

ACADEMY OF RESPONSIBLE DEVELOPMENT



How to educate young people about
sustainable development?

Guidelines for Youth Work

ACADEMY OF RESPONSIBLE DEVELOPMENT

How to educate young people about sustainable development? – Guidelines for Youth Work

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Introduction

The challenges of the modern world, from the climate crisis to the pursuit of economic growth that respects environmental and social boundaries, demand that we educate a new generation capable of leading a shift toward sustainable and responsible development. This guide was created to support educators, teachers, and youth workers in equipping young people with the knowledge, skills, and attitudes necessary to understand and act upon these challenges, fostering a sense of responsibility and agency for shaping a more sustainable future.

Grounded in the principles of the Academy of Responsible Development, this publication provides an in-depth exploration of methods and tools for teaching sustainable development. It addresses essential topics, including systems thinking, project-based learning, sustainability leadership, and the use of innovative technologies in education. Developed by an international team of experts and practitioners, it reflects a broad spectrum of expertise and offers practical approaches to integrating sustainable development into educational practices.

This guide goes beyond merely imparting knowledge; it encourages educators to inspire critical thinking, collaboration, and creativity in young learners, engaging them in real-world challenges through participatory and experiential approaches. By exploring topics such as zero waste, sustainable living, and energy, it equips educators to help students connect theory with practice and take meaningful action in their communities.

We invite you to use this guide as a resource to design educational experiences that resonate with the realities of today's youth while empowering them to envision and build a sustainable tomorrow. Whether through formal curricula or informal workshops, this guide serves as a companion for educators committed to fostering the next generation of leaders in responsible development.

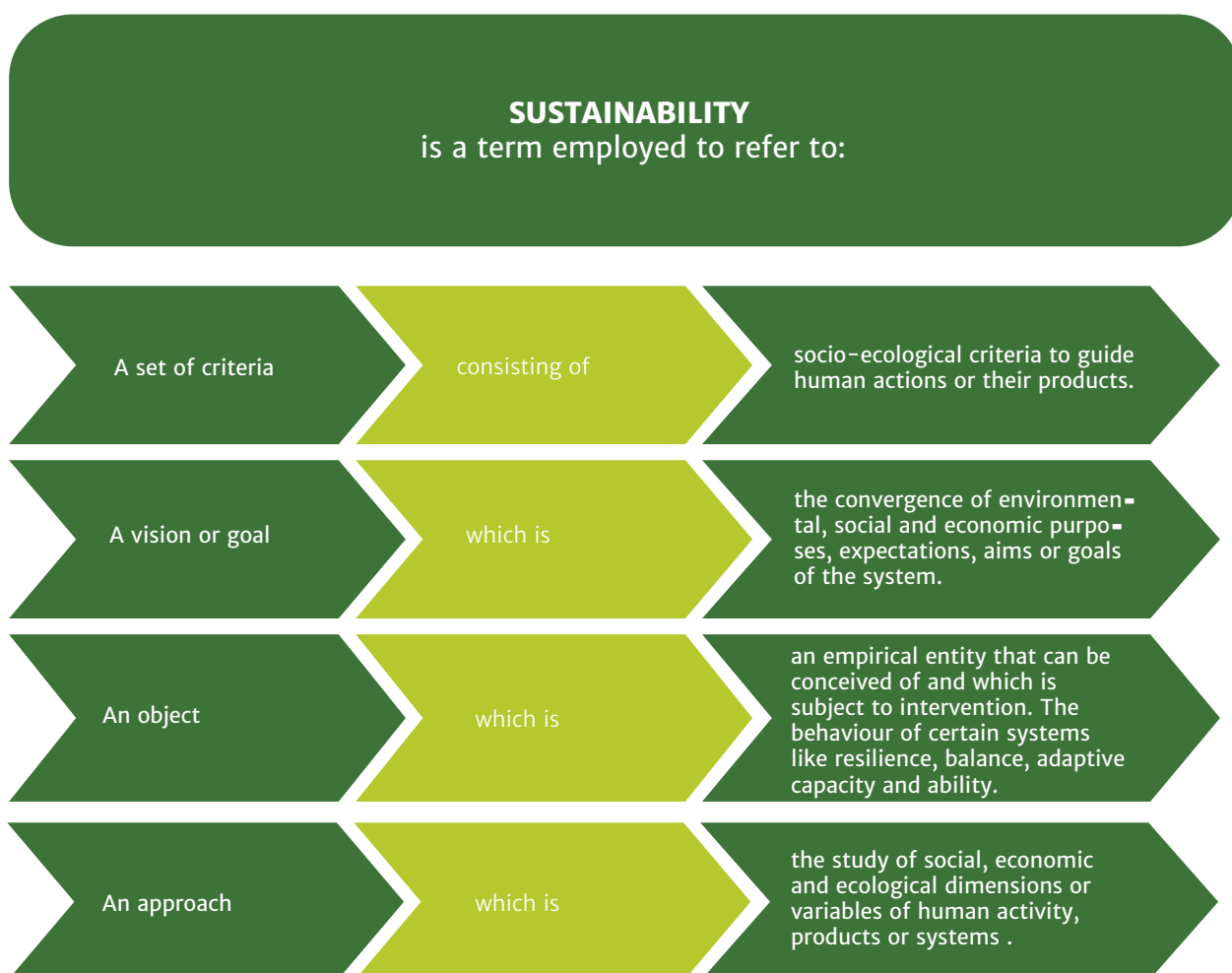
By integrating the approaches and tools outlined here, you join a growing movement of individuals and organizations dedicated to achieving the Sustainable Development Goals and building a world that prioritizes environmental balance, social equity, and economic well-being. Let this guide inspire you to make a lasting impact in the field of youth education for sustainable development.

Part I. Teaching/learning sustainability in ARD

What is sustainability?

There are many meanings and contexts for the use of the term sustainability in scientific and public discourse, it is a term in common use which leads to linguistic blurring, the overgeneralization of the concept or using it to cover an unreasonable number of phenomena (Roostaie et al., 2019; Takeuchi, 2018). The most commonly used definition, which will also be adopted in this educational guide, is that derived from the 1987 Brundtland Commission which in turn was inspired by the Stockholm Declaration. **Sustainability is the development that meets the needs of the present without compromising the ability of future generations to meet their own needs.** The different approaches to understanding this concept and the context in which it occurs are contained in the scheme below.

Figure 1. Uses and meanings of the concept of sustainability among the scientific community



Source: Salas-Zapata & Ortiz-Muñoz, 2019, p. 3.

The multiple interpretations of the concept are always based on drawing attention to the four foundations of sustainability and responsibility for the future. This requires long-term thinking and planning which considers the interconnectedness of economic, social, and ecological systems, and strives to achieve a balance between them.

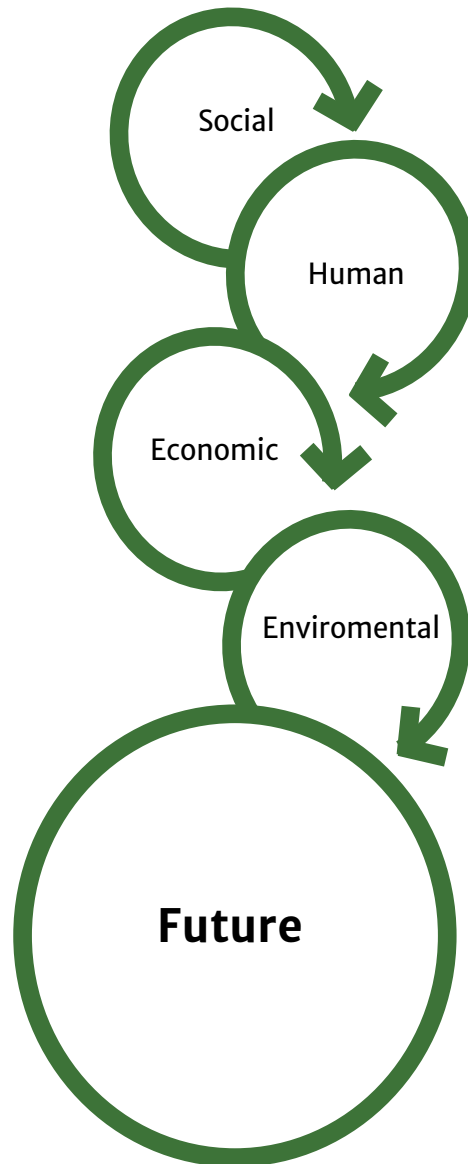


Figure 2. The four fundamentals of sustainability

Source: Ownstudy.

The term sustainable development was first used on 14 June 1972 at the United Nations Conference on the Human Environment in Stockholm. The result of this conference, which was organized under the motto „We have but one Earth”, was

the establishment of The Stockholm Declaration, which included a key provision for developing the meaning of sustainability:

Man has a fundamental right to freedom, equality and adequate conditions of life, in an environment of a quality that permits a life of dignity and well-being, and he bears a solemn responsibility to protect and improve the environment for present and future generations. (...)

(United Nations, 1972, p. 4)

The high quality of the environment and of the standard of living was recognized as a fundamental human right and caring for and preserving such a state of affairs for the future as each one's duty and responsibility. Sustainability may be defined as the manifestation of the rights and responsibilities of individuals to each other and their environment.

Central to the world's recognition of the importance of introducing sustainability was the 1992 Rio de Janeiro Conference, which produced the Sustainability Action Plan: Agenda 21. The 2030 Agenda is the current World Development Strategy for 2030 which was adopted by all 193 UN member states in 2015. It includes 17 Sustainable Development Goals. Sustainability may be understood through the implementation of these goals (see Figure 3). They affect every social, economic, and political activity of human beings. Their comprehensiveness reflects an important principle in guiding the world towards sustainability: the idea of sustainability must be applied to all human activities. Consequently, it is not sufficient to introduce it only at the level of strategies for public entities (associations of states, states, state administrative units). It must also apply to business activities and thus be expressed in the strategies of companies and in the everyday lives of individual citizens.

Figure 3. Sustainable Development Goals according to Agenda 2030



Source: www.un.org.pl.

Figure 4. European Commission Priorities in achieving the Sustainable Development Goals



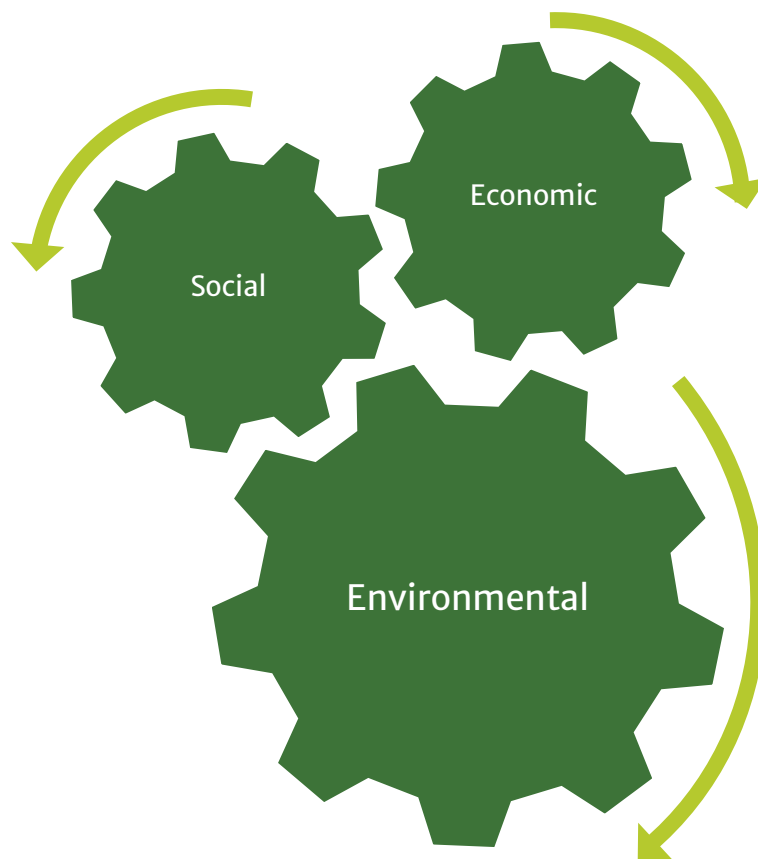
Source: <https://commission.europa.eu/>.

What are sustainability competencies?

Sustainability competencies are the skills, knowledge, and attitudes that enable individuals to contribute to sustainable development. They are the abilities and capacities that people need in order to work towards a more sustainable future.

Sustainability competencies may be categorized into three areas: environmental competencies, social competencies, and economic competencies.

Figure 5. Three categories of sustainability competencies



Source: Own study.

Environmental Competencies are the skills and knowledge required to understand the environment and the impact that human activities have on it. They include a knowledge of natural systems, ecosystems, and the interactions between human activities and the environment. They also include the skills involved in environmental monitoring and analysis, sustainability assessment, and environmental management.

Social Competencies are the skills required to understand and address the social dimensions of sustainability. They include a knowledge of social systems,

social inequality, cultural diversity, and social justice. They also include skills in communication, collaboration, and conflict resolution.

Economic Competencies are the skills required to understand and promote economic sustainability. They include a knowledge of economic systems, sustainable business practices, and financial management. They also include skills in entrepreneurship, innovation, and strategic planning.

Some examples of specific sustainability competencies include a knowledge of sustainable development principles and practices, an understanding of environmental regulations and policies, data analysis and interpretation, an ability to assess the environmental impact of products and services, an understanding of social and cultural diversity, community engagement and stakeholder management, an understanding of sustainable finance and investment, an ability to develop sustainable business models and strategies, the ability to anticipate certain issues and engage in systemic thinking and also interdisciplinary work and participation.

Developing sustainability competencies is important for individuals, organizations, and communities in order to contribute to sustainable development and work towards a more sustainable future.

For this guide, a list of key sustainability competencies that were proposed by Jelonek and Urbaniec (2019) has been adopted (see Table 1).

Table 1. Typology of sustainability competencies

Key sustainability competencies	Conceptualization	Researchers
<p>1. Systems thinking competence</p>	<ul style="list-style-type: none"> • Analysis of complex systems across different scales and domains of inquiry • Comprehension, empirical verification, and articulation of a system's key components, structure, and dynamics • Attention to systemic features such as feedback, inertia, stocks and flows, and cascading effects • Understanding of complex system phenomena, including unintended consequences, path dependency, systemic inertia, and intentionality • Understanding of connectivity and cause-effect relationships • Application of modelling (qualitative or quantitative) • Developing a critical attitude towards information, knowledge and knowledge construction (ability to challenge norms, practices, and opinions; reflection on one's own values, perceptions, and actions; possessing an understanding of external perspectives) 	<p>Wiek et al. (2011) Hesselbarth and Schaltegger (2014) Lans et al. (2014) Wesselink et al. (2015) Osagie et al. (2016) Ploum et al. (2017) Lozano et al. (2017) Lambrechts and van Petegem (2019)</p>
<p>2. Normative competence</p>	<ul style="list-style-type: none"> • Application of concepts of ethics, justice, social and ecological integrity, and equity • Description, negotiation, and reconciliation of principles, values, aims, and goals for sustainability • Taking responsibility for one's actions • Ethics and sustainability of personal and professional behaviour 	<p>Wiek et al. (2011) Hesselbarth and Schaltegger (2014) Lans et al. (2014) Ploum et al. (2017) Lozano et al. (2017) Lambrechts and van Petegem (2019)</p>
<p>3. Strategic action competence</p>	<ul style="list-style-type: none"> • Ability to design and implement interventions, transitions, and transformations for sustainability • Active and responsible engagement in sustainability activities • Development and application of ideas and strategies • Planning and executing projects • Ability to reflect on, and deal with, possible risks • Organization, leading, and controlling processes, projects, interventions, and transitions • Identification of the scope of creativity and participation • Taking responsibility for motivating others 	<p>Wiek et al. (2011) Hesselbarth and Schaltegger (2014) Lans et al. (2014) Wesselink et al. (2015) Osagie et al. (2016) Ploum et al. (2017) Lozano et al. (2017) Lambrechts and van Petegem (2019)</p>

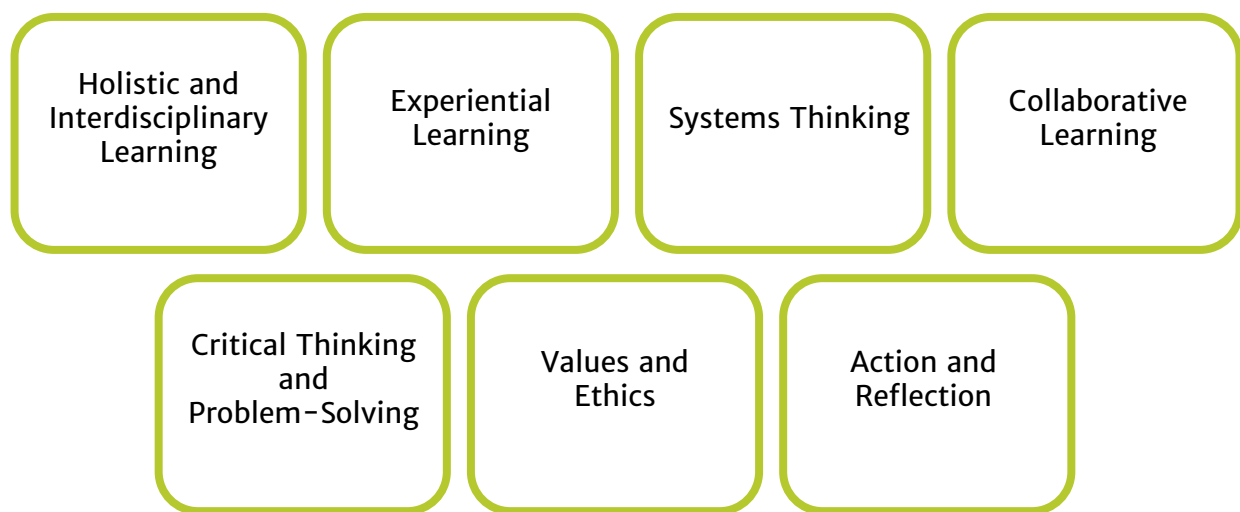
Key sustainability competencies	Conceptualization	Researchers
4. Interpersonal competence	<ul style="list-style-type: none"> • Participatory and collaborative approaches to solving problems or conducting research • Possessing the relevant skills and an understanding of communication, deliberation, negotiation, empathy, leadership and collaboration • The ability to deal with conflict • Learning from the perspectives of others • Participation in community processes • Problem-solving competence 	Wiek et al. (2011) Hesselbarth and Schaltegger (2014) Lans et al. (2014) Wesselink et al. (2015) Osagie et al. (2016) Ploum et al. (2017) Lozano et al. (2017) Lambrechts and van Petegem (2019)
5. Diversity and interdisciplinarity competence	<ul style="list-style-type: none"> • Appreciation, evaluation, contextualization, and the application of the knowledge and methods of different disciplines • The ability to work on complex problems in interdisciplinary contexts • The ability to interpret developments within one's own discipline in an interdisciplinary (collaboration between different academic disciplines) and transdisciplinary (collaboration between academia and non-academic partners, e.g., business, non-governmental organizations, etc.) framework • Accepting and embracing a diversity of opinions, experiences and perspectives • The ability to communicate effectively in intercultural contexts • Transcultural understanding • Compassion, empathy, and solidarity with others despite differences 	Lans et al. (2014) Wesselink et al. (2015) Ploum et al. (2017) Lozano et al. (2017) Lambrechts and van Petegem (2019)
6. Foresighted thinking - or anticipatory - competence	<ul style="list-style-type: none"> • Envisioning, analysis, and the evaluation of possible futures, including scenarios with multi-generational timescales • Application of the precautionary principle • Prediction of reactions • Dealing with risks and changes 	Wiek et al. (2011) Hesselbarth and Schaltegger (2014) Lans et al. (2014) Osagie et al. (2016) Ploum et al. (2017) Lozano et al. (2017) Lambrechts and van Petegem (2019)

Source: Jelonek & Urbaniec, 2019.

What are the fundamental principles of learning and teaching sustainability?

There are several fundamental principles of learning and teaching sustainability which are important for the promotion of sustainable development. Some of these principles are presented on the diagram below.

Figure 6. Some fundamental principles of learning and teaching sustainability



Source: Own study.

Holistic and interdisciplinary learning

Sustainability is a complex concept that requires a holistic and interdisciplinary approach to learning. This involves integrating knowledge and skills from multiple disciplines, such as science, social science, economics, and the humanities.

Experiential learning

Sustainability education should be based on experiential learning, where students learn through direct experience, reflection, and action. This involves engaging students in real-world sustainability challenges and providing opportunities for them to apply their knowledge and skills to address these challenges.

Systems thinking

Sustainability education should emphasize systems thinking, this involves understanding the interconnectedness of environmental, social, and economic

systems. This requires an understanding of how actions in one system can have an impact on othersystems.

Collaborative learning

Sustainability education should emphasize collaborative learning, where students work together to address sustainability challenges. This involves promoting communication, teamwork, and shared decision-making.

Critical thinking and problem-solving

Sustainability education should promote critical thinking and problem-solving skills, which involves analysing complex issues and developing innovative solutions to addressing sustainability challenges.

Values and ethics

Sustainability education should promote values and ethics that support sustainable development, such as social justice, equity, and respect for the environment.

Action and reflection

Sustainability education should emphasize action and reflection, where students take action to address sustainability challenges and then reflect on their experiences in order to identify opportunities for improvement.

By incorporating these fundamental principles of learning and teaching sustainability into education and training programmes, we can prepare individuals to become agents of change who can contribute to sustainable development in their personal and professional lives.

In addition, it is worth noting the tips for shaping sustainability competencies that were proposed by the Beth Conklin, Vanderbilt University Professor of Anthropology. The tips are summarized in the figure below.

Figure 7. Beth Conklin tips for learning and teaching sustainability

Beware of Student Overload

Feelings of cognitive or emotional overload can cause students to feel disengaged, disempowered, which can disrupt the learning process.

Avoid Doom and Gloom

Teaching students about the many challenges to environmental sustainability will introduce some risk of overload. Teachers can limit this by being sure to discuss environmental success stories.

Focus on Quality of Life Issues

If students reflect on prior research findings (Consumerism and its Discontents, To Do or to Have? That Is the Question), they will often argue that the happiness and quality of life are not highly correlated with high levels of consumption and resource use, thereby providing the basis for a positive discussion about alternative lifestyles and the social changes associated with them.

Peer Engagement and Support

Engage students in group discussions and projects in which they have the opportunity to engage in dialogue and support one another. Problem-solving, debate, analysis, teamwork, and reflection are absolutely crucial for the development of critical thinking and leadership skills that students need to face complex problems.

Student Analysis of Data

Students may learn more about a given environmental problem by wrestling with empirical data for themselves, rather than receiving pre-digested analyses from lectures or secondary sources.

Deconstruct Eco-rhetoric

Spend time investigating the historical origins and often conflicting uses of environmental terminology such as “sustainability,” “environmentalism,” “stewardship,” and even “nature” itself, as well as other examples.

Embrace Interdisciplinarity

A critical and thorough understanding of issues related to environmental sustainability necessarily involves contributions from a wide variety of disciplines throughout the natural sciences, social sciences, and humanities. This may be daunting for students and educators alike since it often requires us to think outside of our area of intellectual expertise.

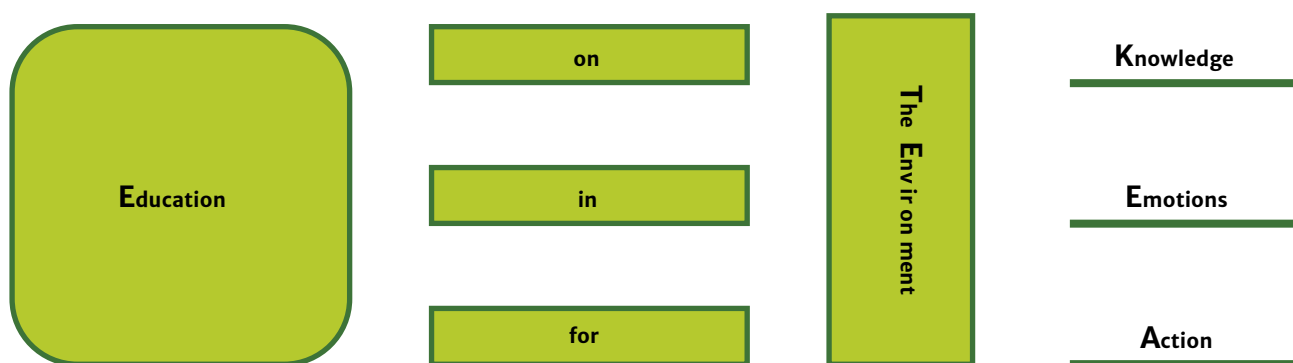
Source: <https://cft.vanderbilt.edu/guides-sub-pages/teaching-sustainability/> (20.02.2022).

How to engage and activate students in education for sustainable development?

Education for sustainability plays a key role in the adoption of this idea for formulating social, economic, and environmental relationships. Among the Sustainable Development Goals, there is a direct provision relating to education: *13.3 Improving education, raising awareness and the human and institutional capacity concerning climate change mitigation, adaptation, impact reduction, and early warnings*. It is to be implemented in terms of: (i) global citizenship education and (ii) education for sustainable development should be mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment. Awareness of these objectives as well as the theoretical guidelines for teaching sustainability presented in the previous chapter requires the presentation of practical guidelines for specific behaviours and attitudes that are not so much intended to teach but to mobilize participation in the learning process.

In *Education for Sustainability* (Dunlop & Rushton, 2022) we understand emotions as evaluative feelings which meaningfully connect people and their environment. We draw on data from teachers, teacher educators, and young people (n = 223) a particular focus is placed on the three dimensions of teaching sustainability: on, in and for. Each one is responsible for a different important element of engaging young learners in the learning process.

Figure 8. Models of Education for Sustainability



Source: Own study based on Dunlop & Rushton, 2022.

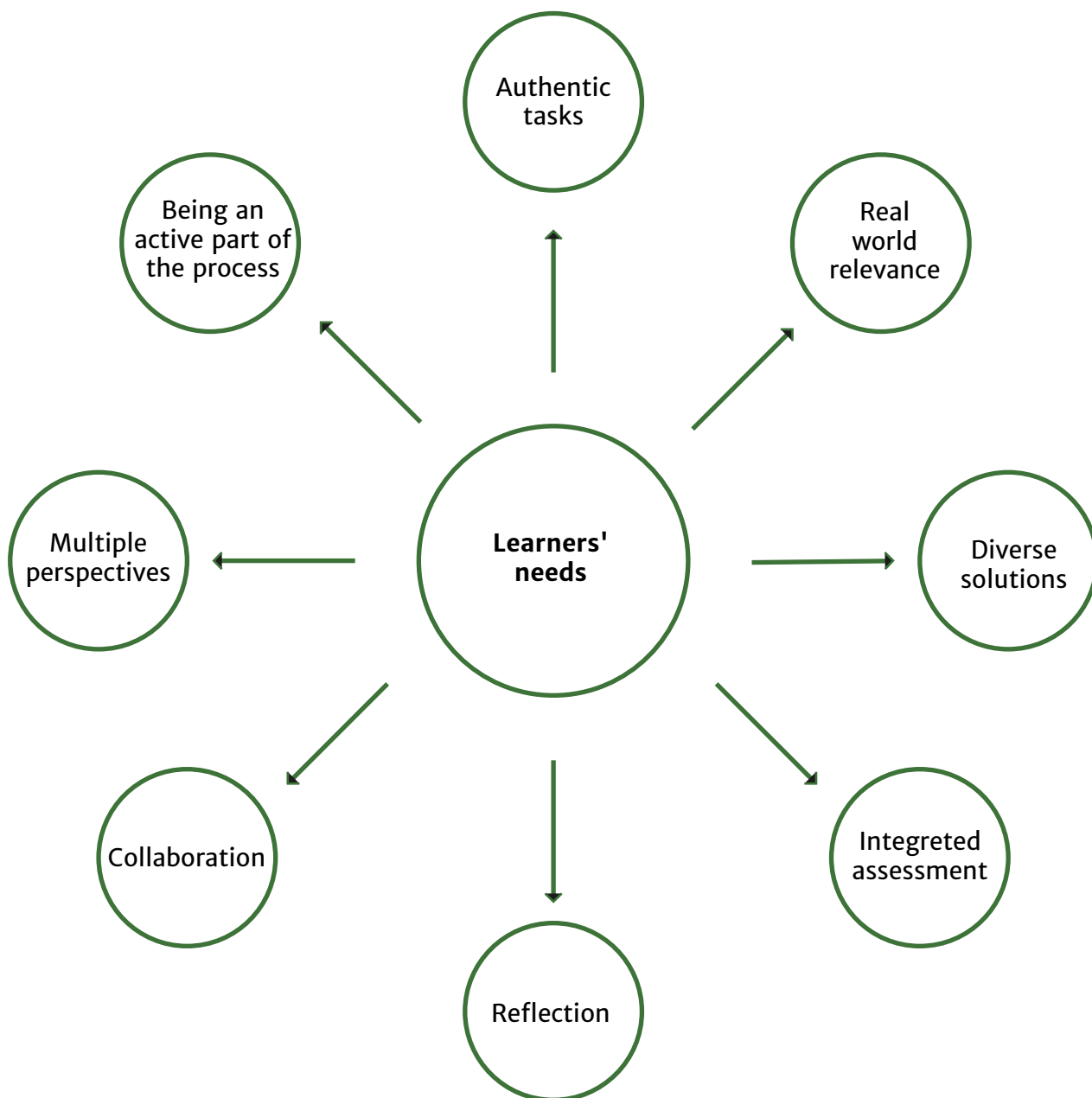
Participants in learning gain sufficient knowledge to be able to understand the phenomenon under discussion. A lack of understanding translates into a rapid discouragement effect. The desire to acquire knowledge takes place through the appeal to and/or the evocation of specific emotions. Emotions, a personal connection with the topic, as well as identification with it create a curiosity effect and allow for engagement. Emotions are also a driving force for taking action.

