cater to specific interests, professions, industries, or target groups.

**INDUSTRY
TRAINING****10%**

of youth workers mentioned industry training as one of the types of training offered by their organization. This indicates that some organizations provide training programs that prepare youth for specific industries or sectors. Industry training aims to equip participants with relevant skills and knowledge for future employment or career advancement.

**FIGHT AGAINST
RADICALIZATION**

7%

of respondents emphasized the organization’s involvement in the fight against radicalization. This suggests that some organizations address issues related to radicalization through training programs that promote tolerance, inclusion, critical thinking, and understanding of diverse perspectives.

**MINDFULNESS
TRAINING**

5%

of youth workers indicated that the organization offers mindfulness training. This highlights the inclusion of programs that focus on mindfulness practices, stress reduction, emotional well-being, and cultivating mental resilience among youth.

**STRESS-FIGHTING
CLASSES**

5%

of respondents mentioned stress-fighting classes as one type of training offered. This suggests that some organizations prioritize programs that address stress management, coping strategies, and promoting mental health among youth.

Overall, the analysis reveals a diverse range of training programs offered by the surveyed organizations, reflecting their efforts to cater to various aspects of youth development and address contemporary challenges. The prevalence of certain types of training, such as non-formal education, environmental training, and interactive activities, indicates the significance of these areas in the organizations’ training agendas.

This diversity of training offerings highlights the organizations’ commitment to holistic youth development and responding to the evolving needs and interests of young people.

CONCLUSIONS

The consultations conducted with youth workers as part of the “Green Square” project aimed to explore their perspective on training young people in ecological aspects. The consultations focused on developing content and methodology for future training materials, combining ecology/environmental attitudes with entrepreneurial activities, and analyzing the relevance of serious games in promoting ecological competence among youth.

The survey results, based on a sample of 98 respondents, showcased the demographic diversity of the participants, with a balanced representation of different age groups and gender. This diversity is crucial for analyzing preferences and perspectives related to the “Green Square” project.

The majority of respondents had been working in youth organizations for 1 to 7 years, indicating a significant level of experience and commitment in the field. They primarily worked with youth in the age groups of 15–20 and 20–25, suggesting a focus on supporting young people during crucial stages of their development.

The surveyed organizations offered training activities in various fields, with a strong emphasis on social inclusion, education, sustainability, theater, and entrepreneurship. Sustainability, ecology, and climate change were prominent topics addressed in the training activities, often accompanied by interactive and creative methods such as educational theater and improvisation.

The survey highlighted that a majority of organizations (60%) offered ecology-based activities to youth, indicating a commitment to environmental themes. However, some organizations did not prioritize ecology-based activities, possibly due to resource limitations or differing organizational priorities.



Promoting ecology and environmental awareness was found to be a common element in the activities organized by most organizations (83.3%), indicating the importance of these values in their work with young people.

The promotion of ecology and environmental awareness was achieved through various means, including environmental performances, board games, recycling workshops, expert meetings, and international projects.

The survey indicated that youth workers believed their organizations were flexible and open to using new training approaches for youth, suggesting a willingness to adapt and incorporate innovative methods.



IN DETAILS:

- **TRAINING FOCUS**

The surveyed organizations have a diverse range of training focuses. The most prevalent areas include non-formal education (33%), environmental training (26%), interactive activities (21%), art training (19%), and international projects (14%).

- **YOUTH ENGAGEMENT**

The majority of respondents (86%) work with youth in the age groups of 15–20 and 20–25, indicating a strong emphasis on engaging with these age groups.

- **AREAS OF WORK**

The areas in which the organizations work with youth vary, with the most common being education (32%), environmental and sustainability topics (18%), theater (14%), and inclusion (9%). Other areas mentioned include entrepreneurship, STEAM, gender equality, sports, ICT, music, and other miscellaneous topics.

- **ECOLOGICAL ACTIVITIES**

Approximately 60% of the surveyed organizations offer ecology-based activities to youth, while the remaining 40% do not. This suggests that while a majority of organizations prioritize ecological activities, there are still some that do not include them.