Not only does the participant know and understand, but they also feel moved and want to deepen their understanding of the subject, they can also apply their knowledge and skills that they have acquired in practice and therefore take action. With reference to the participants' agency, this is a fundamental principle of teaching sustainability. Without this aspect, sustainability will remain yet another misunderstood and empty concept.

Basic principles for encouraging young people to learn about sustainability

There is an existing practice of integrating sustainability into the curricula of schools and universities, but this process is akin to adapting a topic to the current programmes as opposed to strategically changing entire programmes. Thus, the meaning of sustainability is blurred. It ceases to be a reliable and authentic experience for younger audiences. Another barrier to the effective teaching of sustainability are the tools and the existing education culture. In traditional education, it is customary for scholars to focus on the teacher, listen to him or her, and to imitate the actions performed and the words spoken (Awacorach et al., 2021). The current trend of applied teaching tools is towards student-centred teaching, often using a constructive alignment approach. Effective sustainability education requires a strong commitment on the part of both instructors and learners (Leal Filho et al., 2018) which offers an opportunity for researching and rethinking how appropriate and successful educational practices may be. However, despite the role of transformation in higher education and particularly in sustainability learning, there is a paucity of studies which examine the extent to which transformation and learning on matters related to sustainable development may be integrated. Based on this perceived research need, the purpose of this article is to present how transformation in learning in education for sustainability requires the commitment of Faculty and the engagement of students. To do this, a set of qualitative case studies were used in higher education institutions across seven countries (Brazil, Serbia, Latvia, South Africa, Spain, Syria, UK, it should be a mutual learning relationship. A few basic principles for encouraging young people to learn about sustainability are shown below, their application will cover the needs of learners.

Figure 9. Learners' needs



Source: Own study.

Being aware

In the first instance, the teacher needs to be aware of what they are doing as a part of their teaching process. Students are easily discouraged if they are not given the purpose of the course. They will not be persuaded by a teacher who does not feel and understand the need to teach their students about the idea of sustainability. Research indicates that the individual values held by the university teacher translate into their approach used in teaching, especially with regard to the content taught and their motivation for teaching in a particular area and thus the learning outcomes (Thomas, 2016). Each topic should be explored in depth

and the main objective of the course should be emphasized as well as the specific objectives that will be pursued in its various modules and exercises. Every topic that is pursued should be introduced by outlining its purpose.

Partnership in process

The achievement of the objectives of the individual modules cannot occur without the coexistence of both learners and teachers in the learning process. A learner who does not become a partner will not be able to get a full feel for the subject matter and thus become involved in its realization. In order to achieve a partnership effect, it is proposed to use a co-creation approach. Co-creation is a participatory attitude to the learning process. Students are treated as partners, they are involved in decisions concerning the subject matter and dynamics of the learning process. This attitude allows learners to contribute to their process, to become integrated and to be emotionally involved in the topic pursued (Bovill, 2020). It is necessary to delegate a part of the decision-making to the students, e.g., to let them choose the topics to be pursued or the order in which they are to be pursued, to present the possibility of extending the pursued topic list with elements of relevance to the students, to consult the didactic tools to be used and to be open to their modification if necessary.

Importance of the subject

The introduction of further learning elements should build on and relate to the experiences of the learner. When starting a new module, ask introductory questions about the topic, these should be related to the experiences of the learner. This will allow them to connect their newly acquired knowledge to the realities of the world that they live in. This type of reference is also an opportunity to stimulate reflection concerning the topic and to recognize its relevance.

Critical reflection

The whole teaching process should be focused on stimulating the ability of the learner to form a critical reflection. Students should be encouraged to examine information and descriptions (content reflection), and check the applied solutions to existing issues (process reflection), they should also question the phenomenon itself (premise reflection), so that they will be able to transform the habits of their mind and form a critical self-reflection towards the values surrounding them. (Mezirow, 2000) this 3-part book contains 12 articles that examine the concept of how adults learn to change ("transform"). An atmosphere of free speech should be created. Learners need to be aware that their opinion concerning a given area will be listened to respectfully and that the tutor will accept and address it in the context of the topic being pursued. This approach should be accepted in general terms by the whole group of sustainability learners.

It is advisable to adopt common principles at the beginning of the course. These can be used to build co-determination and ownership of the learning process through, for example, writing a course contract. In such a contract, the learners write down rules for cooperation relating to their attitude towards each other. There should be provisions for mutual respect concerning expression, freedom of opinion and the presentation of critical opinions based on concrete arguments.

Interdisciplinarity

The values communicated in the course should not be one-dimensional. Learners should be made aware their interdisciplinary nature. When teaching a topic, the teacher can refer to the specialization of his or her learners, showing that sustainability is not just a separate course, but rather, that it permeates many aspects of the lives of learners and manifests itself in their daily activities, regardless of their path in life. Many different attitudes and areas of life are correlated with sustainability issues. For example, the literature distinguishes ethics, aesthetics and culture and also non-material values such as solidarity, compassion and mutual help (Ramos et al., 2015). By getting to know the group of learners, which may be achieved as a part of an integrative, introductory exercise, the teacher can then freely incorporate references to the areas mentioned when discussing the issues pursued in the course. In this way, the sense of relevance of the acquired knowledge will once again be strengthened by relating it to activities understood by the learner, e.g., their hobbies, class profile, social and professional activities.

Mix methods and tools

The four basic areas of learning, i.e. visual, auditory, reading/writing, and kinaesthetic should be maintained throughout the course. In this way, it is possible to ensure that a variety of messages are conveyed and thus they will receive a much better reception by the participants. Mixing didactic methods makes it possible to gain access to each of these areas. The preferred didactic method for sustainable teaching is active teaching, which focuses on student involvement. It includes such tools for working with learners as discussion, case study, enactment, and problem solving, among others. These tools are recommended for use in different areas of study, but they should be complemented by methods which are centred around the teacher. The classic lecture format should not be abandoned but rather it should be made more attractive to the audience. Imparting knowledge using a given manner has the advantage of being able to introduce a large amount of theoretical knowledge. Technical aids, e.g. the audiovisualization of the content, and also the diversification of the lecturer, e.g. inviting practitioners, for example, can add variety to the process.

Ethics come first

Very often, sustainability is only combined with various activities at the level of a practical approach (using technology to put this idea into practice) or in terms of changing the behaviour of the course audience. In summary, this can be represented by technology in the service of sustainable behaviour. It is less common to go deeper into the causes of behavioural change and therefore into the construction of a world of values. Shaping attitudes through developing an ethical awareness of the importance of sustainability is one of the key components in the process of teaching it (Biedenweg et al., 2013). Maintaining a certain ethical consistency throughout the course helps to build the credibility of the message in the eyes of the learners. It is important to refer to situations commonly known to students that may be ethically debatable.

Being authentic

Analyses of the sustainability teaching courses being introduced into university programmes indicate that it is important for young people that it is not just an activity within the programme, detached from the rest of their environment, but rather that it permeates all spheres of the functioning of the organization (Moore, 2005). By incorporating practical involvement in the course and in changing the reality that is around learners, a sense of agency is introduced and involvement is encouraged. One component of the course could be to analyse changes in the immediate environment in terms of the knowledge acquired and to propose changes to make it more sustainable. The teacher should also encourage independent activities to deepen the acquired knowledge and put it into practice. It is advisable to research the available action programmes and activities of a social, environmental, or business nature and present them to the learners as additional elements that they can implement on their own. Encouraging students to get involved in sustainability initiatives within their community may help them to connect classroom learning with real-world issues. Being authentic also means pursuing a course of sustainability by respecting this idea when it is put into action. It is necessary to choose working tools in such a way that they do not contradict the values conveyed, for example, to ensure a low consumption of materials, to introduce the principle of recycling and reuse.

Show efficiency

The introduction of the practical application of the knowledge gained cannot be separated from the actual possibility of its implementation. If learners are urged to take action and to change their environment, there must be a guarantee that the learners will see the results of their actions. One example is the implementation of community projects. These are designed in the classroom according to the principle of sustainability, it must be possible to realize them

in practice. Eager project initiators should be rewarded with potential sources of funding and organizational support so that they can actually implement them after the course. As a rule, students do not want to get involved in tasks without any practical application, and which will remain a project written on a piece of paper at the end of the learning process. Students can also be encouraged during their courses to share accounts of the successes they have had in putting their ideas into practice. If there is no time for this during the course, a communication platform that allows it should be set up, e.g., an online platform where participants can send each other material demonstrating their activities.

Importance of summary

Each activity that is conducted as a part of the course should end with a summary of the knowledge gained and a reminder of which objective was pursued during the activity. This should include a summary of the most important information that was presented to the learners, indicating which new skills that they have acquired. The end of the course may also include an invitation to the next course as appropriate and a short announcement, so that learners will have a sense of continuity.

Following the listed principles concerning the implementation of sustainability issues should contribute to the active involvement of learners in the process. Understanding sustainability, feeling the need for it, and conducting appropriate activities helps to meet the needs of the learner which must be addressed in the education process. However, it is important to bear in mind that these may vary from one group of learners to another. With any action taken, flexibility and openness to change will therefore be the key to success. It should not be forgotten that the teacher co-creates the learning process and therefore needs to know and understand the characteristics of the learning group.

How to teach/learn sustainability leadership

Sustainability is becoming an increasingly important issue in today's world, as both individuals and organizations recognize the need to protect the planet and its resources for future generations. Leadership is a crucial factor in achieving sustainability, as it requires individuals and organizations to take a long-term view, make difficult decisions, and inspire others to take action.

One of the key roles that leaders play in sustainability is setting **goals and directions**. Leaders can establish ambitious goals and targets for their organizations, thereby providing a clear direction for action for the cause of building a more sustainable future. By establishing a strong vision, leaders can ensure that sustainability is integrated into the core values and operations of their organization.

Another critical role of leadership in sustainability is that of **inspiring action**. Leaders must be able to motivate and engage with employees, stakeholders, and communities in order to take action leading towards sustainability. Through leading by example and demonstrating the benefits of sustainability, leaders can encourage others to follow suit and make a meaningful impact.

Making tough decisions is also a vital aspect of leadership in sustainability. Sustainability often requires making difficult decisions that balance short-term costs against long-term benefits. Leaders must be willing to make these tough decisions and to communicate their rationale clearly to stakeholders. By prioritizing sustainability in decision-making, leaders can ensure that their organization is well-positioned for long-term success.

Fostering innovation is another key role of leadership in sustainability. Sustainability requires innovative thinking and taking new approaches to old problems. Leaders can create a culture of innovation by encouraging experimentation, risk-taking, and collaboration across departments and disciplines. By fostering innovation, leaders can drive progress towards sustainable solutions that benefit both people and the planet.

Finally, **building partnerships** is essential to achieving sustainability goals. Sustainability challenges are often complex and require collaboration across sectors and industries. Leaders can build partnerships with other organizations, governments, and communities in order to drive progress towards shared sustainability goals. By working together, leaders can create a more significant impact and drive lasting change.

Therefore, leadership is critical to advancing sustainability by setting goals, inspiring action, making tough decisions, fostering innovation, and building partnerships. Leaders must recognize the importance of sustainability and take

proactive steps to integrate it into the operations and culture of their organizations. By doing so, they can create a more sustainable future for all.

Teaching sustainability leadership is a critical skill for anyone interested in promoting sustainable development and creating a more sustainable future. Sustainability leadership involves leading individuals, organizations, and communities toward sustainable practices and outcomes. In this document, we will discuss learning methods and learning content that can be used to help individuals to develop sustainability leadership skills.

Learning Content

- **Sustainability Fundamentals:** Understanding the principles and concepts of sustainability are crucial for developing sustainability leadership. This may include learning about sustainable development, ecological systems, climate change, and environmental ethics.
- **Leadership Skills:** Developing leadership skills is essential for sustainability leadership. Leadership skills include communication, collaboration, conflict resolution, and strategic planning. These skills will enable individuals to lead sustainability initiatives effectively.
- **Systems Thinking:** Systems thinking is a way of looking at the world that considers the interconnections between the different elements. In sustainability leadership, systems thinking is crucial as it helps individuals to identify the root causes of sustainability challenges and develop holistic solutions.
- **Sustainable Business Practices:** Sustainability leadership in a business context involves integrating sustainable practices into business operations. Learning about sustainable business practices, such as circular economy principles, sustainable supply chain management, and green marketing, is essential for individuals interested in sustainability leadership in the business world.
- **Social Justice:** Social justice is an essential component of sustainability leadership. Learning about social justice issues, such as environmental racism, gender inequality, and economic disparities, can help individuals to develop a more inclusive and equitable approach to sustainability leadership.
- **Environmental Science:** Understanding the science behind sustainability is important for sustainability leadership. Learning about topics such as climate

science, biodiversity, and environmental toxicology can help individuals to make informed decisions about sustainability initiatives.

- **Sustainable Design:** Sustainable design is an important aspect of sustainability leadership. Learning about sustainable design principles, such as passive solar design or green building standards, can help individuals to develop solutions that minimize environmental impacts and maximize social and economic benefits.
- **Stakeholder Engagement:** Stakeholder engagement is a key component of sustainability leadership. Learning about stakeholder engagement strategies, such as participatory decision-making or community-based planning, can help individuals to build relationships and foster collaboration between diverse stakeholder groups.
- **Sustainable Tourism:** Sustainable tourism is a growing industry that requires sustainability leadership. Learning about sustainable tourism practices, such as eco-tourism or responsible tourism, can help individuals to develop strategies for promoting sustainable tourism development.
- **Global Citizenship:** Sustainability leadership requires a global perspective. Learning about global citizenship, intercultural communication, and international development can help individuals to understand the complex interconnections between sustainability issues and develop strategies for addressing global sustainability challenges.

Learning Methods

- **Experiential Learning:** Experiential learning is a hands-on approach that involves learning by doing. In sustainability leadership, experiential learning may include conducting sustainability audits, implementing sustainability practices in a real-world setting, or participating in sustainability projects. Experiential learning allows individuals to learn from their mistakes and to develop problem-solving skills that are essential in sustainability leadership.
- **Case Studies:** Case studies provide a practical way to learn about sustainability leadership. By analysing real-life scenarios, individuals can develop critical thinking skills and gain insights into the complexities of sustainability leadership. Case studies can also help individuals to identify best practices and avoid common mistakes.
- **Peer Learning:** Peer learning involves learning from others. In sustainability leadership, peer learning can take the form of group discussions, peer coaching, or mentorship. Peer learning provides a supportive environment for individuals to learn from experiences and expertise of others.

- **Service Learning:** Service learning is a form of experiential learning that involves engaging in community service while also learning about the issues and challenges facing the community. In sustainability leadership, service learning can provide opportunities for individuals to apply sustainability principles and practices in real-world settings.
- **Field Trips:** Field trips can provide valuable opportunities for individuals to learn about sustainability practices in action. Visiting sustainable farms, green buildings, or renewable energy installations can help individuals see first-hand how sustainability principles can be applied in real-world settings.

To sum up, teaching sustainability leadership requires a combination of learning methods and learning content. Experiential learning, case studies, and peer learning can all help individuals to develop sustainability leadership skills. Sustainability fundamentals, leadership skills, systems thinking, sustainable business practices, and social justice are essential learning content to develop sustainability leadership. By combining these learning methods and learning content, individuals can develop the skills and knowledge necessary to lead sustainability initiatives effectively.

How to implement place-based and project-based learning in teaching/learning sustainability

Place-based and project-based learning are two powerful strategies that can be implemented in order to teach and learn sustainability. These approaches allow learners to connect with their local environment and community and also to engage in real-world projects that promote sustainable practices. In this section, we will discuss how to implement these strategies in teaching and learning sustainability.

Place-based learning

To begin with, place-based learning in sustainability involves using the natural and cultural resources of the local environment to teach and learn about sustainability concepts. The first step is to understand the community where the learners live and the natural and cultural resources available to them. This may be accomplished by taking learners on field trips to explore the community and its resources. Encouraging learners to take an active role in the exploration by asking questions and gathering information about the environment and the people who live there is essential.

Once the community resources have been identified, the next step is to develop a sustainability project which addresses an environmental or social issue in the community. The project should be designed to enhance the community's resilience and sustainability. Learners should work in groups to research the issue and develop a plan to address it. In doing so, they will be able to apply their knowledge in meaningful ways.

In terms of implementing place-based learning in sustainability, it is important to promote active and participatory learning. This may be achieved by involving learners in the planning and implementation of sustainability projects, thereby allowing them to take ownership of their education. It is also essential to provide ongoing support and feedback to learners, so that they can continuously improve their understanding of sustainability concepts.

Another important aspect of using place-based learning in sustainability is to foster a sense of community among the learners. This can be accomplished by promoting collaboration and teamwork, encouraging learners to share ideas and experiences, and also celebrating their achievements. Such an environment encourages learners to take risks, learn from their failures, and also to persist in the face of challenges.

In addition, place-based learning in sustainability should be designed to help learners to develop a deeper understanding of sustainability concepts and their relevance to our lives. This can be achieved by using real-world examples and case studies that illustrate the impacts of unsustainable practices and the potential benefits of sustainable solutions. Learners should also be encouraged to explore the social, economic, and political factors that influence sustainability outcomes, and to develop a critical understanding of the complex interconnections between different aspects of sustainability.

Overall, place-based learning is a powerful approach to teaching and learning about sustainability. By using the local environment and community as a context for learning, learners are able to make connections between academic subjects and real-world issues and moreover, to develop critical thinking, problem-solving, and collaboration skills. By engaging in real-world sustainability projects, learners also develop a sense of responsibility and stewardship towards the local environment as well as their community and become active contributors to sustainable development.

Here are some examples of place-based learning in teaching sustainability:

- Community Gardens – Learners can collaborate with local organizations to create a community garden which promotes sustainable practices such as composting, organic gardening, and water conservation.
- Local Food System – Learners can learn about the impact of food transportation on the environment and collaborate with local farmers and food suppliers to create a sustainable food system within their community.
- Environmental Impact Assessment – Learners can conduct an environmental impact assessment of a nearby natural area in order to understand the impact of human activities on the ecosystem and develop strategies to mitigate these negative impacts.
- Watershed Study – Learners can study the local watershed in order to understand how human activities impact water quality and develop strategies to protect and restore the watershed.
- Climate Change Impact Assessment – Learners can study the local impacts of climate change, such as sea-level rise, extreme weather events, and changes in biodiversity, and develop strategies to mitigate and adapt to these impacts.
- Sustainable Building Design – Learners can design and build a sustainable structure, such as a green roof or a passive solar home, this will help them to understand the principles of sustainable architecture and demonstrate the potential for sustainable building practices.

Project-based learning

Project-based learning is another effective approach to teaching and learning about sustainability. It provides a way to engage learners in real-world problem-solving and promotes a deeper understanding of sustainability issues. Here are some steps to follow for the implementation of project-based learning in teaching/learning sustainability.

First, identify a sustainability challenge or problem in the community that learners can work on. It could be a waste reduction programme, a community garden project, or an energy conservation initiative. The challenge should be relevant to the lives of the learners and connect with their interests and values.

Next, form groups of learners and assign them to work on specific aspects of the project. For example, one group could focus on research and data collection, while another group could focus on design and implementation. This will help learners to develop different skills and collaborate effectively.

Then, provide guidance and support to the learners throughout the project. This could include providing access to resources, facilitating group meetings, and offering feedback on the work performed by the learners. It is important to encourage learners to take ownership of their projects and make decisions collaboratively.

During the project, it is also important to incorporate sustainability concepts and principles into the learning process. This could include teaching learners about sustainable design, renewable energy, ecological systems, and social justice issues related to sustainability. It is important to provide opportunities for learners to reflect on how their project is promoting sustainability and contributing to positive changes in their community.

Finally, encourage learners to share their work with the wider community. This may include hosting a community event or creating a website to showcase their project. By sharing their work, learners can raise awareness concerning sustainability issues and inspire others to take action.

Here are some examples of project-based learning in teaching sustainability:

- Waste Reduction Project - Learners can design and implement a waste reduction programme in their school or community, this may include recycling, composting, and reducing the consumption of single-use plastics.
- Renewable Energy Project - Learners can design and implement a renewable energy project, such as installing solar panels or wind turbines, to reduce the community's dependence on non-renewable energy sources.

- Sustainable Transportation Project – Learners can design and implement a sustainable transportation project, such as a bike-sharing programme or a carpooling campaign, to reduce the carbon footprint of transportation in their community.
- Sustainable Agriculture Project – Learners can design and implement a sustainable agriculture project, such as a permaculture garden or a hydroponic system, to promote local food production and reduce the environmental impact of industrial agriculture.
- Zero Waste Project – Learners can design and implement a zero-waste project, such as a composting programme or a reusable packaging initiative, to reduce the amount of waste generated in their community.
- Energy Efficiency Project – Learners can conduct an energy audit of their school or community and develop strategies to improve energy efficiency, such as installing energy-efficient lighting or upgrading insulation.

How to use new technologies in teaching/learning sustainability

Sustainability is an increasingly important issue today. As human activities cause environmental problems around the world, awareness concerning the potential of sustainability is growing and education about this topic is becoming more important. The rapid development of technology is changing the tools and methods used in education and offers different options to improve the learning process, especially with regard to sustainability. This paper will provide suggestions on how new technologies can be used in the learning process with reference to sustainability. The use of digital tools in the classroom has been on the rise over the past two decades, with increased adoption in both developed and emerging economies. This trend only grew more prominent both during and in the immediate aftermath of the COVID-19 pandemic, which accelerated an already notable shift in how teachers and students use technology in education and pushed most institutions to invest heavily in their ICT systems. There are several ways to use technology in teaching. These include platforms, smart boards, video games, videos, apps etc. By definition, education ICT involves the use of information and communication technologies (ICTs) for educational purposes. Examples of education ICT include the use of video conferencing cameras, video meeting apps, learning management platforms, gaming apps, digital whiteboards, communication boards/discussion tools, laptops, tablets, and projectors, communication apps, research platforms, presentation and design software, and other interactive online tools for both students and teachers.

How to use the new technology in teaching/learning sustainability

For example, video games can be made about using resources wisely, creating a platform with information about air pollution etc. In addition, the use of technology in education has made great strides, especially in recent years. Tools such as smart boards, video games, videos, apps, virtual reality and many other options can be used to enhance the learning process of the student. Also, the process of learning about sustainability can be enriched through the use of technology to provide easy access to information and make the learning process fun. Video games can be used to inform students about the use of sustainable resources and also to make the learning process fun. In addition, creating a platform that provides information about air pollution can also make it easier for students to learn about sustainability. Some of the benefits of technology in the learning process are that it helps students to learn about sustainability, it enables students to actively participate in the learning process, it makes the learning process fun and it facilitates this process.

Digital teaching tools can be divided into passive and active. Smart boards are passive tools with which teachers can make presentations to their students. However, video games are active tools that can be used by students to actively participate in the learning process. For example, a video game can be created to teach sustainability in order to ensure that students gain knowledge about sustainability. One particular video game might allow students to learn about the use of sustainable resources. In addition, a classroom platform can be created to ensure the active participation of the student in the learning process. This platform allows students to share their ideas about sustainability and to read about the ideas of other students.

Online learning platforms

These platforms allow students to learn and interact online about sustainability topics. These platforms offer different resources to help students to learn and allow them to complete assignments and participate in discussions. For example, platforms such as EarthEcho International, Discovery Education, and Green Schools Alliance provide students with online resources and learning materials with which to learn about sustainability topics.

Augmented reality

Augmented reality enriches learning experiences by using virtual elements added to a real-world environment. For example, students can learn about the flora and fauna in a particular region. Furthermore, augmented reality can provide 3D models and other visual tools to help students better understand complex topics. Therefore, augmented reality can be used to help students understand sustainability issues.

Mobile apps

Mobile apps can help students to learn about sustainability issues while also helping them to develop environmentally friendly habits. For example, the JouleBug app offers a series of tasks to help users save energy. With this app, students can monitor their energy consumption at home, practice energy-saving habits and also compete against each other.

Carbon Footprint: This app provides users with a tool for calculating the carbon footprint of their activities in their daily lives. Users can calculate their personal carbon footprint by selecting factors such as transportation, food, shopping and energy consumption. This app can be used to help students to keep track of their carbon footprint and encourage them to avoid environmentally harmful behaviours.

Good Guide: This app helps users to research the environmental, social and health impacts of many products. Users can use the app to search for, categorize and compare products. It helps students to learn about sustainable products and it also helps them to develop eco-friendly consumption habits.

Eco Race: This app is a game where users compete to protect the environment. Users complete a series of tasks that include topics such as energy conservation, water conservation, recycling and the preservation of natural resources. This app can be applied to help students to learn about sustainability issues and demonstrate environmentally friendly behaviours.

Eco Challenge app: is an app used to help students to practice environmentally friendly behaviour in their daily lives. This app is a game that helps users to adopt environmentally friendly habits and keep track of their practices. Users complete a series of tasks involving topics such as energy conservation, water conservation, waste reduction, and natural resource conservation, they earn points for completing these tasks. This app can be used to help students to learn about sustainability issues and practice environmentally friendly behaviours

3D printers

3D printers can be used to make sustainability issues more understandable by giving students the opportunity to visually demonstrate them in a tangible way. For example, students can use 3D printers to produce objects made from recycled plastic to better understand how plastic waste can be recycled.

Virtual reality

Virtual reality can also be used to provide students with a deeper understanding of sustainability. For example, through virtual reality technology, students can navigate around a virtual world and better understand the impact of issues such as environmental pollution or climate change.

WWF Free Rivers: This app helps students to understand the ecosystems of rivers and sustainability. Students learn about life forms in rivers, the general importance of rivers and also explore their impact on the environment.

EcoVerse: This app helps students to explore the life of a forest and understand how natural cycles work. Students discover the animals, plants and other creatures that live in forests and learn about natural processes.

HoloLAB Champions: This app helps students to develop their laboratory skills and understand issues related to sustainability. Students focus on sustainability concepts while working with liquids, gases and other substances. The app recommendation in this case is the app called „JigSpace”. This app offers students

an interactive and three-dimensional learning experience in many subjects. It offers a lot of content, with a special emphasis on sustainability. It can be used to help students to learn about environmentally friendly practices, renewable energy sources, carbon footprint, and other sustainability topics in a more in-depth fashion.

Social media platforms

Social media platforms can be used as a tool for sustainability learning and engagement for young people in general and young workers in particular. For example, by following the sustainability hashtags on Instagram, they can share and discuss sustainability-related content. Furthermore, competitions or events can be organized on social media platforms to raise awareness of sustainability.

Artificial intelligence (AI)

AI is another technology that can be used in the sustainability teaching/learning process. AI can be used to understand the learning styles of students and to deliver customized learning materials accordingly. Furthermore, AI can analyse large data sets related to sustainability and provide students with a better understanding of the relevant concepts.

Online collaboration tools

OCT can help students to better understand sustainability issues by encouraging them to work together. However, there are some points to be considered when using these technologies. For example, it is important to design sustainability-related learning materials appropriately and to analyse the data accurately. Also, it should be borne in mind that such technologies can lead to misunderstandings and the reinforcement of misinformation rather than ensuring that students receive the appropriate information concerning sustainability issues. In conclusion, the use of new technologies in the sustainability teaching/learning process can enable students to participate more actively within the field of sustainability issues. However, it is important that these technologies are designed and applied correctly.

Part II – Organizing teaching/learning in ARD

Who should take part inARD?

Responsible development, which is also known as sustainable development, is an approach to economic growth and development which considers the social, economic, and environmental impacts of development. The goal of responsible development is to meet the needs of the present generation without compromising the ability of future generations to meet their own needs.

Responsible development is based on the principle that economic growth and development should not occur at the expense of the environment or social well-being. It emphasizes the need for sustainable resource use, social equity, and environmental protection. It also involves balancing the requirements of economic development with environmental conservation and social welfare.

Responsible development requires the cooperation and involvement of all stakeholders, including the government, industry, civil society, and local communities. It involves a holistic and integrated approach to development that considers the economic, social, and environmental aspects of development.

Examples of responsible development practices include promoting renewable energy, implementing sustainable agriculture practices, conserving natural resources, and reducing greenhouse gas emissions. Responsible development also involves ensuring that development benefits all members of society, including marginalized and vulnerable groups.

In summary, responsible development is an approach to economic growth and development that promotes sustainability, social equity, and environmental protection. It involves balancing economic development with environmental and social considerations and requires the cooperation and involvement of all stakeholders.

There are several compelling reasons why someone might want to participate in a circular economy project:

- 1. Environmental Benefits:** The circular economy is a system that prioritizes the reuse and recycling of materials, this can greatly reduce the amount of waste generated and also lower carbon emissions. By participating in a circular economy project, individuals can help reduce their impact on the environment and contribute to a more sustainable future.
- 2. Economic Benefits:** The circular economy also presents economic opportunities. By reusing and recycling materials, businesses and individuals can save money on production costs and create new revenue streams. For example, a company that reuses materials can reduce the need to purchase new materials, thus saving money on procurement costs.

3. **Social Benefits:** Participating in a circular economy project can also have social benefits. By promoting a sustainable economy, individuals can contribute to the health and well-being of their community. Additionally, circular economy projects can create new jobs and support local businesses.
4. **Innovation and Creativity:** The circular economy requires both innovative and creative solutions to optimize resource use and minimize waste. Participating in a circular economy project can encourage individuals to think outside the box and develop new solutions to problems.

Overall, participating in a circular economy project can have numerous benefits for individuals and communities, including environmental, economic, social, and innovation benefits.

The circular economy requires participation from a wide range of stakeholders to be successful. These stakeholders include:

- I. **Businesses:** Businesses play a key role in the circular economy as they are responsible for the production and distribution of goods and services. Companies that adopt circular economy principles can reduce waste, increase resource efficiency, and create new revenue streams by reusing and recycling materials.
- II. **Governments:** Governments can play a crucial role in promoting and implementing circular economy policies and regulations. They can provide incentives for businesses to adopt circular practices, and create regulations that encourage sustainable resource use, and also invest in circular infrastructure.
- III. **Consumers:** Consumers have a significant impact on the circular economy through their purchasing decisions. By choosing products that are made from recycled materials or that can easily be repaired and reused, consumers can help to promote a circular economy.
- IV. **Academia and research institutions:** Academia and research institutions can play a role in developing new technologies and processes that promote a circular economy. They can also provide education and training concerning circular economy principles.
- V. **Non-governmental organizations (NGOs):** NGOs can advocate for circular economy policies and raise awareness about the benefits of a circular economy. They can also provide support and resources to businesses and governments that are working towards a circular economy.

Overall, the circular economy requires participation from a diverse range of stakeholders, including businesses, governments, consumers, academia,

and NGOs. By working together, these stakeholders can promote sustainable resource use, reduce waste, and create a more resilient and prosperous economy.

How to recruit students to ARD

This part of the guide focuses on how to recruit and aims to provide guidelines on how to recruit “participants” in general as well as presenting a special overview on how to recruit “students” as a target group of participants.

Recruiting participants for a circular economy project can involve various stakeholders and requires different strategies depending on the project’s goals and target audience. Here are some general strategies that can help attract participants:

- I. Identify the target audience:** The first step is to identify the target audience for the circular economy project. This can include businesses, governments, consumers, academic institutions, NGOs, or other stakeholders. Knowing the target audience helps tailor the recruitment strategy and identify the most effective channels to reach them.
- II. Leverage existing networks:** Reach out to existing networks, such as sustainability organizations, business associations, or academic departments focused on sustainability in order to promote the circular economy project. These groups may already have members who are interested in sustainability and circular economy issues.
- III. Host informational events:** Organize events such as presentations or workshops, to educate participants about the circular economy project and its goals. This can be an effective way to attract participants who are interested in sustainability and circular economy issues.
- IV. Utilize social media and online platforms:** Use social media platforms, such as Twitter, LinkedIn, and Facebook, to promote the circular economy project and engage with potential participants. Share information about the project, post updates, and create engaging content that will capture the attention of participants. You can also use online platforms such as online forums and community platforms to reach out to people with a shared interest in the circular economy.
- V. Collaborate with relevant organizations:** Collaborate with relevant organizations, such as NGOs, trade associations, or academic institutions, to promote the circular economy project to their members or students. This can help to attract participants who are interested in sustainability and circular economy issues.

VI. Offer incentives: Offer incentives, such as recognition, awards, or networking opportunities to encourage participation in the circular economy project. This can help to motivate participants to get involved and stay engaged with the project.

By identifying the target audience, leveraging existing networks, hosting informational events, utilizing social media and online platforms, collaborating with relevant organizations, and offering incentives, it is possible to recruit participants for a circular economy project and create a team of motivated and engaged individuals who are passionate about sustainability and circular economy issues.

Recruiting students for a circular economy project can be a challenging task, but there are some effective strategies that can help attract students and encourage their participation:

Leverage existing networks: Reach out to existing networks, such as sustainability clubs, environmental organizations, or academic departments focused on sustainability, to promote the circular economy project. These groups may already have members who are interested in sustainability and circular economy issues.

Host informational events: Organize events such as presentations or workshops, to educate students about the circular economy project and its goals. This can be an effective way to attract students who are interested in sustainability and circular economy issues.

Utilize social media: Use social media platforms, such as Twitter, Instagram, and Facebook, to promote the circular economy project and engage with students. Share information about the project, post updates, and create engaging content that will capture the attention of students.

Form partnerships with academic departments: Form partnerships with academic departments, such as engineering or business schools, to promote the circular economy project to their students. This can help to attract students who are interested in applying their skills to real-world sustainability challenges.

Offer incentives: Offer incentives, such as course credit, scholarships, or networking opportunities to encourage student participation in the circular economy project. This can help to motivate students to get involved and stay engaged with the project.

By leveraging existing networks, hosting informational events, utilizing social media, partnering with academic departments, and offering incentives, it is

possible to recruit students to a circular economy project and create a team of motivated and engaged individuals who are passionate about sustainability and circular economy issues.

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- 3. Host informational events:** Organize events such as presentations or workshops, to educate participants about the circular economy project and its goals. This can be an effective way to attract participants who are interested in sustainability and circular economy issues.
- 4. Utilize social media and online platforms:** Use social media platforms, such as Twitter, LinkedIn, and Facebook, to promote the circular economy project and engage with potential participants. Share information about the project, post updates, and create engaging content that will capture the attention of participants. You can also use online platforms such as online forums and community platforms to reach out to people with a shared interest in the circular economy.
- 5. Collaborate with relevant organizations:** Collaborate with relevant organizations, such as NGOs, trade associations, or academic institutions, to promote the circular economy project to their members or students. This can help to attract participants who are interested in sustainability and circular economy issues.
- 6. Offer incentives:** Offer incentives, such as recognition, awards, or networking opportunities to encourage participation in the circular economy project. This

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What competencies, qualifications and experience the ARD trainer should have?

While there are many universities and educational institutions that offer programmes in sustainability, environmental studies, social responsibility, and related fields, there is no single „school” that specializes exclusively in responsible development. However, there are several organizations that offer training and certification programmes in responsible development, sustainability, and related topics.

For example, the International Society of Sustainability Professionals (ISSP) offers a Sustainability Professional Certification programme that provides individuals with the knowledge and skills required to implement sustainability practices in their organizations. The Global Reporting Initiative (GRI) offers a range of training programmes concerning sustainability reporting and related topics. Additionally, various non-profit organizations, government agencies, and private consulting firms offer training and certification programmes in sustainability and responsible development.

There are also many academic programmes that cover responsible development principles and practices. These include undergraduate and graduate degree programmes in environmental studies, sustainability, social responsibility, and related fields. Many of these programmes include coursework on responsible development principles, as well as hands-on experience through internships or capstone projects.

In summary, while there is no single „school” that specializes exclusively in responsible development, there are many organizations and academic programmes that offer training and education in this field.

It is difficult to determine which country has the most certified trainers for the circular economy or responsible development, as there is no centralized database or organization that tracks this information globally. However, there are several countries and regions that have a strong focus on the circular economy and sustainability and therefore may have a higher concentration of certified trainers in this field.

For example, in Europe, the European Union has set a goal to become a circular economy by 2050, and several member states have established national circular economy strategies and initiatives. The Netherlands, for instance, is considered to be a leader in the application of a circular economy and has implemented various policies and programmes to promote the transition to a circular economy.

Similarly, in Scandinavia, countries like Sweden and Denmark have a strong focus on sustainability and have implemented various circular economy initiatives.

In Asia, China has set a goal to become a „moderately prosperous society” by 2021 and has included a circular economy as a key component of its development plan. They have implemented various policies and programmes to promote a circular economy, which may have led to an increase in certified trainers in this field.

The adoption and promotion of circular economy principles vary across different regions and countries, which may have an impact on the number of certified trainers available. However, it is likely that countries with a strong focus on sustainability and a circular economy will have a higher concentration of certified trainers in this field.

We generalize that a trainer in the circular economy should have a range of competencies, qualifications, and experience that would enable them to effectively deliver training and support to individuals or organizations in implementing circular economy principles. Here are some key competencies, qualifications, and sets of experience that a trainer in the circular economy may have:

A strong knowledge of circular economy principles: The trainer should have a deep understanding of the circular economy, including its concepts, principles, and practices. This includes a knowledge of resource management, waste reduction, product design, sustainable development, social responsibility, and environmental management, among other topics.

Educational background: A trainer in the circular economy may have a degree in a relevant field such as environmental science, sustainability, or engineering. This educational background provides them with the foundational knowledge required to teach others about circular economy principles.

Experience in circular economy projects/responsible development projects: The trainer should have experience working on circular economy projects or implementing circular economy principles in their own work. This practical experience provides them with real-world knowledge that can be used to inform their training.

Strong communication and interpersonal skills: The trainer should have strong communication and interpersonal skills to effectively convey information and engage with participants. This includes the ability to communicate complex ideas in a clear and concise manner, as well as the ability to facilitate discussions and group activities.

Knowledge of adult learning principles: The trainer should understand adult learning principles and how to effectively design and deliver training that meets the needs of participants.

Professional certifications: Professional certifications such as the Circular Economy Certified® Professional (CECP) or the Certified Sustainability Professional (CSP) can serve to demonstrate the trainer's commitment to the circular economy and their expertise in the field.

Overall, a trainer in responsible development should have a strong knowledge of responsible development principles, relevant educational background and experience, strong communication and interpersonal skills, knowledge of adult learning principles, and professional certifications to effectively teach and support individuals or organizations in implementing responsible development principles.

How to build the relationship between ARD and the social environment

The Academy for Responsible Development (ARD) focuses on educating people about sustainable development, including its environmental, social, and economic aspects. The primary goal of the academy is to raise awareness and the level of understanding concerning sustainability issues and to encourage individuals to adopt sustainable behaviours. One way to achieve this is by building a strong relationship between the academy and its social environment, including stakeholders such as learners, staff, and the broader community. In this section, we shall discuss how to build this relationship in a real environment and on virtual platforms.

Building a strong relationship between the ARD and its social environment is essential for achieving its goals of promoting sustainability and creating positive change in the community. In order to build a successful relationship between the academy and its social environment, several steps must be taken.

The first step in building a strong relationship is to **identify the stakeholders**. Stakeholders are individuals or groups who have an interest in the academy's activities, goals, and outcomes. The stakeholders may include local businesses, community members, non-profit organizations, government agencies, and educational institutions. Identifying the stakeholders and understanding their interests and needs is crucial in building effective relationships.

The second step is to **engage in outreach efforts**. The ARD needs to connect with the stakeholders and build relationships through outreach efforts. The Academy can send members to attend community events, host workshops, give presentations, and collaborate with local organizations. These outreach efforts can help to create

awareness concerning the activities of the academy and establish it as a valuable resource in the community.

The third step is to **collaborate on sustainability projects**. Working with stakeholders on sustainability projects can help to build trust and establish the academy's credibility. Collaborative projects can include community gardens, renewable energy initiatives, and waste reduction programs. Collaborating on projects such as these can help to promote sustainability and create positive change in the community.

The fourth step is to **provide educational resources**. The academy can offer educational resources such as workshops, seminars, and courses to stakeholders. These resources can help to educate the community about sustainability issues and build awareness concerning the academy's mission. By providing educational resources, the academy can become a valuable resource for the community.

The fifth step is to **listen to feedback**. Listening to feedback from stakeholders is critical in building effective relationships. The members of the academy need to collectively understand the needs of stakeholders and to incorporate their ideas into its activities. This can help to build a sense of ownership and investment in the success of the academy within the community.

The final step is to **communicate regularly**. Communication is crucial in building effective relationships. The academy needs to maintain regular communication with stakeholders to keep them informed about its activities and progress. Regular communication can help to build trust and establish the academy as a reliable and valuable resource in the community.

Networking

Networking is one of the most effective ways for the academy to build relationships with stakeholders. By engaging with stakeholders and other organizations, the academy can establish partnerships, exchange knowledge, and create new opportunities for sustainability initiatives. Let's discuss how to build relationships between the academy and its social environment by networking.

The first step in building relationships through networking is to initiate contact with stakeholders and organizations. This can be achieved through email, phone calls, or social media, but it is often more effective to meet in person. Members of the Academy can attend conferences, workshops, and other events to network with stakeholders and learn about their work. It is essential to approach these interactions with a genuine interest in learning about and building relationships, rather than with the agenda of promoting the academy's own initiatives.

The second step is to build relationships with stakeholders and organizations by providing value. This can be achieved by sharing knowledge and resources,

collaborating on projects, and supporting each other's initiatives. For example, the academy can share research or data concerning sustainability topics, offer expertise in a particular area, or provide resources such as toolkits or training materials. By providing value to stakeholders, the academy can establish itself as a trusted partner and build a mutually beneficial relationship.

The third step is to maintain and strengthen relationships over time. This can be accomplished by staying in touch with stakeholders through regular communication such as newsletters, updates, and social media posts. The academy can also organize events such as workshops or roundtable discussions, to bring stakeholders together and foster collaboration. It is essential to listen to feedback and suggestions from stakeholders and to adapt the academy's approach accordingly.

The fourth step is to leverage the relationships built through networking in order to advance sustainability initiatives. This can involve collaborating with regard to advocating for policy changes or sharing resources and knowledge. By working together, the academy and its stakeholders can achieve a greater impact and accelerate progress towards achieving sustainability goals.

Digital communication

The first step in building a relationship between the ARD and its social environment in the digital arena is to establish a strong online presence. This involves creating a website that is easy to navigate and which provides relevant information concerning the academy's programs, activities, and initiatives. The website should also include resources such as articles, videos, and webinars that educate visitors about sustainability issues and inspire them to take action. Additionally, the academy should create social media accounts on popular platforms such as Facebook, Twitter, and Instagram in order to reach a broader audience and engage with stakeholders.

The second step is to use digital platforms to communicate with stakeholders and gather feedback. This involves setting up online surveys and forums to collect opinions and suggestions from students, staff, and the broader community. The academy should also use social media to share updates and news concerning sustainability-related events and initiatives, as well as to respond to questions and concerns from stakeholders. By maintaining an open and transparent communication channel, the academy can build trust and foster a sense of community among its stakeholders.

The third step is to use digital platforms to showcase the sustainability achievements and impact of the academy. This involves creating case studies and reports that highlight the academy's sustainability initiatives and their outcomes. These reports can be shared on the academy's website and social media

accounts, as well as with local media outlets. By demonstrating its impact on the environment and the community, the academy can build its reputation as a leader in sustainable development and attract more stakeholders to its programs and initiatives.

Another important aspect of building a relationship between the academy and its social environment in the digital arena is to ensure that the academy's messaging is consistent and aligned with its sustainability goals. This means that the academy's website, social media accounts, and other digital channels should all promote the same message and objectives. This consistency not only helps to build trust and credibility among stakeholders but also reinforces the academy's commitment to sustainability.

Providing opportunities for engagement and participation is also a way to build a relationship between the ARD and its social environment in the digital arena. This can be achieved through online events, webinars, and workshops that promote sustainable behaviours and provide information concerning sustainability-related topics. The academy can also provide resources such as toolkits, guides, and manuals that could serve to help stakeholders to adopt sustainable practices in their daily lives. By providing opportunities for engagement and participation, the academy can build a sense of ownership and investment among stakeholders, which is critical for achieving sustainability.

It is also important for the academy to use digital platforms to promote diversity, equity, and inclusion. This means that the academy should reach out to underrepresented groups with intent and ensuring that its programs and initiatives are accessible and inclusive. The academy can use digital platforms to showcase the diversity of its stakeholders and highlight the contributions of individuals from all backgrounds. By promoting diversity, equity, and inclusion, the academy can build a more robust and resilient social environment that is better equipped to address sustainability challenges.

Finally, the ARD should use digital platforms to promote innovation and collaboration. This involves leveraging technology to create new and innovative solutions to sustainability challenges, as well as collaborating with stakeholders from different sectors and disciplines to develop comprehensive and holistic approaches to sustainability. The academy can use digital platforms to share its research and innovations with the broader community and to foster collaboration and knowledge-sharing among the various stakeholders. By promoting innovation and collaboration, the academy can help to accelerate progress towards a sustainable future.

How to monitor the progress of ARD participants and how to check the effectiveness of activities

Monitoring learning progress is an important aspect of education and training, as it allows trainers to assess whether learners/participants are acquiring the knowledge and skills they need. Here are some steps you can take to monitor learning progress:

1. Set clear learning objectives: Before beginning any training program, it is important to establish clear learning objectives that outline what learners are expected to achieve. These objectives should be measurable and specific so that progress can be tracked overtime.

- Develop an understanding of sustainability principles: Learners should develop an understanding of the key principles of sustainability and their importance in responsible development.
- Analyse the environmental impact of development: Learners should be able to analyse the environmental impact of different development projects and identify various ways to minimize negative impacts and promote sustainability.
- Identify social and economic issues related to development: Learners should be able to identify social and economic issues related to development, such as inequality, poverty, and access to resources.
- Develop strategies for responsible development: Learners should be able to develop strategies for responsible development that consider environmental, social, and economic factors.
- Understand the role of stakeholders in responsible development: Learners should be able to identify and understand the roles and responsibilities of different stakeholders in responsible development, including government, industry, and local communities.
- Develop communication and collaboration skills: Learners should develop communication and collaboration skills that will enable them to work effectively with others to promote responsible development.
- Apply ethical principles to development: Learners should be able to apply ethical principles to development projects, such as fairness, justice, and respect for human rights.

2. Use formative assessments: Formative assessments are assessments that are conducted during the learning process, with the goal of identifying areas where learners may need additional support or instruction.

- Quizzes or knowledge checks: These can be used to assess the extent to which learners understand sustainability principles, environmental impact, social and economic issues related to development, and ethical principles.
- Case studies: These can be used to simulate real-world scenarios and challenge learners to apply their knowledge and skills to solving problems related to responsible development.
- Group discussions: These can be used to promote collaboration and critical thinking skills, and also to encourage learners to share their perspectives and experiences related to responsible development.
- Reflection activities: These can be used to encourage learners to reflect on their own learning progress and to identify areas where they may need additional support or instruction.
- Peer assessments: These can be used to encourage learners to provide feedback and support to one another, and also to develop skills in providing constructive criticism.

3. Provide regular feedback: Provide learners with regular feedback concerning their progress, this should include both positive feedback and constructive criticism. This feedback should be specific and actionable so that learners know what they need to do to improve.

- Be specific: When providing feedback, be specific about what the learner is doing well and where they may need to improve. Avoid general comments like „good job” or „needs work,” and instead provide specific examples and suggestions for improvement.
- Use a variety of feedback methods: Use a variety of feedback methods, such as written feedback, verbal feedback, and peer feedback, to ensure that learners receive feedback in a variety of formats and from a variety of perspectives.
- Set clear expectations: From the beginning of the project, set clear expectations for what learners should expect in terms of feedback. Let learners know how often they will receive feedback, what types of feedback they can expect, and what criteria you will be using to evaluate their progress.
- Provide feedback in a timely manner: Provide feedback in a timely manner, ideally within a few days of the completion of an assignment or project.

This helps learners to stay engaged and motivated and it also allows them to make timely adjustments to their work.

- Use a strengths-based approach: When providing feedback, focus on the strengths of the learner as well as on areas for potential improvement. Help learners to identify what they are doing well and encourage them to build on these strengths in their future work.
- Encourage self-reflection: Encourage learners to reflect on their own progress and to identify areas where they may need additional support or instruction. Provide opportunities for learners to ask questions and also to seek clarification concerning their feedback.

4. Use summative assessments: Summative assessments are assessments that are conducted at the end of a learning program, with the goal of evaluating the overall performance of the learner.

- Exams: Multiple-choice or essay exams can be used to assess the extent to which the learner understands the key concepts and theories related to responsible development.
- Presentations: Learners can create presentations to demonstrate their understanding of specific responsible development topics, such as sustainability or social justice.
- Projects: Projects such as research papers or case studies can be used to assess the ability of learners to apply responsible development concepts and theories to real-world situations.
- Portfolios: Portfolios can be used to assess the progress of learners over time, it may include examples of their work, reflections concerning their progress, and also feedback from trainers and peers.
- Simulations: Simulations can be used to assess the ability of learners to apply responsible development concepts and theories in a simulated real-world environment.
- Performance assessments: Performance assessments such as role-playing or debates can be used to assess the ability of a learner to apply responsible development concepts and theories in a practical setting.

5. Encourage self-reflection: Encourage learners to reflect on their own learning progress, and to identify areas where they feel that they might benefit from additional support or instruction. This may help learners to take ownership of their own learning and also to develop skills in self-directed learning.

- Journals: Learners can keep a journal where they reflect on their own learning and experiences related to sustainable development. This may include reflections on their own attitudes and behaviours, as well as observations concerning the broader social and environmental context.
- Group discussions: Group discussions can be used to encourage learners to share their thoughts and perspectives on sustainable development and also to challenge each other's assumptions and beliefs.
- Reflection questions: Reflection questions may be included in assignments or assessments in order to encourage learners to think critically about their own learning and experiences related to sustainable development.
- Role-playing: Role-playing activities can be used to encourage learners to put themselves in the shoes of others and to reflect on their own attitudes and behaviours related to sustainable development.
- Peer feedback: Peer feedback can be used to encourage learners to reflect on their own work and to receive constructive feedback from their peers.
- Mind mapping: Mind mapping can be used as a visual tool to help learners to reflect on their own learning and experiences related to sustainable development.

By following these steps, you can effectively monitor learning progress and ensure that learners are acquiring the knowledge and skills that they need.

How to promote and communicate the results of ARD

Understanding the target audience is critical to ensuring that the messaging is effective. Identify stakeholders who would be interested in the results produced by the Academy of Responsible Development, such as government agencies, non-governmental organizations, academic institutions, industry partners, and the general public. By defining the target audience, ARD can tailor its messaging and communication channels to reach them more effectively.

A communication plan is essential to ensuring that ARD's messaging is clear and consistent. It should include key messages, communication channels, and a timeline for sharing the results of the academy. By developing a communication plan, ARD can ensure that all stakeholders receive consistent and timely messaging.

Social media platforms such as Twitter, LinkedIn, and Facebook are powerful tools with which to share updates and engage with stakeholders. ARD can use social media to share its content and engage in conversations centred around sustainable development. By leveraging social media, ARD can reach a wider audience and increase engagement with its messaging.

Organizing an event to publicize the results achieved by the academy can generate interest and excitement among the various stakeholders. The launch event can be either physical or virtual, depending on the target audience. ARD can invite key stakeholders to attend the event, such as government officials, non-governmental organizations, industry partners, and community leaders.

Writing articles and press releases is an effective way to share the results that the academy has achieved with the media and the wider public. ARD should use clear and concise language to communicate its key messages. By publishing articles and press releases, ARD can raise awareness of the academy's work and generate interest among stakeholders.

Collaboration is key to promoting sustainable development. ARD can work with partners such as non-governmental organizations, industry partners, and academic institutions to promote the results of the academy and engage with a wider audience. By collaborating with partners ARD can leverage its networks and resources in order to amplify its messaging.

Multimedia content such as videos, infographics, and animations can help to communicate complex ideas in a more accessible way. ARD can use these tools to make its content more engaging and shareable. By using multimedia, ARD can increase the impact of its messaging and reach a wider audience.

An appropriate website is an essential tool for communicating the results of the academy. ARD can use it to share its key messages, showcase projects, and provide resources for stakeholders. By creating an appropriate website, ARD can ensure that its messaging is accessible to a wide range of stakeholders.

Engaging with policymakers is an important aspect of promoting responsible development. ARD can share the results produced by the academy with policymakers to inform policy decisions and promote sustainable practices. By engaging with policymakers, ARD can ensure that the academy's work has a lasting impact.

Case studies can be used to showcase the impact of the academy's work. ARD can use them to tell stories about the people and the communities that have benefited from the academy's programs. By developing case studies, ARD can demonstrate the tangible benefits of responsible development and generate interest among stakeholders.

Webinars are a great way to engage with stakeholders who are unable to attend physical events. ARD can use webinars to share updates about the academy's work and engage in conversations centred around sustainable development. By organizing webinars, ARD can reach a wider audience and generate interest in the academy's work.

Data visualization tools such as graphs and charts can also be used to help to communicate complex data in a more accessible way. ARD can use them to showcase the impact of the academy's work and highlight key trends. By using data visualization, ARD can make its messaging more engaging and increase its impact.

Testimonials from participants and beneficiaries can help to build trust and this adds to the credibility of the results achieved by the academy. ARD can use them to highlight the impact of the academy's work and showcase the benefits of responsible development. By sharing testimonials, ARD can provide a human element to its messaging and demonstrate the real-world impact of the academy's work.

Translating the content into multiple languages can also serve to extend its reach to a wider audience and increase engagement with ARD messaging. ARD should identify the languages that are most relevant to its target audience and ensure that the content is translated accurately. By translating the content, ARD can ensure that its messaging is accessible to a wider range of stakeholders.

Local media outlets can help to raise awareness of the academy's work among the wider public. ARD can reach out to local newspapers, radio stations,

and television networks to share updates concerning the academy's work and engage in conversations around sustainable development. By engaging with local media, ARD can generate interest in the academy's work and increase its visibility.

Workshops are a great way to engage stakeholders in conversations based around sustainable development. ARD can use them to provide training and resources for participants and to showcase the impact of the academy's work. By hosting workshops, ARD can engage stakeholders in meaningful conversations and generate interest in sustainable development.

Storytelling is a powerful tool for communicating the impact of the academy's work. ARD can use stories to showcase the people and communities that have benefited from the academy's programs and to demonstrate the real-world impact of sustainable development. By using storytelling, ARD can create a connection with its audience and generate interest in the academy's work.

Universities should be regarded as important partners in promoting sustainable development. ARD can work with universities to share the results of the academy's work and engage in various research collaborations. By developing partnerships with universities, ARD can leverage its expertise and resources to amplify its messaging.

Highlighting the key achievements and impact of the academy's work is essential to promoting its success. ARD can use metrics and data to showcase the tangible benefits of sustainable development and the academy's role in achieving them. By highlighting key achievements and their impact, ARD can demonstrate the value of the academy's work and generate interest among stakeholders.

Measuring progress and reporting on it are essential to ensuring the ongoing success of the academy's work. ARD should use metrics and data to track its progress towards its goals and report on its achievements to stakeholders. By measuring and reporting on its progress, ARD can ensure accountability and demonstrate the ongoing impact of the academy's work.

Partnering with youth organizations that share similar goals and values can help to expand the reach of the academy's messaging. ARD should collaborate with organizations such as student associations, youth councils, and environmental clubs to organize events and share updates about the academy's work.

Young people and volunteers are often interested in opportunities to give something back to their communities and contribute to a cause that they believe in. ARD can offer volunteer opportunities that align with the academy's goals and values and also provide training and resources to ensure that volunteers are equipped with the skills and knowledge they need to make a meaningful contribution.

Young people and volunteers are often motivated by incentives such as discounts, merchandise, or gaining recognition for their contributions. ARD can offer incentives for participating in volunteer activities or sharing the academy's messaging on social media, contests and giveaways can be used to generate excitement and engagement.

A brand ambassador program can help to build a network of dedicated supporters who will be able to promote and communicate the academy's work. ARD can identify volunteers who are passionate about the academy's mission and provide them with the necessary training and resources to help them to become effective advocates.