- **SOCIAL INCLUSION AND ECOLOGY**

Among the organizations offering ecology-based activities, 56% of them also incorporate the topic of social inclusion into these activities.

- **TRAINING ACTIVITIES**

The organizations offer various training activities, including sustainability (33.33%), sports (28.57%), ICT/new technologies/ecology/sustainability (19.05%), social inclusion (16.67%), theater/mime/educational improvisation (14.29%), gender equality (9.52%), and others. These activities reflect the diverse approaches taken by organizations to train youth in different areas.

- **FLEXIBILITY IN ADOPTING NEW TRAINING**

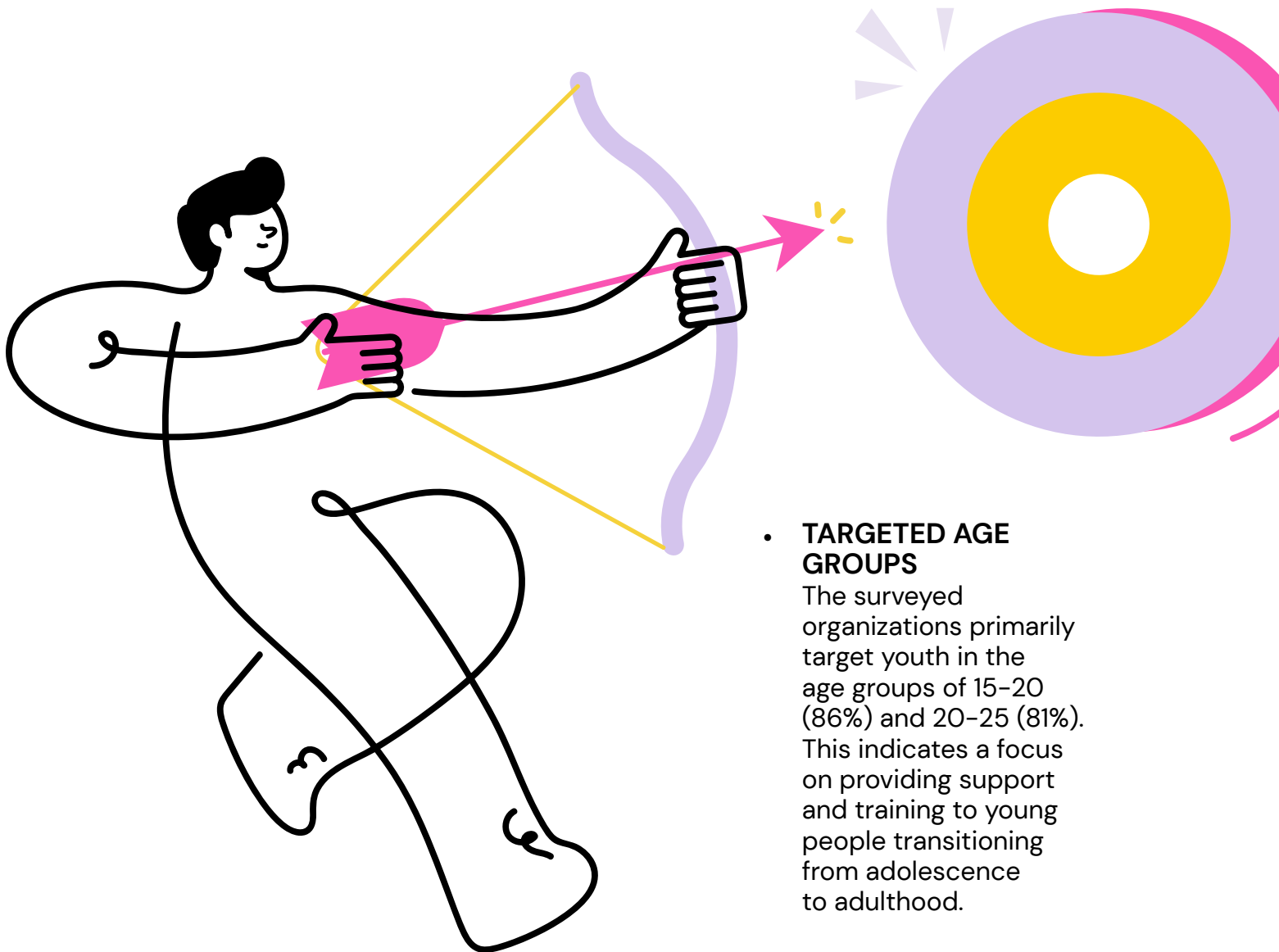
Most youth workers (95.24%) perceive their organizations as flexible and open to using new training methods for youth, suggesting a willingness to adapt and incorporate innovative approaches.