Alumni of the academy have the potential to become powerful advocates for the organization. ARD can engage with alumni through newsletters, social media, and events, showcase alumni success stories and highlight the impact that the academy has had on their lives and careers.

Module 1

High competences society

HIGH-COMPETENCE SOCIETY

The module is devoted to the role of university in the development of sustainable competencies. In the course of it, students will learn what a sustainable university is, what competencies it should shape for the benefit of future generations, and how these competencies relate to the needs of employers. Based on inquiry-based learning, students will identify desirable university activities and then develop an illustration of them in accordance with the methodology of interactive case studies. Students will learn to provide information and promote initiatives in the area of sustainable university in a simple and accessible way. They will learn, further, that a sustainable university shapes sustainability competencies that are currently in demand on the job market. The module is also designed to make students aware of the role of academics, students and employers in co-creating a sustainable university.

title of the module	University – sustainability competencies – labour market
thematic area	The content area of this module is related to the following SDG goal: SDG 4 – Inclusive and equitable quality education and lifelong learning opportunities for all. and also indirectly: SDG 10 – Reduction of inequality within and among countries. SDG 8 – Sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
learning goals	Learning goals: <ul style="list-style-type: none"> • The student will understand what sustainability competencies are and their significance in higher education and professional environments. • The student will recognize the roles and responsibilities of different actors (academics, students, employers) in shaping and fostering sustainability competencies. • The student will acquire the skills to analyze and evaluate how sustainability competencies are developed and implemented within various organizational and educational settings. • The student will develop competencies in critical thinking, problem-solving, communication, and collaboration to support sustainability initiatives.
key competencies	Systems thinking competence, normative competence, strategic action competence, and interpersonal competence.
duration	Total duration: 3 months (12 weeks) Proposed schedule: 2 mini-lectures meetings (1st and 2nd week) 2 masterclasses with employers (3rd and 4th week) 1 workshop on interactive case studies (week 6) Project development (weeks: 7-11) Project presentation (week 12)
number of participants	20

prerequisites	The module is designed for those who are already studying and have completed at least one semester of university education.
teaching methods recommended	Group work (project-based learning), case study, masterclass, mini-lectures, inquiry-based learning, problem-based learning.
recommended methods for competency-level verification before and after taking the module	It is recommended to use a simple pretest and posttest in the form of open-ended questions. The level of competence achieved should also be measured regarding the final outcomes of the module in the form of interactive case studies.
references	<p>Amaral, L. P., Martins, N., & Gouveia, J. B. (2015). Quest for a Sustainable University: A Review. <i>International Journal of Sustainability in Higher Education</i>, 16(2), 155-172. doi:10.1108/ijshe-02-2013-0017.</p> <p>Jelonek, M., & Urbaniec, M. (2019). Development of Sustainability Competencies for the Labour Market: An Exploratory Qualitative Study. <i>Sustainability</i>, 11(20), 5716. doi: http://dx.doi.org/10.3390/su11205716</p> <p>Lukman, R., & Glavič, P. (2006). What are the key elements of a sustainable university? <i>Clean Technologies and Environmental Policy</i>, 9(2), 103-114. doi:10.1007/s10098-006-0070-7</p> <p>Sterling, S., Maxey, L., & Luna, H. (Eds.). (2013). <i>The Sustainable University: Progress and prospects</i> (1st ed.). Routledge. https://doi.org/10.4324/9780203101780</p>

MINI LECTURES MEETING AND DISCUSSION

The mini lecture (with a moderated discussion) is arranged in a format that should be implemented at the beginning of the module. Its aim is to provide students with a basic knowledge of the competencies that should be followed and developed in a university setting. The lectures also aim to encourage students to be creative in thinking about the role of the university in developing skills essential for the development of sustainable societies.

Title of the activity	What is the role of higher education in the formation of competencies relevant to sustainable development?
ARD area	The content area of this module is related to the following SDG goal: SDG 4 – Inclusive and equitable quality education and lifelong learning opportunities for all. and also indirectly: SDG 10 – Reduction of inequality within and among countries. DG 8 – Sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
ARD module	Learning goals: <ul style="list-style-type: none"> • The student will understand what sustainability competencies are and their significance in higher education and professional environments. • The student will recognize the roles and responsibilities of different actors (academics, students, employers) in shaping and fostering sustainability competencies. • The student will acquire the skills to analyze and evaluate how sustainability competencies are developed and implemented within various organizational and educational settings. • The student will develop competencies in critical thinking, problem-solving, communication, and collaboration to support sustainability initiatives.
Key competencies	Systems thinking competence, normative competence, strategic action competence, and interpersonal competence.
Thematic area	Total duration: 3 months (12 weeks) Proposed schedule: 2 mini-lectures meetings (1st and 2nd week) 2 masterclasses with employers (3rd and 4th week) 1 workshop on interactive case studies (week 6) Project development (weeks: 7-11) Project presentation (week 12)
Learning goals	20
Knowledge	The module is designed for those who are already studying and have completed at least one semester of university education.
Skills	Group work (project-based learning), case study, masterclass, mini-lectures, inquiry-based learning, problem-based learning.

Competences	It is recommended to use a simple pretest and posttest in the form of open-ended questions. The level of competence achieved should also be measured regarding the final outcomes of the module in the form of interactive case studies.
Duration	Amaral, L. P., Martins, N., & Gouveia, J. B. (2015). Quest for a Sustainable University: A Review. <i>International Journal of Sustainability in Higher Education</i> , 16(2), 155-172. doi:10.1108/ijsh-02-2013-0017. Jelonek, M., & Urbaniec, M. (2019). Development of Sustainability Competencies for the Labour Market: An Exploratory Qualitative Study. <i>Sustainability</i> , 11(20), 5716. doi: http://dx.doi.org/10.3390/su11205716 Lukman, R., & Glavič, P. (2006). What are the key elements of a sustainable university? <i>Clean Technologies and Environmental Policy</i> , 9(2), 103-114. doi:10.1007/s10098-006-0070-7 Sterling, S., Maxey, L., & Luna, H. (Eds.). (2013). <i>The Sustainable University: Progress and prospects</i> (1st ed.). Routledge. https://doi.org/10.4324/9780203101780
Number of participants	1 group of 20 students
Prerequisites	No prerequisites
Required materials	Computers/laptops, flipchart
Teaching methods recommended	Lecture, discussion
Methods for learning outcomes verification	Learning outcomes will be verified based on practical tasks performed at the end of the module and a short quiz after the lecture.
Detailed activity plan	<ul style="list-style-type: none"> • Introduction to mini lecture provided by moderator (0,5h). • Mini - lecture (0,5 h). • Discussion moderate by moderator (1-2 h). • Quiz (0,2 h) <p>lecture topics: First meeting: What are the sustainable competencies and why they are important for future societies? Second meeting: What is sustainable university and what is its role in shaping sustainable competencies?</p>
Tips for facilitators	Give students choices in what they learn, how they learn, and how they demonstrate their learning; encourage students to work together, discuss and collaborate; encourage students to ask questions, investigate and explore, and find their own answers; engage students in hands-on, experiential learning activities; encourage students to reflect on their own learning. Remember to make the discussion creative. Depending on the needs of the group, it can be in small groups or in a public forum. It can be both moderator-led and student-led. The form of an Oxford debate is also allowed, provided that its rules and the theses under discussion are given to the students well in advance.

MASTERCLASSES WITH EMPLOYEES

The masterclass is a format that should be applied after the master lectures have already been conducted, at that point in time the students will have a basic knowledge of the competencies that should be formed in a university setting. During the masterclass, students will be introduced to the perspective of employers and their view of the university's role in developing the key competencies necessary for a sustainable society.

Title of the activity	What is the employers' perspective concerning the role of higher education in the formation of competencies relevant to sustainable development?
ARD area	Sustainability competencies
ARD module	High-competence society
Key competencies	Systems thinking competence, normative competence, interpersonal competence.
Thematic area	The content area of this module is related to the following SDG goals: SDG 4 - Inclusive and equitable high-quality education and lifelong learning opportunities for all. And also indirectly: SDG 10 - Reduction of inequality within and among countries. DG 8 - Sustained, inclusive and sustainable economic growth, full and productive employment and humane working conditions for all.
Learning goals	The goal is to learn about the perspective of employers concerning the role of the university in developing skills important for sustainable development.
Knowledge	Participant knows what the employers' perspective is concerning: <ul style="list-style-type: none"> • sustainability competencies, • the role of the university in developing skills important for sustainable development, • the role of employees in this process.
Skills	Participant can: critically interpret the value of cooperation between employers and the university in shaping the competences relevant to sustainable societies.
Competences	Participant is able to: include and respect different perspectives in view of the same problem.
Duration	2 meetings, 2-3 hours for each one
Number of participants	1 group of 20 students
Prerequisites	Student has participated in mini-lectures, has basic knowledge of sustainability competencies
Required materials	Computers/laptops, flipchart
Teaching methods recommended	Masterclass, discussion

Methods for learning outcomes verification	Learning outcomes will be verified based on practical tasks performed at the end of the module.
Detailed activity plan	<ul style="list-style-type: none"> • Introduction to masterclass provided by moderator (0.5h) • Presentation of employee perspective (0.5 h) • Debate moderated by moderator (1-2 h) <p>Masterclasses topics: First meeting - Do sustainable competencies increase an individual graduate's chances of market success and what is the role of the university in shaping them? Second meeting - How should employers cooperate with universities to achieve the goal of developing a sustainable society?</p>
Tips for facilitators	Give students choices in what they learn, how they learn, and how they demonstrate their learning. Encourage students to work together, discuss and collaborate, encourage students to ask questions, investigate and explore, and find their own answers. Engage students in hands-on, experiential learning activities, encourage students to reflect on their own learning. Remember to make the discussion creative. Depending on the needs of the group, these activities may take place in small groups or in a public forum. They can be both moderator-led and student-led. An Oxford debate is also allowed, provided that its rules and the theses under discussion are given to the students well in advance.

WORKSHOP ON CREATING INTERACTIVE CASE STUDIES

The workshop is a format that should be applied after the first activities (master lectures and masterclasses with business representatives) have already been conducted, at that point the students will have a basic knowledge of the competencies that should be developed in a university. At this stage, students should also be familiar with examples of specific universities and the initiatives implemented at them that fit the SU idea, in addition they should know where and how to search for good practices in this regard.

Title of the activity	How to create interactive case studies?
ARD area	Sustainability competencies
ARD module	High-competence society
Key competencies	Systems thinking competence, normative competence.
Thematic area	The content area of this module is related to the following SDG goals: SDG 4 – Inclusive and equitable quality education and lifelong learning opportunities for all. And also indirectly: SDG 10 – Reduction of inequality within and among countries. DG 8 – Sustained, inclusive and sustainable economic growth, full and productive employment and humane working conditions for all.
Learning goals	The goal is to gain practical experience and learn how to present and promote good practices in sustainability competencies in a university setting through interactive case studies.
Knowledge	Participant knows: <ul style="list-style-type: none"> • how to create an interactive case study, • how to use an interactive case study in promoting sustainability.
Skills	Participant can: prepare an interactive case study.
Competences	The participant effectively collaborates and promotes good practices and standards among team members when developing a particular concept and implementing an interactive case study.
Duration	1 meeting, 6 hours
Number of participants	2 groups of 10 (20 in total)
Prerequisites	Student has participated in previous activities (masterclass and mini-lectures), has basic knowledge of sustainability competencies.
Required materials	Computers/laptops, flipchart
Teaching methods recommended	Group work (project-based learning), case study, inquiry-based learning, problem-based learning.
Methods for learning outcome verification	Learning outcomes will be verified based on practical tasks performed at the end of the workshop and at the end of the module.

Detailed activity plan	<p>30 minutes – Workshop opening, group integration, and getting to know each other</p> <p>60 minutes – What makes a good case study? Discussing the structure of a good case study, its components, and how to prepare one</p> <p>90 minutes – The art of storytelling</p> <p>60 minutes – Walt Disney Method</p> <p>45 minutes – Case study: What, when, where, and how – working with case study templates and reviewing tools (Canva, Animaker, Storyboard That, podcasts, videos)</p> <p>30 minutes – Workshop conclusion</p>
Tips for facilitators	<p>Give students choices in what they learn, how they learn, and how they demonstrate their learning. Encourage students to work together and collaborate on projects, encourage students to ask questions, investigate and explore, and find their own answers. Engage students in hands-on, experiential learning activities, encourage students to reflect on their own learning.</p>

Workshop opening, group integration, and getting to know each other

TIME:	30 minutes
OBJECTIVES:	<p>To establish a welcoming and inclusive atmosphere for participants.</p> <p>To build a rapport among participants and facilitators.</p> <p>To introduce the workshop’s theme and objectives.</p>
RESULTS:	<p>Participants feel comfortable and engaged.</p> <p>A sense of community is established within the group.</p> <p>Participants understand the purpose and flow of the workshop.</p>
MATERIALS:	<p>Name tags or name cards.</p> <p>Markers and flipcharts.</p> <p>Icebreaker question prompts (printed or digital).</p> <p>Projector and slides introducing the workshop’s objectives.</p>
INSTRUCTIONS:	<p>Welcome and Introduction (5 minutes):</p> <ul style="list-style-type: none"> • The facilitator welcomes participants and introduces themselves. • Provide an overview of the workshop theme: „Interactive Case Studies concerning Sustainable Competencies.” <p>Icebreaker Activity (20 minutes):</p> <ul style="list-style-type: none"> • Divide participants into small groups or pairs. • Use prompts related to sustainability or case studies (e.g., “Share one sustainability initiative you admire,” or “What comes to mind when you think of a sustainable university?”). • Allow participants to share their answers briefly with their group. • Bring the group together and invite volunteers to share highlights from their discussions. <p>Workshop Objectives and Agenda (5 minutes):</p> <ul style="list-style-type: none"> • Present the goals and structure of the workshop using slides or a flipchart.
DEBRIEFING AND EVALUATION:	<p>Reflect briefly on the icebreaker activity: Did it help participants to feel more connected?</p> <p>Encourage participants to share their expectations for the workshop.</p>
TIPS FOR FACILITATORS:	<p>Set a positive and energetic tone from the start.</p> <p>Adjust icebreaker prompts to fit the group’s cultural or professional context.</p> <p>Be mindful of participants who may feel shy or hesitant, offer supportive guidance.</p>

ONLINE FORM:	Use a virtual whiteboard (e.g., Miro) to enable participants to introduce themselves. Conduct the icebreaker in breakout rooms with pre-assigned prompts. Share the agenda via a shared screen or digital document.
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What makes a good case study? Discussing the structure of a good case study, its components, and how to prepare one

TIME:	60 minutes
OBJECTIVES:	To introduce participants to the key elements of an effective case study. To demonstrate the importance of storytelling and structure in creating impactful case studies. To guide participants in understanding how to prepare a compelling and meaningful case study.
RESULTS:	Participants will understand the essential components of a case study (e.g. introduction, context, problem, solution, outcomes). Participants will gain practical tips about organizing information and presenting it effectively. A shared understanding of how case studies can support sustainable university initiatives will be achieved.
MATERIALS:	Handouts or slides detailing the structure of a good case study. Examples of case studies (printed or digital). Flipcharts or whiteboards for group brainstorming. Markers, sticky notes, or other tools for note-taking and collaboration.
INSTRUCTIONS:	<p>Introduction to Case Studies (10 minutes):</p> <ul style="list-style-type: none"> Facilitator explains the purpose and power of case studies in communicating real-world solutions and challenges. Provide examples of impactful case studies, particularly those related to sustainability in universities. <p>Breakdown of Structure (15 minutes):</p> <ul style="list-style-type: none"> Discuss the typical components of a case study, such as: <ul style="list-style-type: none"> Introduction: Overview of the topic or project. Background/Context: The setting and why the study is relevant. Problem Statement: The challenge or issue being addressed. Solution/Approach: The strategies or actions taken. Outcomes/Impact: Results, lessons learned, and implications. Highlight storytelling techniques to make case studies engaging. <p>Group Activity – Analyse an Example (20 minutes):</p> <ul style="list-style-type: none"> Provide participants with a sample case study. In groups, ask them to identify the key components and discuss: <ul style="list-style-type: none"> What works well? What could be improved? Groups present their observations briefly. <p>Tips for Preparing a Case Study (15 minutes):</p> <ul style="list-style-type: none"> Share best practices for researching, organizing, and presenting information. Discuss how to tailor the case study to fulfil its stated purpose for a particular audience.
	Facilitate a discussion concerning participant takeaways from the session. Encourage participants to reflect on how they can apply particular structures and techniques to their own projects.

DEBRIEFING AND EVALUATION:	Use real-world examples that resonate with the particular interests or industries of the participants. Ensure examples are varied in order to showcase different styles and approaches. Encourage active participation and discussion to keep the session engaging.
TIPS FOR FACILITATORS:	Share case study examples via a shared drive or platform (e.g., Google Docs, Miro). Use breakout rooms for group analysis. Utilize collaborative tools like Padlet for group discussions and feedback.
ONLINE FORM:	Share case study examples via a shared drive or platform (e.g., Google Docs, Miro). Use breakout rooms for group analysis. Utilize collaborative tools like Padlet for group discussions and feedback.

The art of storytelling

TIME:	90 minutes
OBJECTIVES:	To explore the principles of effective storytelling. To understand how storytelling enhances engagement and impact in case studies. To develop the skills of participants in crafting compelling narratives for sustainability projects.
RESULTS:	Participants will grasp the core elements of storytelling, including structure, characters, and emotional appeal. Participants will create and present a draft narrative for a sustainability-focused case study. Increased confidence in using storytelling techniques to communicate ideas effectively.
MATERIALS:	Handouts or slides outlining storytelling principles. Examples of engaging stories and case studies. Storyboarding templates (printed or digital). Flipcharts, markers, sticky notes.
INSTRUCTIONS:	<p>Introduction to Storytelling (10 minutes):</p> <ul style="list-style-type: none"> • Facilitator explains why storytelling is a powerful tool for communication. • Highlight the role of stories in making abstract ideas relatable and memorable. • Share examples of impactful stories, particularly in the context of sustainability and its relevance to universities. <p>Storytelling Principles (20 minutes):</p> <ul style="list-style-type: none"> • Discuss the key components of a story: • Beginning (Setup): Introduce the context, characters, and the problem. • Middle (Conflict): Describe challenges and obstacles. • End (Resolution): Present the solution, outcomes, and lessons learned. • Highlight the importance of emotional resonance and authenticity. <p>Interactive Exercise – Crafting a Mini Story (30 minutes):</p> <ul style="list-style-type: none"> • Ask participants to think of a sustainability project or initiative they are familiar with.

	<ul style="list-style-type: none"> In pairs or small groups, guide them through the process of crafting a story: <ul style="list-style-type: none"> Identify the key characters (e.g. students, staff, stakeholders). Define the challenge or conflict. Outline the steps taken to address the challenge. Conclude with the impact or outcome. Use storyboarding templates to organize their ideas visually. <p>Group Presentations and Feedback (20 minutes):</p> <ul style="list-style-type: none"> Each group presents their story to a larger group. Facilitate a constructive feedback session, focusing on clarity, engagement, and emotional impact. <p>Reflection and Takeaways (10 minutes):</p> <ul style="list-style-type: none"> Discuss the role of storytelling in creating meaningful and persuasive case studies Summarize key techniques and encourage participants to incorporate storytelling into their projects.
DEBRIEFING AND EVALUATION:	Reflect on the challenges and successes of creating narratives. Ask participants how they plan to apply storytelling to their case studies or work.
TIPS FOR FACILITATORS:	Use engaging examples to inspire participants. Encourage creativity and emphasize that there's no „one right way” to tell a story. Be supportive and provide specific feedback during presentations.
ONLINE FORM:	Use collaborative tools like Miro for storyboarding. Conduct group work in breakout rooms. Have participants share their stories via screen sharing or in a shared document.

The Walt Disney Method

TIME:	60 minutes
OBJECTIVES:	To introduce participants to the Walt Disney Method as a tool for creative problem-solving. To guide participants in applying the method to case studies focused on sustainability. To enhance participants' ability to think critically and creatively in a structured way.
RESULTS:	Participants will understand the three perspectives of the Walt Disney Method (Dreamer, Realist, Critic). Participants will generate innovative ideas for sustainability-focused case studies. Participants will gain practical experience in applying the method to real-world scenarios.
MATERIALS:	Handouts or slides explaining the Walt Disney Method. Flipcharts, markers, and sticky notes. A sample case study or challenge related to sustainability in universities. Optional: Space to set up three designated „zones” for the Dreamer, Realist, and Critic roles.

INSTRUCTIONS:	<p>Introduction to the Walt Disney Method (10 minutes):</p> <ul style="list-style-type: none"> • Explain the background and purpose of the method. • Describe the three perspectives: <ul style="list-style-type: none"> ◦ Dreamer: Focuses on brainstorming bold, innovative ideas. ◦ Realist: Considers practical steps and feasibility. • Critic: Identifies potential flaws and challenges. • Highlight how the method can be applied to developing case studies or solving sustainability challenges. <p>Group Activity – Setting the Stage (5 minutes):</p> <ul style="list-style-type: none"> • Divide participants into small groups (4-6 people each). • Provide each group with a sustainability challenge or topic to focus on. • Optionally, set up physical zones or use virtual tools to represent the three roles. <p>Applying the Method (30 minutes):</p> <ul style="list-style-type: none"> • Guide groups through each perspective: <ul style="list-style-type: none"> ◦ Dreamer (10 minutes): Encourage participants to brainstorm freely, focusing on creative and ambitious ideas without worrying about feasibility. ◦ Realist (10 minutes): Shift to a practical mindset, discussing how to implement the ideas generated in the Dreamer phase. ◦ Critic (10 minutes): Analyse the ideas critically, identifying risks, gaps, or weaknesses while suggesting improvements. <p>Group Presentations (10 minutes):</p> <ul style="list-style-type: none"> • Each group presents their refined ideas or case study framework. • Encourage other participants to provide constructive feedback. <p>Reflection and Wrap-Up (5 minutes):</p> <ul style="list-style-type: none"> • Discuss the value of using different perspectives in problem-solving. • Encourage participants to use the method in their professional or academic work.
DEBRIEFING AND EVALUATION:	<p>Reflect on the experiences of the participants with the method. Ask participants which perspective was the most challenging or rewarding and why.</p>
TIPS FOR FACILITATORS:	<p>Set clear time limits for each phase to keep the activity on track. Encourage participants to fully embrace each role, even if it feels unnatural at first. Be available to guide discussions or clarify questions during the group work phase.</p>
ONLINE FORM:	<p>Use breakout rooms for each group, with shared documents or whiteboards for brainstorming. Assign participants to rotate roles (Dreamer, Realist, Critic) within their groups. Facilitate role transitions by providing prompts or reminders in the main session.</p>

Case study: What, when, where, and how – working with case study templates and reviewing tools (Canva, Animaker, Storyboard That, podcasts, videos)

TIME:	45 minutes
OBJECTIVES:	<p>To provide participants with practical experience in structuring and creating case studies. To familiarize participants with tools for enhancing and presenting case studies creatively.</p>

	To enable participants to develop a draft case study using templates and tools.
RESULTS:	Participants will understand the practical steps required to create a case study. Participants will gain hands-on experience with tools like Canva, Animaker, and Storyboard That. Participants will create a draft or visual framework for a case study.
MATERIALS:	Case study templates (printed or digital). Access to laptops or tablets for participants. Accounts or trial access to tools such as Canva, Animaker, and Storyboard That. Examples of completed case studies using these tools.
INSTRUCTIONS:	<p>Introduction to Templates and Tools (10 minutes):</p> <ul style="list-style-type: none"> Briefly explain the purpose of using templates and tools for creating case studies. Showcase examples of case studies created with Canva (visual design), Animaker (animated storytelling), and Storyboard That (storyboarding). Provide an overview of how podcasts and videos can add depth and engagement to a case study. <p>Hands-On Work – Structuring a Case Study (20 minutes):</p> <ul style="list-style-type: none"> Distribute case study templates and guide participants in filling out the key sections: What: Define the subject and objectives. When: Provide context and a timeline. Where: Highlight the setting or scope. How: Explain the approach, challenges, and results. Encourage participants to use one tool (e.g., Canva, Animaker, or Storyboard That) to start visualizing their case study. <p>Group Sharing and Tool Exploration (10 minutes):</p> <ul style="list-style-type: none"> Invite a few participants to share their progress and initial designs. Facilitate a brief discussion concerning the usability and features of the tools. Highlight any tips or best practices for using these tools effectively. <p>Wrap-Up and Next Steps (5 minutes):</p> <ul style="list-style-type: none"> Summarize the importance of using structured templates and tools to enhance case study presentations. Encourage participants to explore the additional features of the tools after the workshop.
DEBRIEFING AND EVALUATION:	Reflect on the experience of the participants with the tools and templates: <ul style="list-style-type: none"> Which tool did they find most intuitive or effective? What challenges did they face while working on their case studies?
TIPS FOR FACILITATORS:	Ensure that all participants have access to the tools before the session starts. Offer technical support during the hands-on portion, especially for unfamiliar tools. Keep the examples relevant to the theme of sustainable universities in order to inspire the participants.
ONLINE FORM:	Share case study templates and tool access links before the session. Use screen sharing to demonstrate tool functionality. Encourage participants to work in breakout rooms and share their screens while collaborating. Facilitate role transitions by providing prompts or reminders in the main session.

Workshop Conclusion – Reflecting on Insights and Planning Next Steps

TIME:	30 minutes
OBJECTIVES:	To consolidate key findings from the workshop. To gather feedback from participants in order to improve future sessions. To provide participants with clear future steps so that they may effectively apply their new knowledge and skills.
RESULTS:	Participants feel confident in applying the workshop's content to their own projects. A summary of participant feedback for evaluating the workshop's effectiveness. Participants leave with actionable takeaways and resources for continued learning.
MATERIALS:	Flipchart or whiteboard for summarizing key points. Feedback forms (printed or digital). A slide or handout summarizing workshop content and additional resources. Certificates of participation (optional).
INSTRUCTIONS:	<p>Recap of the Workshop (10 minutes):</p> <ul style="list-style-type: none"> • Briefly summarize the key topics covered in the workshop • Highlight the main insights or trends observed during group activities and discussions. <p>Reflection Activity (15 minutes):</p> <ul style="list-style-type: none"> • Invite participants to share their most significant takeaways or insights. • Use prompts like: <ul style="list-style-type: none"> ◦ „What was the most valuable part of the workshop for you?“ ◦ „How do you plan to use what you've learned today?“ • Optional: Create a group mind map or visual summary of their responses. <p>Next Steps and Closing Remarks (5 minutes):</p> <ul style="list-style-type: none"> • Thank participants for their active involvement and contributions. • Offer to stay connected for follow-up questions or support.
DEBRIEFING AND EVALUATION:	Analyse participant feedback to identify strengths and areas for potential improvement. Reflect on how effectively the workshop objectives were met.
TIPS FOR FACILITATORS:	End on a positive and encouraging note to motivate participants. Be prepared to address any lingering questions or concerns. If possible, follow up after the workshop with additional resources or a summary of feedback.
ONLINE FORM:	Use a collaborative tool (e.g., Jamboard or Miro) for group reflections. Share feedback links via a chat application or email. Provide a digital handout summarizing the workshop and additional resources.

PROJECT

The project is the final format to be implemented after all previous activities (mini-lectures, masterclasses, workshop) have been completed. This is a format that will allow for the application of previously acquired knowledge to real-life situations and test newly acquired skills in practice.

Title of the activity	University – sustainability competencies – labour market in practice
ARD area	Sustainability competencies
ARD module	High-competence society
Key competencies	Systems thinking competence, normative competence, elements of strategic action competence and interpersonal competence.
Thematic area	The content area of this module is related to the following SDG goals: SDG 4 – Inclusive and equitable quality education and lifelong learning opportunities for all. And also indirectly: SDG 10 – Reduction of inequality within and among countries. DG 8 – Sustained, inclusive and sustainable economic growth, full and productive employment and humane working conditions for all.
Learning goals	The goal is to put into practice previously acquired knowledge and also to test newly acquired skills.
Knowledge	Participant knows: how to identify good practices in the development of sustainability competencies, how to describe good practices in an engaging way, so that the description is informative and attractive, but in addition it encourages people to undertake similar activities.
Skills	Participant can: identify good practices in the development of sustainability competencies, describe good practices in an engaging way, so that the description is informative and attractive, but in addition it encourages people to undertake similar activities.
Competences	Participant is able to: work effectively in a group while preparing an interactive case study.
Duration	5 weeks x approx. 4 h work each week
Number of participants	4 groups with 5 students in each one
Prerequisites	Student has participated in mini-lectures, masterclasses and a workshop concerning interactive case studies, has a basic knowledge of sustainability competencies
Required materials	Computers/laptops, flipchart
Teaching methods recommended	Masterclass, discussion

Methods for learning outcome verification	Learning outcomes will be verified based on practical tasks performed at the end of the module.
Detailed activity plan	<ul style="list-style-type: none"> • Organizational meeting with mentor during which the rules for identifying cases suitable for interactive case study are defined (1h) • Searching for case study examples (1 week) • Meeting with mentor and setting up a list of final case studies (1h) • Working in groups to discuss interactive case studies and meetings with mentor (min. 1 per week) (3 weeks) • Receiving support from the technical team with regard to the development of interactive case studies (e.g. recordings, videos, podcasts) (1 week) • Meeting to summarize the results of the work (2h) <p>The project will be conducted in groups of 5 students with the continuous support of a mentor.</p>
Tips for facilitators	Give students choices in what they learn, how they learn, and how they demonstrate their learning. Encourage students to work together and collaborate on projects, encourage students to ask questions, investigate and explore, and find their own answers, engage students in hands-on, experiential learning activities, encourage students to reflect on their own learning.

Module 2

Zero waste

ZERO WASTE IN PRACTICE

The module is devoted to the issue of „zero waste” and changing the way the environment of young people is organized according to the 4R principle: refuse, reduce, reuse, recycle. In the course of their studies students will learn to define zero waste and the 4R principle, they will also learn about what action businesses can take to implement a zero-waste policy, finally they will become familiar with the benefits of changing the way resources are managed according to the 4R rule. Using an inquiry-based learning method, the module will allow learners to formulate critical conclusions concerning the way their environment works. Dedicated to social project management, the workshop will develop project management skills, these in turn will be developed through group work using the Hackathon as a teaching tool. This will allow for the strengthening of social competences: skills and understanding in communication, empathizing, leadership, and collaboration.

Title of the module	Refuse, reduce, reuse, recycle: live zero waste!
Thematic area	<p>The content area of this module is related to the following SDG goals:</p> <p>SDG 11: Make cities inclusive, safe, resilient and sustainable</p> <p>SDG 12: Ensure sustainable consumption and production patterns</p> <p>SDG 13: Take urgent action to combat climate change and its impacts</p> <p>And also indirectly:</p> <p>SDG 9: Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation</p> <p>SDG 8 - Sustained, inclusive and sustainable economic growth, full and productive employment and humane working conditions for all.</p>
Learning goals	<p>To make students aware of a sustainable way of life and the possibility of designing solutions that work in harmony with their surroundings according to the zero-waste principle.</p> <p>The student will know what the zero-waste principle and the 4R concept are and also learn about the benefits of their practical application in everyday life and business.</p> <p>The student will acquire the skills necessary to manage social projects dedicated to the introduction of zero-waste solutions into the organizational environment.</p> <p>The student will develop the competences of analysing his/her environment, conduct a normative evaluation of the solutions existing within it, apply problem solving methods and also improve their communication and teamwork skills.</p>
Key competencies	Systems thinking competence, strategic action competence, interpersonal competence, partly normative competence

Duration	Total duration: 3 months (12 weeks) Proposed schedule: 1 integration meeting (1st week) 4 mini-lecture meetings (2nd and 3rd week) 2 masterclasses with employees (4th and 5th week) 1 workshop (6th week) Hackathon and group project (weeks: 7th-12th)
Number of participants	20
Prerequisites	The module is designed for high-school and university students. No previous knowledge of sustainability issues is necessary. Initial community activists, school or student government activists should be encouraged to participate.
Teaching methods recommended	Group work (project-based learning), masterclass, mini-lectures, inquiry-based learning, problem-based learning.
Recommended methods for competency-level verification before and after taking the module	A simple knowledge pretest and post-test is recommended in the form of close ended questions. The level of competence is also measured by evaluating the final projects including their degree of preparation for the funding application process.
References	<p>Greyson, J. (2007). An economic instrument for zero waste, economic growth and sustainability. <i>Journal of Cleaner Production</i>, 15(13-14), 1382-1390. https://doi.org/10.1016/j.jclepro.2006.07.019</p> <p>Jelonek, M., & Urbaniec, M. (2019). Development of Sustainability Competencies for the Labour Market: An Exploratory Qualitative Study. <i>Sustainability</i>, 11(20), 5716. doi: http://dx.doi.org/10.3390/su11205716</p> <p>Marmolejo Rebellon, L. F. (Ed.). (2012). <i>Waste Management—An Integrated Vision</i>. InTech. https://doi.org/10.5772/3150</p> <p>Neefjes, K. (2000). <i>Project management and environmental sustainability</i>. Neefjes, K.(Ed.). <i>Environments and livelihoods</i>. London: Oxfam</p> <p>Zaman, A., & Ahsan, T. (2019). <i>Zero-Waste: Reconsidering Waste Management for the Future</i>. Routledge.</p>

MINI LECTURES MEETING AND DISCUSSION

The mini lecture (with moderated discussion) is a format that should be applied at the beginning of the module. Its aim is to provide participants with a basic knowledge of the zero-waste concept and 4R principle. The lectures also aim to provide students with inspiration to encourage them and to make changes to their environment and create solutions using the 4Rs concept.

Title of the activity	4R for life: Refuse, Reduce, Reuse, Recycle. What does it mean in our lives?
ARD area	Zero waste
ARD module	Refuse, reduce, reuse, recycle: Zero waste for life!
Key competencies	Systems thinking competence, strategic action competence, interpersonal competence, partly normative competence.
Thematic area	<p>The content area of this module is related to the following SDG goals: SDG 11: Make cities inclusive, safe, resilient and sustainable, SDG 12: Ensure sustainable consumption and production patterns, SDG 13: Take urgent action to combat climate change and its impacts. And also indirectly:</p> <p>SDG 9: Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation, DG 8 – Sustained, inclusive and sustainable economic growth, full and productive employment and humane working conditions for all.</p>
Learning goals	The goal is to learn about the meaning of the zero-waste concept and its principles in the organization of human life and the environment.
Knowledge	<p>Participant knows:</p> <p>The principles of the zero-waste concept and its importance in addressing environmental challenges, The roles of innovation, community action, and practical strategies in promoting and sustaining zero-waste practices, Individual and collective actions can contribute to waste reduction and environmental sustainability.</p>
Skills	<p>Participant can:</p> <p>apply zero-waste principles in their personal and professional lives in order to minimize waste, analyse and implement innovative solutions that support a zero-waste lifestyle, organize and lead community initiatives that promote zero waste and environmental stewardship.</p>
Competences	<p>Participant will be able to:</p> <p>provide support and inspire others to adopt zero-waste practices, collaborate efficiently with others to develop and implement sustainable solutions, engage in informed discussions about the global impact of waste and the strategies required to address it.</p>
Duration	4 meetings, 1-2 hours for each one

Number of participants	1 group of 20 students
Prerequisites	No prerequisites
Required materials	Computers/laptops, flipchart/blackboard
Teaching methods recommended	Lecture, discussion
Methods for learning outcome verification	Learning outcomes will be verified based on practical tasks performed at the end of the module as well as a short quiz after each lecture.
Detailed activity plan	<ul style="list-style-type: none"> • Introduction to the topic provided by the facilitator (00:10h). • Mini - lecture (00:20 h). • Discussion moderated by the facilitator (00:20 h). • Summary (00:10 h) <p>Lecture topics:</p> <p>First meeting Why do we need to live the zero-waste ideal?</p> <p>Second meeting What Innovations Do We Need to Live a Zero-Waste Lifestyle?</p> <p>Third meeting What Can We Do to Organize Our Lives to Care for the Planet?</p> <p>Fourth meeting Are We Alone in the Fight to save the Planet? Building a Zero-Waste Community</p>
Tips for facilitators	This activity is part of a module which is expected to produce the result of participants designing their own zero-waste solutions that can be applied in their immediate environment (home, school, university, student organization). The lecture should draw particular attention to the pressing need to bring about changes in individual human behaviour as well as to organizations as whole. Inspiring examples of solutions are proposed, these are related both to the way in which an individual leads his or her life and also to the way in which organizations do business. Participants should be encouraged to ask questions, discuss, and form their own opinions. It is important to create an atmosphere of trust and freedom of expression: participants should be given freedom of direction in the discussion, with the main purpose of the class being highlighted.

MASTERCLASSES WITH EMPLOYEES

The masterclass is a format that should be applied after the master lectures have already been conducted, at that point the participants will have a basic knowledge of the zero-waste concept and the 4R principle. During the masterclass, students will be introduced to the perspective of employers concerning the meaning of a zero-waste policy in business and will also gain valuable knowledge about the solutions which may be implemented in companies to build an environment of responsibility with regard to the consumption of local resources.

Title of the activity	Zero-waste business. What solutions can businesses introduce?
ARD area	Zero waste
ARD module	Refuse, reduce, reuse, recycle: live the zero-waste ideal!
key competencies	Systems thinking competence, strategic action competence, interpersonal competence, partly normative competence
Thematic area	The content area of this module is related to the following SDG goals: SDG 11: Make cities inclusive, safe, resilient and sustainable, SDG 12: Ensure sustainable consumption and production patterns, SDG 13: Take urgent action to combat climate change and its impacts, And also indirectly: SDG 9: Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation, DG 8 - Sustained, inclusive and sustainable economic growth, full and productive employment and humane working conditions for all.
Learning goals	The goal is to learn about the perspective of employers concerning the meaning of a zero-waste policy in business and the possibility of implementing this concept in an organization.
Knowledge	Participant knows what the employers' perspective is concerning: <ul style="list-style-type: none"> • waste management and its costs, • a zero-waste policy in business, • the role of business as a leader in implementing environmental policy change, • solutions implemented in organizations wishing to reduce resource consumption.
Skills	Participant can: <ul style="list-style-type: none"> • critically interpret the importance of business and its efforts to manage waste, • identify organizational efforts to move towards a zero-waste model
Competences	Participant is able to: <ul style="list-style-type: none"> • include and respect different perspectives in view of the same problem, • construct independent normative judgements, • participate in discussions and communicate their opinions.
Duration	2 meetings, 2-3 hours for each one

Number of participants	1 group of 20 students
Prerequisites	Participant has participated in mini-lectures, has basic knowledge of the zero-waste concept and the 4R principle
Required materials	Computers/laptops, flipchart/blackboard
Teaching methods recommended	Masterclass, discussion
Methods for learning outcome verification	Learning outcomes will be verified based on practical tasks performed at the end of the module.
Detailed activity plan	<ul style="list-style-type: none"> • Introduction to master-class provided by the moderator (0.5h). • Presentation of employee perspective (0.5 h). • Debate moderated by moderator (1-2 h). <p>Master-classes topics: Proposed topics that should be selected and agreed upon in collaboration with the business environment of the organization running the Academy:</p> <ul style="list-style-type: none"> • Business for Closing the Plastic Packaging Loop, Sector/Industry: Circular Economy, Sustainable Packaging, Recycling Industry • Inside an Eco-Incinerator: Turning Waste into Energy, Sector/Industry: Waste-to-Energy, Environmental Management, Renewable Energy • From Waste to Resource: Upcycling and Sustainable Product, Design Sector/Industry: Sustainable Manufacturing, Upcycling, Circular Design • Zero-Waste Retail: Innovations in Sustainable Shopping, Sector/Industry: Retail, Sustainable Consumer Goods, Zero-Waste Stores, • Composting as a Business: Transforming Organic Waste into Value Sector/Industry: Waste Management, Composting, Agriculture • Reducing Waste in Food Production: Strategies for Sustainable Agriculture, Sector/Industry: Agriculture, Food Production, Sustainable Farming Practices, • Corporate Zero-Waste Strategies: How Companies Can Eliminate Waste, Sector/Industry: Corporate Sustainability, Environmental Management, Waste Reduction Solutions.
Tips for facilitators	<p>This activity is part of a module that is expected to result in participants designing their own zero-waste solutions that can be applied in their immediate environment (home, school, university, student organization). The activity should be conducted with the awareness that we are teaching participants that business is a part of their immediate environment which has the capacity to generate innovative ideas that can be applied in other organizations. The masterclass should be conducted through the presentation of examples from the operation of the business, anecdotes relating to the assigned topic, contributions from company employees. Students should be encouraged to ask questions, discuss, form their own opinions. Various tools are recommended for this purpose: individual speeches, pair or group discussions, debates (of the Oxford or Lincoln Douglas type). It is important to create an atmosphere of trust and freedom of expression: participants should be given freedom of direction in the discussion with the main purpose of the class being highlighted.</p>

WORKSHOP ON THE MANAGEMENT OF SOCIAL PROJECTS

The workshop is a format that should be carried out after the first activities (master lectures and masterclasses with business representatives) have already been conducted, at that point the students will have a basic knowledge about the zero-waste concept and the 4R principle and also be aware of the existence of the need to change the current practice of resource management and consumption patterns. This particular activity will give participants the knowledge required concerning social projects, this may be applied during the final activity.

Title of the activity	Zero-waste business. What solutions can business introduce?
ARD area	Zero waste
ARD module	Refuse, reduce, reuse, recycle: live the zero-waste ideal!
Key competencies	Systems thinking competence, strategic action competence, interpersonal competence, partly normative competence
Thematic area	<p>The content area of this module is related to the following SDG goals: SDG 11: Make cities inclusive, safe, resilient and sustainable, SDG 12: Ensure sustainable consumption and production patterns, SDG 13: Take urgent action to combat climate change and its impact. And also indirectly:</p> <p>SDG 9: Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation, DG 8 - Sustained, inclusive and sustainable economic growth, full and productive employment and humane working conditions for all.</p>
Learning goals	The goal is to learn about the perspective of employers concerning the meaning of a zero-waste policy in business and the possibility of implementing this concept in the organization.
Knowledge	<p>Participant knows what the employers' perspective is concerning:</p> <ul style="list-style-type: none"> • waste management and its costs, • a zero-waste policy in business, • the role of business as a leader in implementing environmental policy change, • solutions implemented in organizations wishing to reduce resource consumption.
Skills	<p>Participant can:</p> <ul style="list-style-type: none"> • critically interpret the importance of business and its efforts to manage waste, • identify organizational efforts to move towards a zero-waste model.
Competences	<p>Participant is able to:</p> <ul style="list-style-type: none"> • include and respect different perspectives in view of the same problem, • construct independent normative judgements, • participate in discussions and communicate their opinions

Duration	2 meetings, 2-3 hours for each one
Number of participants	1 group of 20 students
Prerequisites	Participant has participated in mini-lectures, has basic knowledge of the zero-waste concept and 4R principles
Required materials	Computers/laptops, flipchart/blackboard
Teaching methods recommended	Masterclass, discussion
Methods for learning outcome verification	Learning outcomes will be verified based on the practical tasks performed at the end of the module.
Detailed activity plan	<ul style="list-style-type: none"> • Introduction to masterclass provided by the moderator (0.5h). • Presentation of employee perspective (0.5 h). • Debate moderated by moderator (1-2 h). <p>Masterclasses topics:</p> <ul style="list-style-type: none"> • Proposed topics that should be selected and agreed upon in collaboration with the business environment of the organization running the Academy: • Business for Closing the Plastic Packaging Loop, Sector/Industry: Circular Economy, Sustainable Packaging, Recycling Industry, • Inside an Eco-Incinerator: Turning Waste into Energy, Sector/Industry: Waste-to-Energy, Environmental Management, Renewable Energy, • From Waste to Resource: Upcycling and Sustainable Product, Design Sector/Industry: Sustainable Manufacturing, Upcycling, Circular Design, • Zero-Waste Retail: Innovations in Sustainable Shopping, Sector/Industry: Retail, Sustainable Consumer Goods, Zero-Waste Stores, • Composting as a Business: Transforming Organic Waste into Value Sector/Industry: Waste Management, Composting, Agriculture, • Reducing Waste in Food Production: Strategies for Sustainable, Agriculture Sector/Industry: Agriculture, Food Production, Sustainable Farming Practices, • Corporate Zero-Waste Strategies: How Companies Can Eliminate Waste, Sector/Industry: Corporate Sustainability, Environmental Management, Waste Reduction Solutions.
Tips for facilitators	<p>This activity is part of a module which is expected to result in participants designing their own zero-waste solutions which can be applied in their immediate environment (home, school, university, student organization). The activity should be conducted with the awareness that we are teaching participants that business is a part of their immediate environment which has the capacity to generate innovative ideas that can be applied in other organizations. The masterclass should be conducted through examples from the operation of the business, anecdotes relating to the assigned topic, contributions from company employees. Students should be encouraged to ask questions, discuss, form their own opinions. Various tools are recommended for this purpose: individual speeches, pair or group discussions, debates (of the Oxford or Lincoln Douglas type). It is important to create an atmosphere of trust and freedom of expression: participants should be given freedom of direction in the discussion with the main purpose of the class being highlighted.</p>

Welcome to the participants and presentation

TIME	00:10 h
OBJECTIVES:	Participant knows the objective of the workshop. Participant understands the programme of the workshop
RESULTS:	Participants will understand the goal and programme of the workshop. Increased engagement and awareness of the participants regarding the workshop topic.
MATERIALS:	Presentation of the workshop programme. Schedule for the participants hung on the wall/flipchart in a place visible to all participants.
INSTRUCTIONS:	<ul style="list-style-type: none"> • Welcome the participants. • Introduce yourself and briefly describe your professional experience and competencies that qualify you to conduct the workshop • Present the workshop objective: „The objective of this workshop is to teach participants about managing social projects.” • Present the schedule on a board or in a presentation.
DEBRIEFING AND EVALUATION:	Ask participants if they understand the workshop’s objective and programme. Ensure that participants feel comfortable with what they will learn and achieve during the workshop. Encourage participants to independently determine what their goal for the workshop is; encourage them to share it with the group.
TIPS FOR FACILITATORS:	Be friendly and open. Present your experience and competencies in creating social projects. This will make the group more receptive and more willing to engage with the workshop. Ensure all participants understand the programme and objective of the workshop.
ONLINE FORM:	Prepare an online presentation of the workshop programme to display on a screen. Conduct the workshop using an online communication platform.

Introduce the topic of the management of social projects by introducing a mini case - study

TIME	00:20 h
OBJECTIVES:	Welcoming the participants. Presenting the objective and programme of the workshop.
RESULTS:	Participant knows what social projects are. Participant is able to point to examples of local social projects based on zero waste.
MATERIALS:	A mini case study of a social project. Presentation or handout materials.
INSTRUCTIONS:	<ul style="list-style-type: none"> • Introduce the topic of social project management. • Discuss the mini case study: describe the problem, objective, activities, and results of the project. • Discussion and questions session.
DEBRIEFING AND EVALUATION:	Ask participants to summarize the key principles of social project management that they have learned. Encourage participants to reflect on the importance of the case study and how it applies to their own experiences.

TIPS FOR FACILITATORS:	Choose interesting and diverse case studies in order to engage with participants. They should originate from the surroundings of the participant – familiar local activities or large supra-local activities. Be prepared for questions and possible discussions.
ONLINE FORM:	Share the case study as a PDF or online presentation. Conduct the workshop using an online communication platform.

Social projects around me

TIME:	1 h
OBJECTIVES:	Participant can identify local social problems. Participant can analyse and evaluate social initiatives in terms of their social value. Participant understands the impact of social projects on the local community
RESULTS:	Participants will be able to identify local social problems and propose solutions. Participants will be able to evaluate the social value of projects.
MATERIALS:	Descriptions of local social initiatives. Forms for answering questions.
INSTRUCTIONS:	<ul style="list-style-type: none"> • Divide participants into pairs. • Distribute descriptions of local social initiatives. • Ask pairs to answer the following questions: <ul style="list-style-type: none"> ◦ What social problem does the project address? ◦ How does it solve this problem? ◦ What values does the project highlight? ◦ Who is the target beneficiary of this project? • Pairs present their answers to the group. • Facilitate a short moderated discussion summarizing the diversity of initiatives and the social values they generate.
DEBRIEFING AND EVALUATION:	Ask the participants to choose one main social value, which they believe is highlighted by the project they are discussing. Write down all of the values mentioned in a place visible to the group as a summary of this section.
TIPS FOR FACILITATORS:	Ensure that the descriptions of the initiatives are diverse, interesting and comprehensible for everyone in the group. Moderate the discussion so that all participants have an opportunity to speak. Share materials online to fulfil zero-waste aims.
ONLINE FORM:	Share descriptions of initiatives online and provide tools for collaborative online work. Conduct the workshop using an online communication platform.

Presentation and discussion of the social project model in the form of a mini – lecture led by the facilitator

TIME:	Participant knows the structure of a social project. Participant understands the key elements of a social project model. Participant is able to apply a social project model in practice. Participant understands the impact of social projects on the local community.
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OBJECTIVES:	Participants will understand the structure of a social project. Participants will be able to apply the model in practice.
RESULTS:	Descriptions of local social initiatives. Forms for answering questions.
MATERIALS:	1. Present the social project model (see Annex). 2. Discuss individual elements of the model: identifying a social problem, defining it, formulating an objective, selecting the target group, key activities, key resources, channels to be used to reach the target group. 3. Encourage participants to ask questions and discuss.
INSTRUCTIONS:	Ask participants to identify the key elements of the social project model presented. You can use a round-robin approach to list the elements they can recall.
DEBRIEFING AND EVALUATION:	Prepare visual aids to support the discussion about the model. Be open to expanding upon this point and adjust the language and pace of information delivery to the group's level. After the lecture, suggest a short break to the participants.
TIPS FOR FACILITATORS:	Share the model as a PDF or online presentation. Conduct the workshop using an online communication platform.
ONLINE FORM:	Share the model as a PDF or online presentation. Conduct the workshop using an online communication platform.

Mini social project

TIME:	1:45 h
OBJECTIVES:	Participant can identify social problems. Participant can indicate groups of people affected by social problems. Participant understands the importance of researching the needs of social project beneficiaries. Participant can generate solutions to social problems. Participant can evaluate the social value of the proposed solutions. Participant understands the differences between the problem, solution, and values highlighted in a social project. Participants are able to present and defend their opinion in a public forum
RESULTS:	Participants will be able to identify social problems, propose solutions and identify project beneficiaries. Participants will appreciate the value of collaboration in social projects. Participants will understand the differences between problems, solutions, and values highlighted in a social project.
MATERIALS:	Forms for listing problems and solutions. Board or flipchart. Markers, notebooks.
INSTRUCTIONS:	Part 1 (00:45 h) <ul style="list-style-type: none"> • Divide participants into groups of 3–5 people. • Ask groups to list as many social problems as they can see. • Brainstorming is recommended. • Each group then chooses the social problem with which they identify with the most. • Ask groups to identify the groups of people affected by this problem. • Participants share their ideas with the other groups. • Facilitate a moderated discussion to evaluate each group's ideas. • Conclude this section by highlighting the importance of researching the needs of social project beneficiaries.

	<p>Short break (00:15 h) Part 2 (00:45 h)</p> <ul style="list-style-type: none"> • Groups exchange projects with each other. • Ask groups to list as many viable solutions as possible to the described problem, respond to the needs of the defined group. • Brainstorming is recommended. • Each group chooses three solutions to present to all participants. • Participants discuss these proposals in a guided discussion. • Hand over task cards to the group members from the first part of the exercise. • They write down the social values that the three solutions will generate. • Ideas are presented to the group. • Conclude by highlighting the differences between problems, solutions, and the values highlighted in a social project.
DEBRIEFING AND EVALUATION:	<p>Ask participants to list the social problems identified during the exercise. Discuss the groups of people affected by these problems. Reflect on the importance of understanding the needs of social project beneficiaries. Discuss the social value of these solutions. Reflect on the differences between the problem, solution, and values highlighted within the context of a social project.</p>
TIPS FOR FACILITATORS:	<p>Ensure groups are diverse and communicate well. Encourage creativity and diversity in approaches to social problems. If necessary, share your own experiences. Share materials online to fulfil zero-waste aims.</p>
ONLINE FORM:	<p>Provide forms for listing problems and solutions online and also online collaborative tools. Conduct the workshop using an online communication platform.</p>

Aims setting

TIME:	1 h
OBJECTIVES:	<p>Participant can formulate both the main and operational objectives for social projects according to the SMART criteria. Participant understands both the logic of project work and the principles of prioritizing activities. Participant can map activities to achieve operational objectives.</p>
RESULTS:	<p>Participants will formulate main and operational objectives for selected social problems. Participants will understand the logic of project work and the principles of prioritizing activities.</p>
MATERIALS:	<p>Forms for writing objectives. Board or flipchart. Markers, notebooks. Pre-prepared sets of tasks occurring in social projects (written on cards or sticky notes).</p>

INSTRUCTIONS:	<p>Divide participants into groups as in Exercise 2.</p> <p>Ask each group to formulate a main objective and operational objectives for the selected problems.</p> <p>Each group presents their objectives to the forum.</p> <p>Facilitate a discussion to check if the objectives meet the SMART criteria.</p> <p>Groups work on mapping various activities to achieve operational objectives.</p> <p>Explain the logic of project work to the participants and ask for their evaluation.</p> <p>Help groups arrange tasks in the correct order.</p> <p>Use pre-prepared sets of tasks, cards, or notes to facilitate group work.</p> <p>Summarize the exercise by emphasizing the need to apply SMART principles.</p>
DEBRIEFING AND EVALUATION:	<p>Ask participants to present the main and operational objectives they formulated.</p> <p>Discuss the logic of the project work and the prioritisation of certain activities.</p> <p>Reflect on the mapping of activities to achieve operational objectives and ensure they align with SMART criteria.</p>
TIPS FOR FACILITATORS:	<p>Ensure that the objectives are realistic and meet SMART criteria.</p> <p>Use your time: this is a difficult topic that needs to be properly addressed; if necessary, allocate more time for this exercise than indicated in the planning stages</p> <p>Encourage groups to collaborate and share ideas.</p>
ONLINE FORM:	<p>Provide forms and tools for mapping activities online. Conduct the workshop using an online communication platform.</p>

Conclusion and summary of activity

TIME:	1 h
OBJECTIVES:	<p>Participant becomes familiar with the most important information discussed during the workshop.</p> <p>Participant understands the importance of planning in social projects.</p> <p>Participant is willing to continue working on social projects.</p>
RESULTS:	<p>Participants will achieve clarity with regard to the key concepts discussed during the workshop.</p> <p>Participants will be motivated to continue working on social projects.</p>
MATERIALS:	<p>Summary presentation.</p> <p>Notes and materials from the workshop.</p>
INSTRUCTIONS:	<p>Divide participants into pairs.</p> <p>Distribute descriptions of local social initiatives.</p> <p>Ask pairs to answer the following questions:</p> <p>What social problem does the project address?</p> <p>How does it solve this problem?</p> <p>What value does the project generate?</p> <p>Who is the target beneficiary of this project?</p> <p>Pairs present their answers to the group.</p> <p>Facilitate a short moderated discussion summarizing the diversity of initiatives and the social value they generate.</p>

DEBRIEFING AND EVALUATION:	Ask participants to summarize the key takeaways from the workshop. Discuss the importance of planning in social projects. Encourage participants to share their willingness to continue working on social projects and to apply what they have learned. Ask the participants about their feelings with regard to meeting the workshop objectives and their individual goals which were set at the beginning
TIPS FOR FACILITATORS:	Be available and open to participants' questions. Ensure all key topics are well summarized. Use your own experience to provide additional insights and practical advice.
ONLINE FORM:	Provide a summary of the workshop and materials online. Offer an online feedback form to gather participants' thoughts and suggestions. Conduct the workshop using an online communication platform.

Presentation and discussion of a task division scheme for the group and time management in the form of a mini - lecture led by the facilitator

TIME:	1:10 h
OBJECTIVES:	Participant knows how to effectively delegate tasks within a group. Participant understands the principles of time management within the context of social projects. Participant is able to implement task division and time management strategies in their projects.
RESULTS:	Participants will be able to structure task division schemes for their groups. Participants will learn effective time management techniques. Participants will improve their group process skills for developing social projects.
MATERIALS:	Task division scheme examples. Time management techniques handout. Multimedia presentation.
INSTRUCTIONS:	Introduction (0:10 h) Introduce the topic of task division and time management in social projects. Explain the importance of these skills for the successful execution of social projects. Presentation (0:20 h) Present different schemes for dividing up tasks within a group. Discuss the advantages and disadvantages of each scheme. Present time management techniques relevant to social projects. Provide examples and practical tips on how to manage time effectively. Group Work (0:20 h) Divide participants into groups of 3-4 people. Ask each group to discuss and develop their own task division scheme for a hypothetical social project. Have each group also create a basic time management plan to accompany their task division scheme. Encourage groups to think about potential challenges and how they might overcome them.