- **PROMOTION OF ECOLOGY AND ENVIRONMENTAL AWARENESS**

The majority of organizations (83.3%) actively promote ecology and environmental awareness in their activities, highlighting the significance of these topics in their work.

- **USE OF ENVIRONMENTAL TRAINING CONTENT**

The majority of respondents (60%) reported working with environmental training content, while 40% do not. This indicates that a significant portion of organizations recognize the importance of incorporating environmental training into their work.



- **TARGETED AGE GROUPS**

The surveyed organizations primarily target youth in the age groups of 15–20 (86%) and 20–25 (81%). This indicates a focus on providing support and training to young people transitioning from adolescence to adulthood.

- STRONG EMPHASIS ON SUSTAINABILITY**
Sustainability emerges as a prominent theme, with sustainability-related activities and training modules being offered by a significant number of organizations. This highlights a collective commitment to fostering eco-consciousness and sustainable practices among young people.
- DURATION OF YOUTH WORK**
The survey reveals that the majority of youth workers (69%) have been working in youth organizations for 1 to 7 years, indicating a considerable level of experience and dedication to their field.
- TRAINING TYPES**
The types of training offered by the organizations encompass a wide range of areas. Notable training types include non-formal education (33%), environmental training (26%), interactive activities (21%), and art training (19%). This diversity suggests a holistic approach to youth development and engagement.
- OVERALL ENGAGEMENT AND IMPACT**
The survey results underscore the active involvement of youth workers in promoting ecology and environmental awareness. Their efforts encompass various activities, creative initiatives, and partnerships, indicating a concerted endeavor to increase environmental awareness among youth and drive positive change in their communities.
- INTEGRATION OF MULTIPLE DISCIPLINES**
The organizations exhibit a multidisciplinary approach by incorporating various fields such as education, theater, entrepreneurship, sports, STEAM, ICT, and gender equality. This holistic approach allows for a comprehensive development of youth skills and knowledge.
- OPENNESS TO NEW TRAINING APPROACHES**
The majority of youth workers (95.24%) perceive their organizations as flexible and open to adopting new training methods for youth. This openness reflects a willingness to explore innovative approaches and stay current with evolving trends in youth education and development.
- CREATIVE APPROACHES TO PROMOTING ECOLOGY**
The survey responses indicate that youth workers employ diverse and creative methods to promote ecology and environmental awareness. These methods include environmental performances, eco-decorations, board games, information sessions, recycling workshops, expert meetings, zero waste initiatives, art activities, non-formal education, garbage collection, upcycling, environmental conferences, and international projects. These creative approaches enhance the effectiveness and engagement of ecological training among youth.
- LIMITED RESOURCE AVAILABILITY**
The fact that some organizations do not offer ecology-based activities or utilize environmental training content may suggest resource constraints or differing priorities within those organizations. This highlights the importance of addressing resource gaps and promoting the significance of ecological aspects across all organizations.

Overall, the survey results demonstrated the active engagement of youth workers in promoting ecology and environmental awareness among young people.

Their efforts encompassed a wide range of activities and creative initiatives, indicating a dedication to increasing environmental awareness and fostering positive change.

These conclusions provide valuable insights into the perspectives and practices of youth workers involved in the "Green Square" project.

The findings emphasize the importance of holistic and multidisciplinary approaches to youth development, resource availability for ecological activities, and the need to continue exploring innovative training methods.

These insights can inform the development of future training materials and initiatives within the project.