	<p>Discussion (0:20 h)</p> <p>Each group presents their task division scheme and time management plan to the larger group.</p> <p>Facilitate a discussion concerning the presented schemes and plans, highlighting best practices and innovative ideas.</p> <p>Discuss how these strategies can be applied to real-life social projects.</p>
DEBRIEFING AND EVALUATION:	<p>Ask participants to summarize the key points they learned about task division and time management.</p> <p>Discuss how they plan to apply these strategies in their own social projects.</p> <p>Reflect on the importance of effective group processes and also time management for project success.</p>
TIPS FOR FACILITATORS:	<p>Use real-life examples to illustrate task division and time management techniques.</p> <p>Be open to participants' questions and provide practical advice based on your experience.</p> <p>Adjust the language and pace of information delivery to the group's level.</p>
ONLINE FORM:	<p>Provide an online version of the task division scheme and time management handouts.</p> <p>Offer an online platform for participants to share their experiences and strategies post-workshop. Conduct the workshop using an online communication platform.</p>

HACKATHON AND GROUP WORK

The hackathon and the following group work is the final form to be implemented after all previous activities (mini-lectures, master-classes, workshop) have been completed. This is a form that will allow to apply the previously acquired knowledge to the real life situations and test the skills in practice.

This activity implements methods of working with business to address issues of sustainability. It begins with a hackathon of zero-waste projects, designed to bring about change in the participants' environment. Groups and projects are then guided by mentors using methods similar to those used in start-up acceleration until they are ready to be submitted as grants to local government.

Title of the activity	Less is more. Design a zero waste solution for your community.
ARD area	Zero waste
ARD module	Refuse, reduce, reuse, recycle: live zero waste!
key competencies	Systems thinking competence, strategic action competence, interpersonal competence, partly normative competence.
thematic area	The content area of this module is related to the following SDG goals: SDG 11: Make cities inclusive, safe, resilient and sustainable SDG 12: Ensure sustainable consumption and production patterns SDG 13: Take urgent action to combat climate change and its impacts and also indirectly: SDG 9: Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation DG 8 - Sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
learning goals	The goal is to design, write and prepare in the form of a grant social project on the theme of zero waste.
knowledge	Participant knows: design social projects on the theme of sustainability look for sources of funding for youth social projects manage risks in the project development process how to align project goals with the requirements of specific funding sources key elements of a successful funding proposal, including objectives, budget, and impact assessment

skills	Participant can: present their social project idea in the form of a project model construct a social project management plan share tasks in a group use time management tools in the project estimate the costs involved in carrying out the project identify the social benefit of the project adapt their project proposal to meet specific grant requirements develop a detailed project timeline and budget that align with grant criteria
competences	Participant is able to: take the initiative to change their environment the critical identification of social problems and issues in the area of zero waste cooperate with team members organize and lead the project development process share tasks and manage time present their ideas and negotiate with the group communicate effectively with stakeholders and mentors to refine their project prepare and deliver a compelling project presentation to potential funders
duration	6 weeks, 1st week: 1 meeting – hackathon (12 hours), 2nd – 6th: work in group under mentors supervision (2 meetings per week x 2 hours)
number of participants	1 group of 20 students (it is possible to extend the audience depending on available resources) divided into project groups: size of the project group 2-4 persons
prerequisites	At least one member of the project group has participated in previous activities (masterclass, mini-lectures and workshop), has basic knowledge about zero waste idea, 4Rs principle, meaning the importance of organizational change for resource management and changing consumer patterns and knowledge about management social projects
required materials	paper sheets (A4, A3, flipchart), flipchart or whiteboard, markers (various colors), pens and pencils, notebooks, tape and glue, scissors, sticky notes, laptops (for each team), projector and screen, speakers, extension cords and power strips, internet (Wi-Fi), chargers for laptops and phones, access to communication platforms (Zoom, Microsoft Teams), grant application templates, guides on writing funding proposals, project management tools (Trello, Asana), access to research and data on the social issue, budget documents and cost calculators.
teaching methods recommended	Group work (project-based learning), inquiry-based learning, problem-based learning.
methods for learning outcomes verification	Learning outcomes will be verified based on evaluation of the submitted group projects in the form of written grants and their presentation.

detailed activity plan	<p>1st week: 1 meeting – hackathon (12 hours) introduction to the rules of the hackathon (0.5 h) group work: generation of ideas (2 h) working with a mentor: verification and selection of an idea (1h) group work: conceptualization of ideas (2h) working with the mentor on the structure of the project (4 h) group work: preparation of the presentation (1 h) presentation of the projects (1 h) evaluation of the projects and summary of the hackathon (0.5h) 2nd – 6th: work in group under mentors supervision This part of the activity consists of a procedure to refine the project, find funding and adapt its form to the requirements of the grant competition. In each of its parts, the group should first work without a mentor, solving the task independently and then reviewing its progress with the mentor. project evaluation after the hackathon (4h) looking for sources of funding for the project (4 h) adapting the project to the requirements of the grant competition (8 h) summary of project work/grant application (4 h)</p>
tips for facilitators	<p>This activity consists of two forms of business work adapted to education: hackathon and working with a project group in the form of acceleration. The hackathon is a special form of project work. Its principle is the continuous, uninterrupted work at one time and in one place by an unchanged group of participants to develop a solution to a given problem. Mentors play a key role during hackathons – they are responsible for the substantive side of the project, apply the method of learning by doing, and support participants in the group processes taking place. The work on the projects after the hackathon should both agnate the mentor and the project group. Participants should be encouraged to take independent action and the role of the mentor is to supervise their work. It is recommended to involve people who have experience in working with young people using the methods indicated. Mentors choose the working tools and methods according to the needs of the group. The following tools and methods can be suggested: design thinking, brainstorming, canvas models, elevator pitch, SWOT analysis, innovation spiral.</p>

Less is more. Design a zero waste solution for your community

TIME:	13 hours
OBJECTIVES:	<p>Participant knows: How to design social projects focused on sustainability and zero waste principles Effective strategies for sourcing funding for youth-led social projects Techniques for managing risks throughout the project development process How to apply project management frameworks and tools to social projects The importance of stakeholder engagement and how to incorporate feedback into project design Methods for evaluating the social impact and benefits of their projects</p>
RESULTS:	4-5 social projects about zero waste problematic
MATERIALS:	<p>paper sheets (A4, A3, flipchart), flipchart or whiteboard, markers (various colors), pens and pencils, notebooks, tape and glue, scissors, sticky notes, laptops (for each team), projector and screen, speakers, extension cords and power strips, internet (Wi-Fi), chargers for laptops and phones..</p>

INSTRUCTIONS:

The hackathon is an intense form of idea generation. Originally, it was primarily used to generate technological innovations for businesses or at their request. Nowadays, it is also employed for projects of a social nature. It has been successfully used as a tool for education and public consultation. The goal of such an event is to take the work from the generation of an idea to its establishment as a business or social project. This process involves teams composed of individuals interested in the subject matter, as well as mentors—experienced professionals and experts in the relevant field—who are there to support the teams' work. The time pressure, fatigue, and the necessity to divide tasks within the group simulate real project work conditions, enhancing the effectiveness of skill and competence development. The Zero Waste Hackathon, with its focus on sustainability and waste reduction, is structured according to the typical logic of such events, offering participants a unique opportunity to create impactful projects that contribute to a more sustainable future

1. Introduction to the Rules of the Hackathon (00:30 h)

The hackathon begins with a welcome session where the organizers introduce the participants to the event's objectives and outline the rules and structure of the hackathon. Participants are briefed on the timeline, the roles of mentors, and the criteria that will be used to evaluate the final projects. The importance of collaboration, creativity, and adherence to zero waste principles is emphasized. This session sets the tone for the event and ensures that all participants are on the same page before the hackathon begins in earnest.

2. Group Work: Generation of Ideas (02:00 h)

Participants then form teams of 4 to 5 members, and each team begins the process of idea generation. During this phase, teams conduct brainstorming sessions to identify potential zero waste challenges they want to address. They consider various aspects of waste reduction, reuse, recycling, and other sustainable practices. Teams are encouraged to think creatively and consider both local and global impacts. The goal is to generate a wide range of ideas, which will later be refined and narrowed down with the help of mentors.

3. Working with a Mentor: Verification and Selection of an Idea (01:00 h)

After the initial brainstorming session, teams meet with mentors to discuss their generated ideas. Each team presents their top ideas to the mentors, who provide feedback on feasibility, potential impact, and alignment with zero waste principles. Mentors help teams critically assess their ideas, guiding them toward selecting the most promising concept to develop further. This session ensures that teams focus their efforts on ideas that are both innovative and practical.

4. Group Work: Conceptualization of Ideas (02:00 h)

With a refined idea in hand, teams move on to the conceptualization phase. During this time, they work on defining the project's objectives, target audience, and expected social impact. Teams also outline the key components of their project, such as resources needed, potential challenges, and the steps required for implementation. The goal of this phase is to turn the selected idea into a well-structured project concept that can be clearly communicated and further developed.

	<p>5. Working with the Mentor on the Structure of the Project (04:00 h) In this extended mentor–guided session, teams focus on structuring their projects in detail. Mentors work closely with each team to refine their project plans, offering insights on project management, resource allocation, and sustainability considerations. This phase is crucial for ensuring that each project is both viable and impactful. Teams are encouraged to consider all aspects of their project, from initial implementation to long-term sustainability and potential scalability. Mentors also help teams anticipate potential obstacles and plan for how to address them.</p> <p>6. Group Work: Preparation of the Presentation (01:00 h) Once the project structure is finalized, teams begin preparing their presentations. The goal is to create a clear and compelling pitch that communicates the problem they are addressing, the solution they have developed, and the expected impact of their project. Teams may create visual aids such as slides, infographics, or mock-ups to enhance their presentations. This phase is about distilling the project into a format that can be effectively communicated to the judges and other participants.</p> <p>7. Presentation of the Projects (01:00 h) Each team presents their project to a panel of mentors, judges and the other participants. Presentations are typically 5–7 minutes long, followed by a brief Q&A session where the judges and audience can ask questions or provide feedback. The projects are evaluated based on four key criteria: Social Impact: The potential of the project to create meaningful and positive changes in the community, particularly in promoting zero waste practices. Innovation: The originality and creativity of the project, including how it introduces new ideas or approaches to existing challenges. Feasibility: The practicality of the project, considering the resources available, the proposed timeline, and the likelihood of successful implementation. Coherence: The overall structure and clarity of the project, including how well the different elements of the project work together to achieve the intended outcomes. These criteria ensure a balanced evaluation that takes into account both the visionary aspects of the project and its potential for real–world impact.</p> <p>8. Evaluation of the Projects and Summary of the Hackathon (01:00 h) Following the presentations, the audience deliberates and evaluates each project based on the established criteria. This session is designed to assist the team working on the project. Mentors are responsible for encouraging the audience to speak up. They may ask the audience questions such as: What did you like the most about this project? What risks do you see for the execution of this project? What else could the team consider including in their project? The hackathon concludes with a summary session where the organizers reflect on the event, highlight the achievements of the participants, and discuss the potential next steps for the projects. This final session also serves as an opportunity for participants to network and celebrate their accomplishments.</p>
<p>DEBRIEFING AND EVALUATION:</p>	<p>Evaluation is carried out by using practical tasks group projects – developing a social problem in the form of a design template.</p>
<p>TIPS FOR FACILITATORS:</p>	<p>Use real–life examples to illustrate task division and time management techniques. Be open to participants’ questions and provide practical advice based on your experience. Adjust the language and pace of information delivery to the group’s level..</p>

ONLINE FORM:	<p>It is possible to conduct Hackathon in an online format, but requires different organization.</p> <p>The entire process of communication and collaboration would need to be moved to digital platforms. Participants could use tools like Zoom, Microsoft Teams, or Google Meet for meetings and mentoring sessions, as well as project management platforms like Slack or Trello to facilitate effective teamwork. To maintain participant engagement in a remote setting, regular check-ins and dynamic Q&A sessions with mentors would be necessary. Tasks that would typically be performed in a physical space would need to be adapted for online work, with the appropriate tools and technologies. It is also crucial to ensure the right technical infrastructure and IT support so that every participant can take part in the hackathon without any issues</p> <p>The preferred style of delivery is the offline format.</p>
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Presentation and discussion of a task division scheme for the group and time management in the form of a mini - lecture led by the facilitator

TIME:	13 hours
OBJECTIVES:	The goal is to learn about the methods of social project management as well to practice tools used in the design process
RESULTS:	4-5 funding formulas with social project connected to zero waste problematic
MATERIALS:	paper sheets (A4, A3, flipchart), flipchart or whiteboard, markers (various colors), pens and pencils, notebooks, tape and glue, scissors, sticky notes, laptops (for each team), projector and screen, speakers, extension cords and power strips, internet (Wi-Fi), chargers for laptops and phones..
INSTRUCTIONS:	<p>This activity involves group work with mentor support to turn social project ideas into complete funding proposals. Participants will refine their ideas, align them with funding criteria, and create detailed plans ready for submission. The process builds skills in project management and funding applications. The activity ends with group presentations, where participants receive feedback from guests to improve their proposals. Through mentoring, participants will refine their ideas, align them with funding requirements, and develop detailed plans ready for submission. Participants will produce complete project proposals ready for submission, gain a clear understanding of the funding application process, and enhance their skills in project management. The activity concludes with presentations, allowing for feedback from invited guests to further refine the proposals.</p> <p>It is recommended to look for simple grant applications: local government and municipal grants aimed at activating children and youth. Examples can include civic budgets or youth civic budgets</p>

Week 1: Establishing Collaboration and Project Evaluation (4 hours total: 1 hour with mentor, 3 hours group work)
The first week begins with a 1-hour session where the mentor and the group establish the terms of collaboration, including communication methods, expectations, and the overall schedule for the upcoming weeks. The session then transitions to evaluating the project as it stands after the hackathon, focusing on strengths, weaknesses, and areas for improvement. The group spends the remaining 3 hours independently refining the project based on the mentor's feedback.
Mentor's tip: Encourage participants to set clear goals for their group work, focusing on the most critical areas identified during the evaluation.

Week 2: Looking for Sources of Funding (4 hours total: 1 hour with mentor, 3 hours group work)
During the second week, the mentor spends 1 hour guiding the group in identifying potential sources of funding for their project. This includes exploring different grants, programs, and sponsors that align with the project's goals. The group then uses the next 3 hours to independently research and compile a list of suitable funding opportunities, considering the mentor's input.
Mentor's tip: Suggest that the group create a funding plan that ranks potential sources based on criteria such as relevance and application deadlines.

Week 3: Adapting the Project to Grant Requirements (8 hours total: 2 hours with mentor, 6 hours group work)
In the third week, the focus shifts to adapting the project to meet the specific requirements of a chosen grant competition. The mentor spends 1 hour at the beginning of the week helping the group align their project with the grant's criteria. A second 1-hour session later in the week focuses on refining specific aspects, such as budget or measurable outcomes. The group works independently for 6 hours between these sessions to apply the mentor's feedback and make necessary adjustments.
Mentor's tip: Encourage the group to draft key sections of the proposal during their work time and bring these drafts to the second session for targeted feedback.

Week 4: Summary of Project Work/Grant Application (4 hours total: 1 hour with mentor, 3 hours group work)
In the fourth week, the mentor spends 1 hour helping the group summarize their work and finalize their grant application. This session focuses on reviewing the entire proposal, ensuring clarity, coherence, and completeness. The group then spends 3 hours independently refining and polishing the proposal, preparing it for submission.
Mentor's tip: Advise the group to perform a final peer review during their work time, focusing on any remaining areas of concern.

Week 5: Presentation of Project Proposals (2 hours total)
At the end of Week 5, all groups present their social projects. Each presentation will include:
Project Assumptions: The main goals and target groups established during the hackathon.
Mentor-Led Development: The process of project development over five weeks, including challenges faced.
Results of Mentor-Led Work: The final version of the project, fully prepared as a funding proposal, including budget, timeline, and success indicators.

	<p>It is recommended to invite political decision-makers, especially from the city or region where the project takes place, as well as representatives from NGOs that focus on zero waste. These invited guests should be asked to provide feedback after the presentations, helping participants further refine their projects and prepare strong funding applications.</p>
DEBRIEFING AND EVALUATION:	<p>Ask participants to summarize the key points they learned about task division and time management.</p> <p>Discuss how they plan to apply these strategies in their own social projects.</p> <p>Reflect on the importance of effective group processes and also time management for project success.</p>
TIPS FOR FACILITATORS:	<p>Use real-life examples to illustrate task division and time management techniques.</p> <p>Be open to participants' questions and provide practical advice based on your experience.</p> <p>Adjust the language and pace of information delivery to the group's level.</p>
ONLINE FORM:	<p>Provide an online version of the task division scheme and time management handouts.</p> <p>Offer an online platform for participants to share their experiences and strategies post-workshop. Conduct the workshop using an online communication platform.</p>

Module 3

Energy

ENERGY

This module is devoted to the energy issue and the impact of human energy use and our individual habits on the condition of the environment. In the course of their studies, participants will learn about different energy sources, what energy efficiency is, and what impact the everyday behaviour of energy users has on energy consumption. Using an inquiry-based learning method, the module will allow learners to formulate critical conclusions about the way their environment works. Through participating in a workshop concerning the impact of social media and the way we communicate online as well as changing consumer habits, participants will become equipped with the necessary knowledge to create their own media content for the purposes of urging their peers to pay attention to the way they use energy in their daily lives.

title of the module	The energy for change.
Thematic area	The content area of this module is related to the following SDG goals: SDG 7: Ensure access to affordable, reliable, sustainable and modern energy for all, SDG 11: Make cities inclusive, safe, resilient and sustainable, SDG 13: Take urgent action to combat climate change and its impacts. And also indirectly: SDG 9: Build resilient infrastructure, promote sustainable industrialization and foster innovation.
Learning goals	To make students aware of the importance of energy and energy use habits for environmental protection and the development of a sustainable society. The student will know about various energy sources, what energy efficiency is, and what impact the everyday behaviour of energy users has on energy consumption. The student will acquire the ability to design their own social media campaigns aimed at changing energy consumption habits. The student will develop the competences to analyse his/her environment, make a normative evaluation of various solutions existing within it, problem solve, communicate and engage in productive teamwork
Key competencies	Systems thinking competence, strategic action competence, interpersonal competence, partly normative competence
Duration	Total duration: 3 months (12 weeks) Proposed schedule: 4 mini-lectures meetings (1st and 2nd week), 2 masterclasses with employees (3rd and 4th week), 1 workshop (5th week), Project (weeks: 6-12).
Number of participants	20
Prerequisites	The module is designed for young people 16-30. No previous knowledge of sustainability issues is necessary. A degree of familiarity with the use of social media is recommended, but not necessary.

Teaching methods recommended	Group work (project-based learning), masterclass, mini-lectures, inquiry-based learning, problem-based learning.
Recommended methods for competency-level verification before and after taking the module	It is recommended to use a simple pretest and post-test in the form of open-ended questions. The level of competence achieved should also be measured regarding the final outcomes of the module in the form of interactive case studies.
References	<p>Gillingham, K., Newell, R. G., & Palmer, K. (2009). Energy Efficiency Economics and Policy. <i>Annual Review of Resource Economics</i>, 1(1), 597-620.</p> <p>Goldemberg, J., Lucon, O., & Nigro, F. (Eds.). (2018). <i>Energy, Environment and Development</i> (2nd ed.). CRC Press.</p> <p>Scott, D. M. (2019). <i>The new rules of marketing and PR: How to use social media, online video, mobile applications, blogs, news releases, and viral marketing to reach buyers directly</i>. John Wiley & Sons.</p> <p>Smil, V. (2017). <i>Energy and Civilization: A History</i>. MIT Press.</p>

MINI LECTURES MEETING AND DISCUSSION

The mini-lecture (with moderated discussion) is a format that should be applied at the beginning of the module. Its aim is to provide participants with a basic knowledge of various energy sources and their use. The lectures also aim to stimulate reflection concerning the importance of consumer habits in electricity usage.

title of the activity	Powering the World: Understanding energy and its impact
ARD area	Energy
ARD module	Good Energy
Key competencies	Systems thinking competence, strategic action competence, interpersonal competence, partly normative competence
Thematic area	The content area of this module is related to the following SDG goals: SDG 11: Make cities inclusive, safe, resilient and sustainable, SDG 12: Ensure sustainable consumption and production patterns, SDG 13: Take urgent action to combat climate change and its impacts. And also indirectly: SDG 9: Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation, DG 8 – Sustained, inclusive and sustainable economic growth, full and productive employment and humane working conditions for all.
Learning goals	The goal is to learn about the meaning of energy, energy resources and energy efficiency.
Knowledge	Participant knows about: the fundamental concepts and principles of energy generation, distribution, and consumption, including traditional and emerging energy sources, the current trends and innovations in the energy sector, with a focus on renewable energy, prosumption, hydrogen technology, and advanced nuclear technologies, the legal and social frameworks that govern energy production and consumption, and also the challenges and opportunities associated with integrating new energy solutions into existing systems.
Skills	Participant can: critically analyse and explain the processes and infrastructure involved in energy generation, transmission, and distribution, identify and evaluate the potential of various energy innovations, such as renewable energy, hydrogen technology, and small modular reactors, to address global energy challenges, apply their understanding of energy systems and trends to design, discuss, and implement sustainable energy solutions within their communities or professional environments.

Competences	Participant is able to: engage in informed discussions and debates about the future of energy, considering both technological advancements and societal impacts, critically assess the environmental, economic, and social implications of different energy sources and technologies, advocating for sustainable practices, collaborate with others to develop and implement energy projects or initiatives that contribute to the transition towards a low-carbon and sustainable energy future.
Duration	4 meetings, 1-2 hours for each one
Number of participants	20
Prerequisites	No prerequisites
Required materials	Computers/laptops, flipchart/blackboard
Teaching methods recommended	Lecture, discussion
Methods for learning outcome verification	Learning outcomes will be verified based on practical tasks performed at the end of the module and also on a short quiz after each lecture.
Detailed activity plan	Introduction to the topic provided by the facilitator (00:10h). Mini - lecture (00:20 h). Discussion moderated by the facilitator (00:20 h). Summary (00:10 h) Lecture topics: First meeting How Does Energy Reach Our Homes and Institutions? Second meeting New Energy Trends Third meeting The Secrets of Hydrogen A topic should be chosen to facilitate the discussion of new trends in the production of sustainable energy. Fourth meeting Small Atom, Big Power A topic should be chosen that facilitates the discussion of new trends in the production of sustainable energy.
Tips for facilitators	The issues introduced by the lecture should be well known from everyday life, but their context and significance may not be well understood at first. The use of examples related to the participants' daily activities is recommended. The lecture is of great importance in this module, it plays the role of ordering existing knowledge and inspiring further activities. The creation of a safe and welcoming environment where participants feel comfortable asking questions and taking part in discussions is highly desirable. This promotes active learning and the achievement of a deeper level of understanding.

MASTERCLASSES WITH EMPLOYEES

The masterclass is a format that should be applied after the master lectures have already been conducted, at that point the participants will have a basic knowledge concerning energy sources and their use. During the masterclass, students will be introduced to the perspective of energy sector entrepreneurs. They are expected to provide participants with knowledge of trends in the sector, eco-innovation, renewable energy sources and sustainability policies in the sector.

Title of the activity	Entrepreneurship in the energy sector: Empowering the next generation
ARD area	Energy
ARD module	Good Energy.
Key competencies	Systems thinking competence, strategic action competence, interpersonal competence, partly normative competence
Thematic area	The content area of this module is related to the following SDG goals: SDG 7: Ensure access to affordable, reliable, sustainable and modern energy sources for all, SDG 11: Make cities inclusive, safe, resilient and sustainable, SDG 13: Take urgent action to combat climate change and its impact, And also indirectly: SDG 9: Build resilient infrastructure, promote sustainable industrialization and foster innovation.
Learning goals	The goal is to learn about the perspective of energy sector entrepreneurs concerning upcoming trends in using energy.
Knowledge	Participant knows what the entrepreneurs' perspective is concerning: the specifics of the energy sector, expected trends of energy users, the role and importance of eco-innovation in the energy sector, possible activities carried out by the energy sector to promote sustainability.
Skills	Participant can: critically interpret their contribution to the implementation of sustainability in the energy sector, identify energy usage trends and understand their significance for both the energy sector and the environment.
Competences	Participant is able to: include and respect different perspectives in view of the same problem, construct independent normative judgements, participate in discussions and communicate their opinions.
Duration	2 meetings, 2-3 hours for each one
Number of participants	1 group of 20 students

Prerequisites	Participant has participated in mini-lectures, has a basic knowledge of energy sources and consumer trends.
Required materials	Computers/laptops, flipchart/blackboard
Teaching methods recommended	Masterclass, discussion
Methods for learning outcome verification	Learning outcomes will be verified based on practical tasks performed at the end of the module.
Detailed activity plan	<ul style="list-style-type: none"> • Introduction to master-class provided by the moderator (0.5h). • Presentation of employee perspective (0.5 h). • Debate moderated by moderator (1-2 h). <p>Master-classes topics:</p> <p>Proposed topics that should be selected and agreed upon in collaboration with the business environment of the organization running the Academy</p> <p>Harnessing the Power of the Sun: Inside a Solar Energy Startup, Sector/Industry: Solar Energy, Renewable Energy Startups</p> <ul style="list-style-type: none"> • Building a Sustainable Future: The Role of Green Hydrogen in Energy Transition, Sector/Industry: Hydrogen Production, Clean Energy Technologies • From Wind to Wallet: How Wind Farms Generate Energy and Revenue, Sector/Industry: Wind Energy, Renewable Energy Investments, • Energy Efficiency in Action: How Smart Grids Are Revolutionizing Power Management, Sector/Industry: Smart Grid Technology, Energy Management Solutions, • Circular Economy in Energy: Turning Waste into Power, Sector/Industry: Waste-to-Energy, Circular Economy Solutions, • The Future of Urban Heating - How the Ecological Transformation Will Change Consumer Behaviour, Sector/Industry: Urban Heating Solutions, District Heating Companies, Energy Efficiency Consulting, • The Future of Electric Mobility: Integrating Renewable Energy with EV Charging Networks, Sector/Industry: Electric Vehicle Charging, Renewable Energy Integration, Mobility Solutions.
Tips for facilitators	The outcome of the participants' work in this module is the creation of independent social media spots promoting the attitude of a responsible energy user. Representatives of the energy sector will be able to convey knowledge about anticipated trends and convince young people of the importance of paying attention to the natural resources used to produce energy. Their practical experience should correspond to the topic. Creating a safe and welcoming environment where participants feel comfortable asking questions and taking part in discussions is highly desirable. This promotes active learning and the development of a deeper level of understanding.

WORKSHOP ON CREATING SOCIAL IMPACT CONTENT IN SOCIAL MEDIA

The workshop is a format that should be applied after the first activities (master lectures and masterclasses with business representatives) have already been conducted, at that point the students will have a basic knowledge about energy sources, the energy sector and energy consumer behaviours. Students should approach the workshop with the conviction that they need to change their own attitudes and take note of the impact of an individual's behaviour on the lifestyles of society as a whole. This particular activity will give participants the required knowledge concerning the creation of social impact content in social media.

Title of the activity	Power online. Creating social impact content in social media.
ARD area	Energy
ARD module	Good Energy.
Key competencies	Systems thinking competence, strategic action competence, interpersonal competence, partly normative competence
Thematic area	The content area of this module is related to the following SDG goals: SDG 7: Ensure access to affordable, reliable, sustainable and modern energy for all, SDG 11: Make cities inclusive, safe, resilient and sustainable, SDG 13: Take urgent action to combat climate change and its impacts. And also indirectly: SDG 9: Build resilient infrastructure, promote sustainable industrialization and foster innovation.
Learning goals	The goal is to learn about the methods used to create social impact content in social media.
Knowledge	Participant knows: how to create content in social media, what the rules are in the design of social marketing, what the trends are in social media, this information can be applied in the area of social marketing.
Skills	Participant can: construct a plan for social marketing in social media, share tasks in a group, promote their ideas in social media.
Competences	Participant is able to: work in a group to implement a particular content creation activity, share tasks, manage the content publishing process, take the initiative to create content online, take cultural context into account in content creation and social media communication.
Duration	1 meeting, 6 hours

Number of participants	1 group of 20 students
Prerequisites	Student has participated in previous activities (masterclass and mini-lectures), has basic knowledge about energy sources, the energy sector and energy consumer behaviours.
Required materials	Computers/laptops, flipchart/blackboard, markers, crayons, sticky notes
Teaching methods recommended	Group work (project-based learning), inquiry-based learning, problem-based learning.
Methods for learning outcome verification	Learning outcomes will be verified based on the practical tasks performed at the end of the module.
Detailed activity plan	30 minutes – The role and importance of social media – mini-lecture 60 minutes – What is Creative Content? (Message, Communication Channels, Tools, Marketing Funnels, Remarketing) – mini-lecture 60 minutes – Cultural conditioning of content creation – discussion 180 minutes – Creating content for social media – group work, design thinking
Tips for facilitators	As a part of the delivery of this workshop, a key element is to draw participants' attention to the fact that it serves to deliver the subsequent elements of the module. By focusing their attention and engagement over the course of the workshop, students will gain the necessary knowledge that they will use in the next activity. Social media is to be used by students as a tool to solve a problem, not as a solution in itself, hence the emphasis should be on balancing the appeal of the message with its relevance.

The role and importance of social media – mini lecture

TIME:	30 minutes
OBJECTIVES:	To understand the influence of social media on modern communication, behaviour, and society. To highlight the positive and negative impacts of social media on individuals and communities. To encourage participants to reflect on their own social media practices and their broader implications.
RESULTS:	Participants gain an overview of the role of social media in shaping public discourse and personal habits. They can identify key trends and challenges associated with social media use. They are more conscious of their own interactions with social media and its effects on their lives.
MATERIALS:	Slides or visual presentation materials. Examples of social media content, trends, or campaigns (screenshots, videos, or live demos). Handouts with key concepts and discussion prompts (optional). A projector or online platform with screen-sharing capabilities.

<p>INSTRUCTIONS:</p>	<p>Introduction (5 minutes) Welcome participants and introduce the topic. Pose a thought-provoking question (e.g., „How many hours do you spend on social media daily?“ or „What role does social media play in shaping your opinions?“).</p> <p>Mini Lecture (20 minutes) Discuss the evolution of social media and its growing influence on various aspects of life, including communication, marketing, politics, and personal habits. Explain the key benefits of social media (e.g. connectivity, access to information, community building). Highlight challenges such as misinformation, addiction, and privacy concerns. Use real-world examples or case studies to illustrate these points.</p> <p>Q&A and Reflection (5 minutes) Open the floor to questions and invite participants to share their own experiences with social media. Encourage participants to reflect on both the value and the challenges they associate with their use of social media.</p>
<p>DEBRIEFING AND EVALUATION:</p>	<p>Summarize the main points of the lecture, emphasizing a balanced perspective on social media’s role. Invite participants to share one key takeaway from the session. Just as an option, conduct a quick feedback exercise using a poll or chat function.</p>
<p>TIPS FOR FACILITATORS:</p>	<p>Tailor examples to the demographics and interests of your audience (e.g. popular platforms, trends, or campaigns). Maintain a neutral tone, encouraging participants to form their own opinions. Be prepared to discuss sensitive topics, such as misinformation or online harassment, with care. Use visuals or stories to make the lecture engaging and relatable.</p>
<p>ONLINE FORM:</p>	<p>Use an online meeting platform like Zoom or MS Teams for the session. Share slides and videos via screen sharing. Encourage participation through polls, chat, or breakout discussions. Provide participants with links to additional resources or a summary document post-session.</p>

What is Creative Content? (Message, Communication Channels, Tools, Marketing Funnels, Remarketing)
– Mini-Lecture

<p>TIME:</p>	<p>60 minutes</p>
<p>OBJECTIVES:</p>	<p>To define the concept of creative content in social media campaigns. To explore the key components of content creation, including messaging, communication channels, and tools. To introduce participants to marketing funnels and remarketing strategies. To inspire participants to think strategically about how creative content drives engagement and conversions.</p>
<p>RESULTS:</p>	<p>Participants understand the role of messaging, channel selection, and tools in content creation. They can outline the stages of a marketing funnel and how it applies to social media campaigns. Participants gain insights into remarketing techniques and their applications.</p>

<p>MATERIALS:</p>	<p>Presentation slides explaining key concepts (with visuals, diagrams, or examples). Case studies or examples of creative content (e.g. social media campaigns, ads). Templates for marketing funnels and campaign planning (optional). Access to examples of remarketing tools or strategies (e.g. Facebook Pixel, Google Ads).</p>
<p>INSTRUCTIONS:</p>	<p>Introduction (5 minutes)</p> <ul style="list-style-type: none"> • Start with a question: „What makes a social media post or campaign stand out to you?“ • Briefly outline the session agenda and emphasize the strategic role of creative content. <p>What is Creative Content? (10 minutes)</p> <ul style="list-style-type: none"> • Define creative content as the combination of message, design, and strategy that captures audience attention and drives action. • Highlight the key elements: <ul style="list-style-type: none"> ◦ Message: Clear, engaging, and tailored to the target audience. ◦ Communication Channels: Selecting platforms based on audience behaviour and campaign goals. ◦ Tools: Using content creation platforms (e.g. Canva, Adobe Suite) and analytics tools to optimize performance. <p>Marketing Funnels (15 minutes)</p> <ul style="list-style-type: none"> • Explain the stages of a marketing funnel and how they relate to creative content: <ul style="list-style-type: none"> ◦ Awareness: Create content that grabs attention (e.g. videos, infographics). ◦ Interest: Offer value through educational or entertaining posts (e.g., blog links, how-tos). ◦ Decision: Use persuasive messaging (e.g. testimonials, special offers). ◦ Action: Clear calls to action (e.g. „Sign up,” „Buy now“). • Show examples of content tailored to each stage of the funnel. <p>Remarketing (10 minutes)</p> <ul style="list-style-type: none"> • Define remarketing as targeting people who have previously interacted with your content or website. • Explain key strategies: <ul style="list-style-type: none"> • Using cookies and tracking pixels to retarget users. • Crafting personalized ads based on past behaviour (e.g. abandoned carts, page visits). • Leveraging email campaigns and retargeted social media ads. • Provide real-world examples of remarketing in action. <p>Discussion and Reflection (15 minutes)</p> <ul style="list-style-type: none"> • Open the floor for participants to share their experiences with creative content, marketing funnels, or remarketing. • Discuss the challenges they face in creating engaging content or converting audiences. • Encourage participants to brainstorm how they can incorporate these strategies into their own campaigns.
<p>DEBRIEFING AND EVALUATION:</p>	<p>Summarize the session, emphasize the interconnectedness of the message, tools, channels, and strategy. Ask participants to share one insight or technique they found particularly useful. Provide a short survey or poll to evaluate the session’s clarity and relevance.</p>

TIPS FOR FACILITATORS:	Use relatable, real-world examples of creative content and campaigns. Keep technical explanations of tools and strategies simple and accessible. Be ready to answer questions about specific platforms or tools used for remarketing and analytics. Encourage active participation during the discussion to ensure engagement.
ONLINE FORM:	Use slides and screen-sharing to present key concepts and examples. Share links to resources or tools (e.g. tutorials for Canva, Google Ads). Use breakout rooms for small group discussions, if time allows. Record the session (with consent) and share it for participants to review later.

Cultural conditioning of content creation – discussion

TIME:	60 minutes
OBJECTIVES:	To explore how cultural values, norms, and context influence content creation for social media. To develop participant awareness of cultural sensitivity and diversity in messaging. To encourage critical thinking about the impact of cultural conditioning on audience perception and engagement.
RESULTS:	Participants understand the importance of cultural factors in content creation and their influence on audience reception. They gain insights into how to adapt content for diverse cultural contexts. Participants develop skills to identify and address potential cultural biases in social media content.
MATERIALS:	Examples of culturally diverse content (both effective and problematic). Discussion prompts or case studies to guide the conversation. Flipcharts or a virtual whiteboard for summarizing key points. Access to cultural frameworks or models (e.g. Hofstede’s cultural dimensions, Hall’s high- and low-context cultures) for reference.
INSTRUCTIONS:	<p>Introduction (10 minutes) Begin with a short explanation of cultural conditioning and its impact on content creation. Share an example of a social media campaign that succeeded or failed due to cultural factors. Present a brief overview of cultural frameworks (e.g. high- vs. low-context communication, individualism vs. collectivism).</p> <p>Discussion Setup (5 minutes) Divide participants into smaller groups (if online, use breakout rooms). Provide each group with a discussion prompt or case study (e.g. „How would this campaign be received in different cultural contexts?“ or „What adjustments would you make to this message for a specific audience?“).</p> <p>Group Discussion (30 minutes) Each group discusses the prompt provided or analyses a case study, focusing on cultural factors that influence content creation. Encourage participants to share personal experiences or insights related to cultural differences in communication.</p> <p>Group Presentations and Collective Discussion (15 minutes) Each group presents their findings or conclusions to the larger group. Facilitate a collective discussion, highlighting similarities and differences in perspectives. Summarize key insights and practical takeaways from the session.</p>

DEBRIEFING AND EVALUATION:	<p>Reflect on how cultural factors shape audience expectations and responses.</p> <p>Ask participants to share one new insight they gained about cultural conditioning in content creation.</p> <p>Use a quick feedback poll or open discussion to evaluate participant understanding and engagement.</p>
TIPS FOR FACILITATORS:	<p>Choose examples and prompts relevant to the cultural backgrounds and professional contexts of the participants.</p> <p>Ensure a safe and respectful environment for discussing potentially sensitive cultural topics.</p> <p>Encourage active participation by validating diverse viewpoints and experiences.</p> <p>Be prepared to provide additional resources or frameworks for participants who want to deepen their understanding.</p>
ONLINE FORM:	<p>Use an online meeting platform with breakout room functionality.</p> <p>Provide discussion materials (e.g. case studies or prompts) in advance via email or chat.</p> <p>Use a shared document or virtual whiteboard to collect and display group findings during presentations.</p> <p>Record the session (if participants agree) for future reference or as a resource for those unable to attend.</p>

Creating Content for Social Media – Group Work, Design Thinking

TIME:	<p>Use a quick poll or survey to evaluate the session’s effectiveness.</p> <p>Ask participants to share one idea or insight they plan to implement in their content creation.</p> <p>Optionally, provide a follow-up guide with design thinking resources and social media tips.</p>
OBJECTIVES:	<p>Foster a creative and nonjudgmental environment during brainstorming.</p> <p>Offer guidance during the prototyping phase to ensure feasibility and relevance.</p> <p>Keep the session dynamic by mixing hands-on work with short presentations or breaks.</p> <p>Be flexible and supportive of different levels of experience with content creation tools.</p>
RESULTS:	<p>Use breakout rooms for group discussions and collaborative tools like Miro or Google Docs.</p> <p>Share templates and visual aids in advance to help participants prepare.</p> <p>Encourage groups to present prototypes using screen-sharing or shared files.</p> <p>Record presentations or discussions (with consent) for participants to review later.</p>
MATERIALS:	<p>Large sheets of paper, sticky notes, markers (if in-person).</p> <p>Online collaboration tools such as Miro, MURAL, or Google Jamboard (if online).</p> <p>Templates for audience personas, empathy maps, and content calendars.</p> <p>Examples of successful social media campaigns for inspiration.</p> <p>Devices or software for digital prototyping (e.g. Canva, Figma).</p>

INSTRUCTIONS:

Introduction and Team Setup (15 minutes)

Introduce the session's goals and briefly explain the design thinking process:

- Empathize
- Define
- Ideate
- Prototype
- Test

Divide participants into small groups (4–6 members per group).

Empathize and Define (30 minutes)

Empathize:

- Each group selects or is assigned a target audience (e.g. young professionals, small business owners, educators).
- Use empathy maps to explore the audience's needs, challenges, and behaviours.
- Discuss: „What does this audience care about? What motivates them on social media?“

Define:

- Groups articulate the problem or opportunity their content will address.
- Create a problem statement: „How might we create content that [solves a challenge or meets a need] for [target audience]?“

Ideate (45 minutes)

Encourage brainstorming using techniques like:

- Rapid Ideation: Groups list as many content ideas as possible within 10 minutes.
- SCAMPER Method: Explore ways to modify, combine, or adapt existing content ideas.

Focus on generating diverse ideas without judgment.

After brainstorming, groups vote on their top 2–3 ideas to develop further.

Prototype (60 minutes)

Groups create mockups or prototypes of their chosen content ideas, focusing on:

- Visual design (e.g. images, graphics, colours).
- Messaging (e.g. captions, hashtags, calls to action).
- Platform-specific elements (e.g. Instagram Stories, LinkedIn posts, TikTok videos).

Use tools like Canva or hand-drawn sketches for visual prototypes.

Prepare a short presentation or storyboard for their content.

Test and Feedback (30 minutes)

Group Presentations:

Each group presents their prototypes to the larger group, explaining their design decisions.

Feedback Session:

Encourage constructive feedback based on the target audience, clarity, and creativity.

Use a structured approach (e.g. „I like..., I wonder..., What if...“) to guide discussions.

Reflection and Wrap-Up (15 minutes)

Reflect on the process and its outcomes:

- What was challenging?
- What did participants learn about creating content?

How might they apply this process in their work?

Summarize key takeaways from the workshop.

<p>DEBRIEFING AND EVALUATION:</p>	<p>Use a quick poll or survey to evaluate the session’s effectiveness. Ask participants to share one idea or insight they plan to implement in their content creation. Optionally, provide a follow-up guide with design thinking resources and social media tips.</p>
<p>TIPS FOR FACILITATORS:</p>	<p>Foster a creative and nonjudgmental environment during brainstorming. Offer guidance during the prototyping phase to ensure feasibility and relevance. Keep the session dynamic by mixing hands-on work with short presentations or breaks. Be flexible and supportive of different levels of experience with content creation tools.</p>
<p>ONLINE FORM:</p>	<p>Use breakout rooms for group discussions and collaborative tools like Miro or Google Docs. Share templates and visual aids in advance to help participants prepare. Encourage groups to present prototypes using screen-sharing or shared files. Record presentations or discussions (with consent) for participants to review later.</p>

GROUP PROJECT ABOUT CREATING SM CONTENT

Participants in this activity should have attended other activities from this module (mini-lectures, masterclasses, individual work, workshops on social media content creation). It is particularly important to have gained the relevant skills from the workshops and knowledge about energy, energy consumption, natural resources and the reduction of energy consumption through people's daily habits. Participants should also be familiar with the principles of creating social impact content in social media.

Title of the activity	We have the power to influence others!
ARD area	Energy
ARD module	Good Energy.
Key competencies	Systems thinking competence, strategic action competence, interpersonal competence, partly normative competence
Thematic area	The content area of this module is related to the following SDG goals: SDG 7: Ensure access to affordable, reliable, sustainable and modern energy for all, SDG 11: Make cities inclusive, safe, resilient and sustainable, SDG 13: Take urgent action to combat climate change and its impact. And also indirectly: SDG 9: Build resilient infrastructure, promote sustainable industrialization and foster innovation.
Learning goals	The aim is to develop an understanding of possible changes in behavioural habits affecting the consumption of energy, and to shape attitudes in order to influence the behaviour of people around us. This activity will result in the creation of a social media campaign module by the groups involved.
Knowledge	Participant knows about: examples of everyday attitudes and behaviours that support the reduction of material consumption and energy use, barriers and constraints to influencing one's environment for the purpose of forming sustainable attitudes in it, the principles of effective communication and audience targeting in social media, various methods for monitoring and analysing the impact of social media campaigns.
Skills	Participant can: create a mini social media campaign, use modern social media tools, plan and manage implementation risks, adapt content to cultural needs, develop engaging and persuasive content for social media platforms, implement and monitor a social media campaign using analytics tools.

Competences	Participant is able to: work effectively as a member of a group in order to implement a social media campaign activity, share tasks, manage the content publishing process, manage implementation risks, take the initiative to create content online, communicate effectively within intercultural contexts, critically evaluate the success of a social media campaign and apply the lessons learned to future projects, present and defend the campaign's strategy, content, and results to stakeholders.
Duration	6 weeks (28 hours)
Number of participants	20 person (4-5 groups)
Prerequisites	Student has participated in previous activities (masterclass, mini-lectures, individual task, social media workshop), has basic knowledge of energy sources, efficiency, use and trends. Has some knowledge of the tools required to influence human behaviour.
Required materials	Access to social media channels, tools for creating multimedia content (Canva, Adobe Spark), access to graphic and photo resources, guides to social media communication, analytical tools for monitoring engagement (Google Analytics, Hootsuite), computers/laptops with appropriate software, stable internet connection, cameras, and microphones
Teaching methods recommended	Group work (project-based learning), problem-based learning
Methods for learning outcome verification	Learning outcomes will be verified by posting content according to a timetable proposed by the project group.
Detailed activity plan	At each stage of their work, groups have access to a mentor to consult with regard to their progress 1. The group establishes the objective of the social campaign, selects the target group, chooses the appropriate social medium, creates a schedule of activities (1 week), 2. Production of marketing content (1 week), 3. Implementation of the social campaign (2 weeks), 4. Presents the social campaign (1 meeting, 5th week), 5. Evaluates the project and campaign (2 meetings, 6th week).
Tips for facilitators	The group work on the project is an excellent opportunity to encourage young people to define and solve the problems around them on their own initiative. They are free to take the initiative in implementing their social campaign. They can be encouraged to choose different target groups and different areas of their activity: e.g. young people in an urban space, students at university, schoolchildren on their way to school.

We have the power to influence others!

TIME:	28 hours
OBJECTIVES:	To develop an understanding of the possible changes in behavioural habits affecting the consumption of energy, and to shape attitudes in order to influence the behaviour of the people around us. This activity will result in the creation of a social media campaign module by the groups involved.
RESULTS:	4-5 social campaigns for SM about consumer behaviour

MATERIALS:	Access to social media channels, tools for creating multimedia content (Canva, Adobe Spark), access to graphic and photo resources, guides concerning social media communication, analytical tools for monitoring engagement (Google Analytics, Hootsuite), computers/laptops with appropriate software, stable internet connection, cameras, microphones
INSTRUCTIONS:	<p>This activity involves group work supported by a mentor, it is aimed at developing and implementing a social media campaign focused on energy consumption. The process encourages both individual and collaborative efforts and concludes with a final presentation where each group showcases their campaign. The goal is to equip participants with the skills required to design and execute effective social media campaigns that promote sustainable energy habits. Through mentoring, participants will refine their campaign objectives, produce compelling marketing content, and effectively engage with their target audience. Participants will gain practical experience in campaign management, develop a deeper understanding of energy-related behaviour change, and enhance their ability to influence public attitudes through social media. The activity concludes with presentations during Week 6 as a part of the evaluation process, thereby allowing for feedback from invited stakeholders to further refine the campaigns</p> <p>Work with Mentor (6 Weeks)</p> <p>Week 1: Establishing the Campaign Objective (1 hour with mentor, 3 hours of group work)</p> <p>In the first week, the group works with the mentor for 1 hour to establish the objective of their social campaign, select the target audience, choose the appropriate social media platforms, and create a schedule of activities. The mentor guides the group in defining clear and achievable campaign goals that align with the broader objective of promoting energy-saving behaviours. The remaining 3 hours are spent by the group independently finalizing their campaign plan and timeline.</p> <p>Mentor's tip: Encourage the group to think creatively about the target audience and the best ways in which to engage with them through social media.</p> <p>Week 2: Production of Marketing Content (1 hour with mentor, 3 hours of group work)</p> <p>During this week, the mentor spends 1 hour assisting the group in developing the content for their campaign, this includes messaging, visuals, and any multimedia elements. The mentor provides feedback on initial ideas and offers advice on how to create compelling and persuasive content. The group then spends 3 hours independently producing and refining their marketing materials.</p> <p>Mentor's tip: Suggest that the group drafts a few variations of their content to test which version might be most effective in conveying their message.</p>

Weeks 3–4: Implementation of the Social Campaign (2 hours with mentor, 6 hours group work)

Over the course of two weeks, the group works with the mentor for a total of 2 hours to implement their social media campaign. The mentor helps to monitor the campaign's progress, offering insights concerning engagement metrics and suggesting adjustments as needed. The group independently manages the day-to-day operations of the campaign for 6 hours, responding to audience interactions and making any necessary tweaks to improve campaign effectiveness.

Mentor's tip: Encourage the group to keep a log of their activities and responses, this will be useful for the evaluation phase.

Week 5: Evaluation of the Project and Campaign (2 meetings, 2 hours each)

The fifth week involves two 2-hour meetings focused on evaluating the project and the effectiveness of the social media campaign. During the first meeting, the group reviews the campaign's performance and discusses what worked well and what could be improved. The mentor helps guide this discussion, offering insights into best practices for campaign evaluation. The second meeting is dedicated to summarizing the lessons learned and documenting the campaign's impact.

Mentor's tip: Encourage the group to think critically about the feedback received and how it may be applied to future campaigns.

Week 6: Preparation for Presentation (1 hour with mentor, 3 hours group work)

In the sixth week, the group spends 1 hour with the mentor to prepare for the final presentation of their social media campaign. The mentor assists the group in organizing their presentation, ensuring that all key elements—such as campaign objectives, content, implementation, and evaluation—are clearly communicated. The group then spends 3 hours independently rehearsing and refining their presentation. Mentor's tip: Advise the group to conduct a practice run of their presentation, focusing on timing, clarity, and delivery.

Presentation of Social Campaign

Week 7: Presentation of Social Campaigns as a part of the Evaluation section (1 meeting, 2 hours total)

At the end of the seventh week, all groups will present their social media campaigns as part of the evaluation process. Each presentation will include:

Campaign Objectives: The main goals and target groups selected during the first week.

Campaign Content: An overview of the marketing materials produced, including any visuals or multimedia elements.

Campaign Implementation: A summary of how the campaign was executed, including the strategies used and audience engagement metrics.

	<p>Evaluation and Impact: Insights into the effectiveness of the campaign, lessons learned, and any adjustments made during the process.</p> <p>It is recommended to invite stakeholders such as local energy companies, environmental NGOs, and community leaders to the presentation. These guests should provide feedback on the campaigns, highlighting strengths and offering suggestions for future improvements.</p> <p>An online format is possible and even recommended for maintaining regular contact with a mentor during group work on the social media campaign. Contact with the mentor can take place online using selected platforms and tools. Similarly, consultations on campaign development can be conducted online. While the final presentations of the social media campaigns can also be held online using dedicated tools, an offline format is recommended for a more engaging experience.</p>
DEBRIEFING AND EVALUATION:	<p>The result of the practical tasks performed, in the form of prepared group projects – developing social campaigns, is subject to evaluation. The evaluation is qualitative.</p>
TIPS FOR FACILITATORS:	<p>Build a trust-based relationship with the group and foster a safe learning environment.</p> <p>Encourage self-reflection and critical thinking among participants.</p> <p>Guide mini-groups in setting realistic and achievable project goals</p> <p>Provide constructive feedback and help refine project ideas.</p> <p>Facilitate problem-solving by asking guiding questions instead of providing direct solutions.</p>
ONLINE FORM:	<p>An online format is possible and even recommended for maintaining regular contact with a mentor during group work. Contact with the mentor can take place online using selected forms and tools. Similarly, project consultations can be conducted online. Project presentations can be held online using dedicated tools; however, an offline format is recommended.</p>

Module 4

Sustainable Living: Food Recycling Program

SUSTAINABLE LIVING: FOOD RECYCLING PROGRAMME

This programme offers a holistic exploration of sustainability and circular practices. Participants embark on a transformative journey, starting with an introduction to circular economy principles and sustainable practices, and also expanding their horizons in order to better understand global perspectives concerning circular economy initiatives and sustainable food systems. They will learn to adapt global insights to local contexts, drive practical implementation within their communities, and address pressing issues like food waste. This course equips participants with the knowledge, skills, and inspiration necessary to become agents of change, promoting sustainability and circularity within their communities and beyond. .

Title of the module	Sustainable Living: Food Recycling Programme
thematic area	The content area of this module is related to the following SDG goals: SDG 12 Responsible Consumption and Production, SDG 13 Climate Action, SDG 15 Life on Land, SDG 2: Zero Hunger.
learning goals	To make students environmentally conscious and responsible citizens, the student will become familiar with the core principles and concepts of sustainability, environmental stewardship, and also the global challenges related to resource use and climate change. The student will acquire practical skills in sustainable practices, resource conservation, and environmental impact assessment. The student will develop competences in critical thinking, problem-solving, and effective communication in order to actively contribute to addressing environmental issues and promoting sustainability both within their communities and beyond.
key competencies	Systems thinking competency, normative competence, strategic action competence, interpersonal competence, diversity and interdisciplinary competence, foresighted thinking - or anticipatory competence
duration	Total duration: 3 months (12 weeks) Proposed schedule: 1st part Circular Economy and Sustainable Practices (weeks: 1st and 5th), 2nd part Global Perspectives on the Circular Economy and Sustainable Food Practices (weeks: 2nd - 5th), 3rd part Food Waste Impact (weeks: 6th - 11th), 4th part Practical Food Recycling Programme (weeks: 7th - 12th), 5th part Innovations and the Practical Implementation of the Circular Economy in Local Communities (weeks: 7th-12th).
number of participants	20

prerequisites	The module is designed for undergraduate and graduate students, youth workers, community leaders, and educators. No previous knowledge of sustainability issues is necessary. Initial community activists, school or student council activists should be encouraged to participate.
teaching methods recommended	Case studies, group discussions, guest speakers, field trips, problem-based learning, research projects, role-playing, peer presentations
recommended methods for competency-level verification before and after taking the module	Skills demonstrations, group discussions and peer feedback, reflective journals, case study analysis, quiz, final project or presentation
references	McDonough, W., & Braungart, M. ([2002]). Cradle to Cradle: Remaking the Way We Make Things. North Point Press Falasca, L. ([2019]). Economia Circolare: Principi, Strategie ed Esempi di Business. Moroni, S. ([2023]). Parla sostenibile. Slow food editore

Overview of Circular Economy Principles and Their Importance in the Context of Food Systems

TIME:	2 hours
OBJECTIVES:	Participants will understand the basic principles of the circular economy. Participants will recognize the relevance of these principles in food systems.
RESULTS:	Participants will articulate the key concepts of the circular economy. Participants will discuss the implications of circular economy principles on sustainable food practices.
MATERIALS:	Computers/laptops, flipchart Visual aids on food systems
INSTRUCTIONS:	<p>Introduction (10 minutes) Present the overarching concept of the circular economy, highlighting its key principles such as waste minimization, resource optimization, and regenerative practices. Emphasize its role in transforming food systems to be more resilient and environmentally responsible. Provide an example of a traditional linear food system versus a circular food system to illustrate the differences.</p> <p>Presentation (20 minutes) Provide a detailed explanation of core circular economy principles, including closed-loop systems, sustainable sourcing, and the reduction of food waste. Showcase case studies demonstrating the successful applications of circular economy strategies in food production, distribution, and consumption. Discuss how policy changes and industry innovations have facilitated the transition towards circular food systems in different regions.</p> <p>Group Discussion (20 minutes) Divide participants into small groups to explore real-life food system challenges and how circular economy principles could address them. Encourage groups to identify barriers to implementation and propose creative solutions. Groups present their insights, fostering a collaborative exchange of ideas and potential solutions.</p>

DEBRIEFING AND EVALUATION:	Summarize key insights from the workshop and discuss potential action steps for implementing circular economy principles in local food systems. Provide resources for further learning and encourage participants to reflect on how they can contribute to circular food solutions in their own communities.
TIPS FOR FACILITATORS:	Facilitate a reflective session to assess participants' understanding of circular economy principles and their practical applications. Gather feedback concerning potential improvements and areas of further exploration. Encourage participants to set personal or community-based goals related to circular food practices.
ONLINE FORM:	Use an online meeting platform like Zoom or MS Teams for the session. Share slides and videos via screen sharing. Encourage participation through polls, chat, or breakout discussions. Provide participants with links to additional resources or a summary document post-session.

Understanding Closed-Loop Systems

TIME:	1 hour
OBJECTIVES:	Participants will learn about closed-loop systems and their applications in food production. Participants will analyse the benefits and challenges of implementing closed-loop systems
RESULTS:	Participants will define closed-loop systems in the context of food production. Participants will identify examples of closed-loop practices in their communities.
MATERIALS:	Visual aids illustrating closed-loop systems. Handouts with definitions and examples.
INSTRUCTIONS:	<p>Introduction (10 minutes) Define closed-loop systems and explain their role in fostering sustainable and efficient food production processes. Discuss how these systems align with the broader circular economy model. Provide real-world examples of closed-loop innovations in food processing and distribution.</p> <p>Presentation (20 minutes) Provide in-depth explanations of closed-loop systems within agriculture, food processing, and waste management. Illustrate the benefits of these systems, such as resource conservation, cost reduction, and minimizing environmental impact. Discuss the technological advancements that facilitate the implementation of closed-loop practices.</p> <p>Group Analysis (20 minutes) Assign small groups to analyse specific closed-loop systems, considering their advantages, challenges, and areas for improvement. Groups share their findings and create an interactive discussion concerning potential applications in local food systems. Encourage participants to brainstorm ways in which to integrate closed-loop approaches in their personal or professional spheres.</p>

DEBRIEFING AND EVALUATION:	Summarize key takeaways from the session and emphasize the significance of closed-loop systems in food sustainability. Collect feedback for refining future discussions concerning sustainable food production.
TIPS FOR FACILITATORS:	Provide additional reading materials and recommendations for organizations working on closed-loop innovations. Engage participants in a reflective discussion on the feasibility and challenges of implementing closed-loop food systems within their communities. Reflect on participants' understanding of closed-loop systems and their potential applications.
ONLINE FORM:	Keep sessions interactive by using breakout rooms for group discussions, polls for engagement, and visual collaboration tools like Miro etc. Encourage participants to keep their cameras on to foster a personal connection and use chat functions for real-time feedback.

Case Study Analysis

TIME:	1 hour
OBJECTIVES:	Participants will analyse real-world case studies related to circular economy practices in food systems. Participants will identify best practices and lessons learned from these case studies.
RESULTS:	Participants will articulate key takeaways from the case studies. Participants will develop recommendations for implementing similar practices in their communities.
MATERIALS:	Case study documents or summaries. Discussion prompts for group work. Flipcharts and markers for presenting findings. Video interviews with industry leaders implementing circular economy models.
INSTRUCTIONS:	<p>Introduction (15 minutes) Explain the purpose of analysing case studies in understanding circular economy practices. Provide background on selected case studies, covering different aspects of circular food systems, including production, waste management, and policy development. Outline key themes to look for during analysis.</p> <p>Group Work (30 minutes) Divide participants into small groups and assign each group a different case study. Groups analyse their case studies, focusing on challenges, successes, and transferable lessons. Encourage groups to document their insights and prepare a structured presentation.</p> <p>Group Presentations (15 minutes) Each group presents their findings, highlighting key takeaways and recommendations. Allow time for questions and discussion.</p>
DEBRIEFING AND EVALUATION:	Summarize insights and discuss applicability in local contexts. Provide additional reading materials for further exploration

TIPS FOR FACILITATORS:	Reflect on lessons learned and potential future applications. Gather participant feedback to improve case study analysis sessions.
ONLINE FORM:	Keep sessions interactive by using breakout rooms for group discussions, polls for engagement, and visual collaboration tools like Miro etc. Encourage participants to keep cameras on to foster a personal connection and use chat functions for real-time feedback.

Sustainable Packaging

TIME:	1 hour
OBJECTIVES:	Participants will explore the role of sustainable packaging in the circular economy. Participants will identify innovative packaging solutions that reduce waste.
RESULTS:	Participants will understand the impact of packaging on food sustainability. Participants will brainstorm sustainable packaging alternatives.
MATERIALS:	Examples of sustainable packaging materials. Visual aids illustrating packaging waste issues. Handouts with innovative packaging ideas.
INSTRUCTIONS:	<p>Introduction (10 minutes) Present the concept of sustainable packaging and explain its importance within the circular economy framework. Discuss the environmental and economic challenges associated with traditional packaging, including pollution, resource depletion, and waste management issues. Introduce the key principles of sustainable packaging, such as biodegradability, recyclability, and material efficiency. Show a brief video or case study highlighting a successful sustainable packaging initiative in the food industry.</p> <p>Group Discussion (20 minutes) Facilitate a discussion on the environmental impact of traditional packaging and the benefits of sustainable alternatives. Encourage participants to share examples from their experiences, including packaging solutions they have encountered or used. Highlight real-world examples of businesses and organizations adopting sustainable packaging practices and the challenges they face. Discuss the relevant regulations and policies that support or hinder the implementation of sustainable packaging solutions.</p> <p>Brainstorming Session (20 minutes) Divide participants into small groups and assign each group a specific food product or packaging challenge. Ask each group to brainstorm innovative sustainable packaging solutions, considering factors such as material selection, durability, recyclability, and cost-effectiveness. Encourage groups to sketch designs or create simple prototypes using the materials provided. Each group presents their ideas to the larger group, explaining their rationale and the potential benefits of their proposed solutions.</p>

DEBRIEFING AND EVALUATION:	<p>Summarize the key insights gained from the workshop, reinforcing the importance of sustainable packaging in achieving a circular economy. Discuss the feasibility of implementing the proposed ideas in real-world scenarios, considering market demand, economic viability, and regulatory support.</p> <p>Provide resources for further learning and encourage participants to continue exploring sustainable packaging options in their communities and workplaces.</p> <p>Conclude with a call to action, inviting participants to pledge small steps toward reducing packaging waste in their daily lives.</p>
TIPS FOR FACILITATORS:	<p>Engage participants in a reflective discussion on their key takeaways and the relevance of sustainable packaging within both personal and professional contexts.</p> <p>Collect feedback on the workshop format and content to improve future sessions.</p> <p>Encourage participants to identify ways they can advocate for and contribute to sustainable packaging initiatives within their communities and industries.</p>
ONLINE FORM:	<p>Use videoconferencing platforms (Zoom, MS Teams). Keep sessions interactive by using breakout rooms for group discussions, polls for engagement, and visual collaboration tools like Miro, Google Docs etc.</p>

Guest Speaker

TIME:	1 hour
OBJECTIVES:	<p>Participants will gain insights from an expert in the field of the circular economy and sustainable food practices.</p> <p>Participants will have the opportunity to engage with the speaker and ask questions.</p>
RESULTS:	<p>Participants will learn about the real-world applications and challenges of circular economy practices.</p> <p>Participants will gain a deeper understanding of current trends and innovations in the field</p>
MATERIALS:	<p>Introduction materials for the guest speaker.</p> <p>Notebooks for participants to take notes.</p> <p>Audio-visual equipment for presentations and discussions.</p>
INSTRUCTIONS:	<p>Introduction (10 minutes)</p> <p>Introduce the guest speaker and provide an overview of their background and expertise.</p> <p>Explain the purpose of the session and how it connects to the overall theme of the circular economy and sustainability.</p> <p>Guest Speaker Presentation (30 minutes)</p> <p>The speaker shares insights, experiences, and current projects in the field.</p> <p>Discussion concerning innovative approaches, case studies, and industry trends.</p> <p>Q&A Session (15 minutes)</p> <p>Open the floor for participants to ask questions and discuss key topics with the expert.</p> <p>Encourage participants to relate the discussion to their own experiences and future projects.</p>
DEBRIEFING AND EVALUATION:	<p>Summarize key points from the presentation and discussion.</p> <p>Thank the speaker and provide any follow-up resources for participants.</p>

TIPS FOR FACILITATORS:	Reflect on insights gained and their relevance to participants' own projects. Collect feedback on the session and discuss potential follow-up actions
ONLINE FORM:	Use videoconferencing platforms (Zoom, MS Teams). Keep the sessions interactive by using breakout rooms for group discussions, polls for engagement, and visual collaboration tools like Miro, Google Docs etc.

Hands-On Upcycling Project

TIME:	1 hour
OBJECTIVES:	Participants will learn about upcycling and its role in promoting sustainability. Participants will engage in a hands-on project to create upcycled products from food-related materials.
RESULTS:	Participants will complete a practical upcycling project. Participants will understand the creative possibilities of reusing materials.
MATERIALS:	Various food-related materials for upcycling (e.g. jars, bottles, containers). Tools and supplies for the hands-on project (e.g. scissors, glue, paint)
INSTRUCTIONS:	Introduction (10 minutes) – Explain the concept and benefits of upcycling. Project Planning (15 minutes) – Brainstorm ideas and present examples. Hands-On Activity (30 minutes) – Participants create their upcycled projects. Showcase and Discussion (5 minutes) – Groups present their finished projects
DEBRIEFING AND EVALUATION:	Discuss potential future upcycling projects
TIPS FOR FACILITATORS:	Reflect on the importance of upcycling in sustainability efforts.
ONLINE FORM:	Use videoconferencing platforms (Zoom, MS Teams). Keep sessions interactive by using breakout rooms for group discussions, polls for engagement, and visual collaboration tools like Miro, Google Docs etc.

Group Activity Exploring the Impact of Circular Practices on Food Security

TIME:	1 hour 30 minutes
OBJECTIVES:	Participants will analyse the relationship between circular practices and food security. Participants will explore potential solutions for enhancing food security through circular economy principles.
RESULTS:	Participants will identify the ways in which circular practices can positively impact food security. Participants will develop actionable solutions for their communities.
MATERIALS:	Case studies illustrating the impact of circular practices on food security. Discussion prompts and charts for brainstorming. Projector and screen for presenting case studies or additional visual materials.

INSTRUCTIONS:	<p>Introduction (15 minutes) Present the concept of food security, highlighting its importance in both global and local contexts. Explain how circular economy practices, such as food waste reduction, resource recovery, and sustainable agriculture, contribute to food security. Introduce key concepts such as food sovereignty, regenerative agriculture, and closed-loop food systems. Provide an overview of the workshop structure and expected outcomes.</p> <p>Case Study Analysis (30 minutes) Divide participants into small groups and assign each group a case study illustrating different circular economy approaches to food security. Groups analyse the case studies by identifying the main challenges, the circular strategies applied, and measurable impacts on food security. Encourage groups to consider factors such as economic feasibility, social acceptance, and the scalability of these practices. Groups summarize their findings on flipcharts or sticky notes and prepare to share insights with the larger group.</p> <p>Solution Brainstorming (30 minutes) Groups transition from analysis to solution design by brainstorming practical ways to enhance food security using circular economy principles. Encourage participants to think innovatively and consider integration strategies such as composting programmes, surplus food redistribution, urban agriculture, or regenerative farming techniques. Groups create an action plan, detailing steps for implementation, potential stakeholders, and expected outcomes. Each group presents their proposed solutions to the larger group, receiving feedback and suggestions for improvement.</p>
DEBRIEFING AND EVALUATION:	<p>Summarize key insights gained from the discussions, reinforce the importance of circular practices in achieving food security. Facilitate a group discussion on the feasibility of implementing proposed solutions within participants' communities. Discuss potential challenges in implementing circular practices and the strategies required to overcome them.</p>
TIPS FOR FACILITATORS:	<p>Reflect on how the knowledge gained during the workshop can be applied in participants' daily lives and professional activities. Encourage participants to continue exploring and advocating for circular economy solutions in their communities. Provide resources for further learning and create opportunities for networking with organizations working on food security and sustainability.</p>
ONLINE FORM:	<p>Use videoconferencing platforms (Zoom, MS Teams). Keep sessions interactive by using breakout rooms for group discussions, polls for engagement, and visual collaboration tools like Miro, Google Docs etc.</p>

Movie Time – Implementing Circular Practices and Addressing Food Security

TIME:	1 hour
OBJECTIVES:	<p>Participants will learn about circular practices through a documentary or film. Participants will reflect on the implications of these practices for food security.</p>
RESULTS:	<p>Participants will gain insights from real-world examples showcased in the film. Participants will engage in discussion about the film's themes and messages.</p>

MATERIALS:	Selected documentary or film about the circular economy and food security. Discussion prompts for post-viewing analysis.
INSTRUCTIONS:	<p>Introduction (20 minutes) Introduce the film, providing background on its relevance to circular economy practices and food security. Offer guiding questions for participants to consider while watching. Encourage participants to take notes on key themes, solutions presented, and challenges discussed in the film. Briefly discuss the role of the media in shaping perceptions of sustainability and food security.</p> <p>Film Screening (50 minutes) Play the selected documentary or film, pausing at critical moments for brief discussions or clarifications. Encourage participants to write down their thoughts and any questions that may arise during the screening. If time allows, show selected clips instead of the full-length film in order to focus on key topics.</p> <p>Group Discussion (30 minutes) Facilitate a discussion on the film's content, encourage participants to share their thoughts and insights. Use prepared discussion prompts to guide the conversation. Ask participants to relate the film's themes to their own experiences and contexts. Explore potential gaps or biases in the film's portrayal of sustainability and circular practices.</p>
DEBRIEFING AND EVALUATION:	Summarize the key takeaways from the discussion and encourage further reflection. Encourage participants to research additional real-world examples of circular economy practices in their regions.
TIPS FOR FACILITATORS:	Provide resources for further learning, such as recommended books, articles, and additional documentaries
ONLINE FORM:	Use videoconferencing platforms (Zoom, MS Teams). Keep sessions interactive by using breakout rooms for group discussions, polls for engagement, and visual collaboration tools like Miro, Google Docs, etc.

Reflection Meeting

TIME:	1 hour
OBJECTIVES:	Participants will reflect on the knowledge gained throughout the workshops. Participants will share personal insights and future commitments related to circular economy practices.
RESULTS:	Participants will articulate key concepts of the circular economy. Participants will discuss the implications of circular economy principles on sustainable food practices.
MATERIALS:	Reflection prompts and discussion guidelines. Notebooks, flipcharts and markers for group discussions

INSTRUCTIONS:	<p>Introduction (15 minutes) Explain the purpose of the reflection meeting. Provide prompts for structured reflection. Emphasize the value of personal commitment to sustainability practices.</p> <p>Individual Reflection (30 minutes) Allow participants time to reflect on key takeaways and commitments. Encourage journaling or drawing mind maps. Prompt participants to identify at least three key insights and three actions that they will take moving forward.</p> <p>Group Sharing (35 minutes) Small group discussions on insights and implementation plans. Encourage open dialogue about challenges and motivating factors. Ask each group to present one key insight and one commitment to the entire room.</p>
DEBRIEFING AND EVALUATION:	<p>Summarize key themes and emphasize ongoing learning and action. Discuss the overall experience and participants' commitments moving forward.</p>
TIPS FOR FACILITATORS:	<p>Provide opportunities for participants to stay connected and collaborate on sustainability initiatives. Reflect on participants' knowledge retention and the overall learning experience.</p>
ONLINE FORM:	<p>Use videoconferencing platforms (Zoom, MS Teams). Keep sessions interactive by using breakout rooms for group discussions, polls for engagement, and visual collaboration tools like Miro, Google Docs, etc.</p>

WORKSHOP GLOBAL PERSPECTIVES ON THE CIRCULAR ECONOMY AND SUSTAINABLE FOOD PRACTICES

This workshop helps participants to understand circular economy principles and sustainable food practices by exploring global perspectives. Participants will delve into international case studies, policies, and initiatives, gaining insights into diverse approaches to circularity within different cultural and economic contexts. The module aims to foster a global mindset, encouraging participants to analyse, compare, and apply the lessons learned to their local scenarios. Through interactive sessions and discussions, participants will discover the interconnectedness of global efforts toward sustainable and circular food systems.

Title of the activity	Global Perspectives on the Circular Economy and Sustainable Food Practices
ARD area	Food recycling
ARD module	Food Recycling Programme
Key competencies	Environmental awareness, critical thinking, interdisciplinary thinking, communication skills, problem-solving, social responsibility, global citizenship
Thematic area	The content area of this module is related to the following SDG goals: SDG 12 Responsible Consumption and Production, SDG 13 Climate Action, SDG 15 Life on Land.
Learning goals	Ability to define sustainability, define and articulate the foundational principles of the circular economy and how they relate to food systems, socioeconomic considerations, impact awareness
Knowledge	Participant knows about: closed-loop systems in food production, upcycling of food waste, food security, food awareness policy and advocacy.
Skills	The participant will: become aware of the possibilities of using various means to analyse and research issues related to food recycling, promote the principles of food recycling, stimulate the implementation of good practices and advocacy in this area, take care not to waste food, take responsibility for disseminating the idea of food recycling.
Competences	Participants will gain: analytical and research skills, an understanding of good practices and advocacy.
Duration	5 weeks x approx. 4 h of work each week

Number of participants	20
Prerequisites	No prerequisites
Required materials	Presentation slides and case study documents Access to online research tools and policy reports Flipcharts, markers, or digital collaboration tools (Miro) Videoconferencing platform for guest speakers Quiz or reflection handouts
Teaching methods recommended	Demonstration, hands-on workshop, field visit, guest expert, case - study
Methods for learning outcome verification	Learning outcomes will be verified based on practical tasks performed at the end of the module.
Detailed activity plan	Overview of the importance of global perspectives in circular economy and sustainable food practices 1h Group activity to explore how cultural diversity influences the adoption of circular practices 2h Presentation on international policies and governance structures related to the circular economy and sustainable food practices with guest speaker 2h Case study 2h Interactive session exploring the dynamics of global food supply chains within the context of circular practices 2h Online research on global innovations and best practices, followed by group presentations 3h Reflection and quiz
Tips for facilitators	Encourage active participation through discussions, case studies, and group activities to connect global perspectives with local solutions. Use real-world examples, guest speakers, and research tasks to deepen the general level of understanding and inspire practical applications.

Overview of the Importance of Global Perspectives in the Circular Economy and Sustainable Food Practices

TIME:	1 hour
OBJECTIVES:	Participants will understand the significance of global perspectives in circular economy practices. Participants will recognize how these perspectives influence sustainable food practices worldwide.
RESULTS:	Participants will articulate the key concepts of global perspectives within the context of the circular economy. Participants will discuss the implications of these perspectives for local practices.
MATERIALS:	<ul style="list-style-type: none"> • Presentation slides concerning global perspectives. • Handouts summarizing key points. • Flipchart and markers for group notes.

INSTRUCTIONS:	<p>Introduction (0:10 hours) Introduce the concept of global perspectives and explain their relevance to circular economy practices and sustainable food systems. Highlight the interconnectedness of global issues such as climate change, resource depletion, and food security. Describe how global solutions involving the application of the circular economy can offer sustainable alternatives. Discuss the concept of the circular economy in brief—focus on the principles of reducing, reusing, and recycling—and how these principles are applied in different cultural, social, and economic contexts. Emphasize the importance of understanding different global approaches and adapting successful models to local contexts for more sustainable practices.</p> <p>Presentation (0:20 hours) Present examples of how different cultures and economies approach sustainability within the context of food practices. For example, examine food recovery systems in Europe, food waste reduction in Asia, and sustainable farming practices in Africa. Introduce global initiatives such as the United Nations Sustainable Development Goals (SDGs), focusing on SDG 12 (Responsible Consumption and Production) and SDG 2 (Zero Hunger), and how they contribute to shaping food systems globally. Discuss the role of international organizations (e.g. FAO, UNEP) in advancing global food sustainability and circular economy practices.</p> <p>Group Discussion (0:20 hours) Divide participants into small groups to discuss how global perspectives on circular economy practices can influence local sustainability efforts. Ask them to consider the following:</p> <ul style="list-style-type: none"> • How can local communities integrate global circular economy principles into their food systems? • What global practices could be adapted to their local context to reduce food waste or promote sustainable food production? • What challenges might arise when applying global models in local settings? <p>Each group will share their insights with the larger group, contributing ideas on how to bridge the gap between global and local sustainability practices.</p>
DEBRIEFING AND EVALUATION:	<p>Summarize the key points discussed, highlight the importance of learning from global examples and adapting those practices to local contexts for greater sustainability. Encourage participants to think about how they can incorporate global circular economy principles into their own communities and food practices.</p>
TIPS FOR FACILITATORS:	<p>Reflect on participants' understanding of the role of global perspectives in circular economy practices. Discuss how the application of these perspectives can help shape local food systems and promote sustainability.</p>
ONLINE FORM:	<p>Use videoconferencing platforms (Zoom, MS Teams). Keep sessions interactive by using breakout rooms for group discussions, polls for engagement, and visual collaboration tools like Miro, Google Docs, etc.</p>

Group activity to explore how cultural diversity influences the adoption of circular practices.

TIME:	1 hour
OBJECTIVES:	<p>Participants will explore the impact of cultural diversity on the implementation of circular economy practices. Participants will identify how different cultures prioritize sustainability.</p>

RESULTS:	Participants will understand the relationship between culture and sustainability practices. Participants will share their perspectives on cultural influences.
MATERIALS:	Case studies highlighting cultural diversity in sustainability practices. Discussion prompts.
INSTRUCTIONS:	Introduction (0:10 h) Explain the importance of understanding cultural diversity in adopting circular practices. Case Study Review (0:20 h) Provide participants with case studies that exemplify cultural influences on sustainability. Groups analyse the cases and discuss their findings. Group Activity (0:20 h) Participants create a mind map linking cultural factors to circular practices in their communities.
DEBRIEFING AND EVALUATION:	Summarize insights gained from the activity and discuss how cultural understanding can enhance sustainability efforts.
TIPS FOR FACILITATORS:	Reflect on the impact of cultural diversity on sustainability practices within the context of daily life for each participant.
ONLINE FORM:	Use videoconferencing platforms (Zoom, MS Teams). Keep sessions interactive by using breakout rooms for group discussions, polls for engagement, and visual collaboration tools like Miro, Google Docs, etc.

Presentation on international policies and governance structures related to the circular economy and sustainable food practices with guest speaker

TIME:	1 hour
OBJECTIVES:	Participants will learn about international policies and governance structures that support circular economy practices. Participants will engage with a guest speaker to gain real-world insights.
RESULTS:	Participants will understand the role of policies in shaping sustainable food practices. Participants will have an opportunity to ask questions and clarify doubts.
MATERIALS:	<ul style="list-style-type: none"> • Presentation materials from the guest speaker. • Notebooks for participants to take notes.
INSTRUCTIONS:	Introduction (0:10 hours) Introduce the guest speaker and provide context regarding their expertise in international policies related to the circular economy and food sustainability. Explain that the speaker will offer valuable insights into how global policies shape sustainability efforts. Guest Speaker Presentation (0:30 hours) The guest speaker will make a presentation about relevant policies, frameworks, and global initiatives aimed at promoting the circular economy and sustainable food systems. Examples include: The European Union’s Circular Economy Action Plan. The United Nations SDGs, particularly SDG 12 (Responsible Consumption and Production) and SDG 2 (Zero Hunger).

	<p>National and international regulatory frameworks encouraging food waste reduction, resource management, and sustainable food production. The speaker will highlight the challenges and opportunities associated with these policies and their impact on local food systems and circular economy initiatives.</p> <p>Q&A Session (0:15 hours)</p> <p>Facilitate a discussion where participants can ask questions and engage with the speaker on specific topics or concerns. Encourage them to inquire about the practical applications of the policies discussed and how they can influence local practices.</p>
DEBRIEFING AND EVALUATION:	<p>Summarize the key insights shared by the guest speaker, emphasize the role of policy in driving both global and local sustainability efforts. Encourage participants to reflect on how they can advocate for policies that support circular economy practices in their communities.</p>
TIPS FOR FACILITATORS:	<p>Reflect on the impact of international policies on local practices and discuss how participants can engage with policy efforts to advocate for more sustainable food practices.</p>
ONLINE FORM:	<p>Use videoconferencing platforms (Zoom, MS Teams). Keep sessions interactive by using breakout rooms for group discussions, polls for engagement, and visual collaboration tools like Miro, Google Docs etc.</p>

Case study

TIME:	1 hour
OBJECTIVES:	<p>Participants will analyse a case study related to circular economy practices within food systems.</p> <p>Participants will identify best practices and lessons learned.</p>
RESULTS:	<p>Participants will articulate the key takeaways from the case study.</p> <p>Participants will develop recommendations based on their analysis.</p>
MATERIALS:	<ul style="list-style-type: none"> • Case study document or summary. • Discussion prompts for group work. • Flipchart and markers for group analysis.
	<p>Introduction (0:10 hours)</p> <p>Begin by explaining the purpose of analysing case studies within the context of circular economy practices. Emphasize that case studies offer valuable insights into how circular principles are applied in real-world scenarios. By studying these examples, participants will be able to see the practical challenges, successes, and the impact of implementing circular economy practices in food systems.</p> <p>Explain that the goal is to not only learn about what worked in these cases but also to identify areas for improvement and how these lessons can be applied locally. Case studies help to bridge the gap between theoretical concepts and practical, actionable strategies.</p> <p>Introduce the specific case study or multiple case studies that participants will analyse. These could involve examples from businesses, communities, or regions that have successfully implemented circular economy principles in food systems, such as reducing food waste, recycling organic materials, or adopting sustainable food production practices.</p>

<p>INSTRUCTIONS:</p>	<p>Group Analysis (0:30 hours) Divide participants into small groups, assigning each group a different case study. Depending on the number of participants, this can either be one case study per group or multiple groups analysing different aspects of the same case. Provide each group with a detailed case study document, highlighting key events, challenges, successes, and any outcomes. Ensure the document includes background information, context (such as the location and scale of the project), and data supporting the case’s effectiveness. Encourage participants to use the discussion prompts provided as a guide during their analysis. Prompts may include:</p> <ul style="list-style-type: none"> • What were the key drivers of success in this case? • What were the main challenges faced by the project or organization? • How did the circular economy practices address food system sustainability? • Were there any unintended consequences or areas for improvement? • What factors contributed to or hindered the scalability of the practices used in this case? <p>Have each group take notes on a flipchart or large sheet of paper, organize their analysis into key sections: successes, challenges, lessons learned, and recommendations. This will help them structure their final presentation to the larger group.</p> <p>Group Presentations (0:15 hours) After completing their analysis, each group presents their findings to the entire group. Encourage each presentation to focus on: An overview of the case study (brief introduction). Key successes and effective circular economy practices identified in the case. Challenges and barriers faced along with how they were overcome (or suggestions for how they could have been overcome). Lessons learned that can be applied within the local contexts of the participants. Concrete recommendations for improving the practices or strategies used in the case. Ensure that presentations are clear and concise, and also allow time for questions and discussions following each presentation. This will promote a deeper engagement and provide an opportunity for peer learning.</p>
<p>DEBRIEFING AND EVALUATION:</p>	<p>Summarize the key insights gained from the case studies. Highlight the importance of recognizing both the successes and the challenges in implementing circular economy practices, especially within food systems. Discuss how the lessons learned can be applied to local communities, organizations, or individual practices. Encourage participants to think critically about how they can adapt or improve upon the practices explored in the case studies.</p> <p>Ask participants to share their own ideas for improving food systems using circular economy principles, these ideas may be inspired by the case study findings. This will help consolidate the learning experience and encourage active thinking concerning the application of circular practices.</p>
<p>TIPS FOR FACILITATORS:</p>	<p>Reflect on the lessons learned from the case studies and how they might be used to form future practices. Engage participants in conversation about how the case study analysis might change their approach to sustainability within their local contexts.</p>

ONLINE FORM:	Use videoconferencing platforms (Zoom, MS Teams). Keep sessions interactive by using breakout rooms for group discussions, polls for engagement, and visual collaboration tools like Miro, Google Docs etc.
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Interactive session exploring the dynamics of global food supply chains within the context of circular practices

TIME:	1 hour
OBJECTIVES:	Participants will understand the complexities of global food supply chains. Participants will analyse how circular practices can be integrated into these supply chains.
RESULTS:	Participants will identify challenges and opportunities in implementing circular practices in food supply chains. Participants will develop ideas for enhancing sustainability in these systems.
MATERIALS:	Visual aids illustrating global food supply chains (flowcharts, maps). Handouts with discussion prompts and key concepts related to circular practices.
INSTRUCTIONS:	<p>Introduction (0:10 hours) Provide an overview of global food supply chains, including their structure, key players, and how food moves from production to consumption. Highlight how these supply chains contribute to environmental issues such as food waste, resource depletion, and carbon emissions. Introduce the concept of integrating circular practices into the global food supply chain. Discuss the potential benefits of reducing waste, repurposing by-products, and creating closed-loop systems in food production and distribution. Explain the objectives of the session: understanding the challenges and opportunities for implementing circular economy practices within global food systems.</p> <p>Group Exploration (0:30 hours) Divide participants into small groups, assign each group a different segment of the global food supply chain (e.g. production, transportation, packaging, retail, consumer waste, food recovery). Ask each group to discuss the specific challenges and opportunities involved in implementing circular economy practices within their assigned segment. Encourage them to think about how they can reduce waste, minimize resource use, or improve efficiency in that part of the chain. Provide each group with a handout of discussion prompts to guide their conversation. Some potential questions include: How can circular practices be implemented at the production level to reduce waste? What role does packaging play in sustainability, and how can circular solutions be applied? How can transportation be optimized to minimize carbon emissions and waste? What strategies can be applied at the retail and consumer levels to reduce food waste and encourage sustainable practices? How can food recovery initiatives contribute to closing the loop in the supply chain? Encourage each group to document their ideas and solutions on flipcharts or large sheets of paper.</p>

	<p>Group Sharing (0:15 hours)</p> <p>Each group will present their findings to the larger group, sharing their challenges, opportunities, and proposed circular solutions for their assigned supply chain segment.</p> <p>Encourage participants to engage with each other's ideas and explore potential synergies between the different segments.</p> <p>Facilitate a discussion about how different stages of the food supply chain can work together to create a more sustainable, circular system.</p>
DEBRIEFING AND EVALUATION:	<p>Summarize the key insights from the session, emphasizing the importance of looking at the entire food supply chain when considering sustainability.</p> <p>Encourage participants to think about how they can take action in their own context, whether by influencing local food supply systems, advocating for policy changes, or implementing circular practices in their own food consumption habits.</p>
TIPS FOR FACILITATORS:	<p>Reflect on the complexities of food supply chains and the role of circular practices in addressing sustainability challenges.</p> <p>Discuss how the insights which emerged from the group work can be used to enhance food sustainability on a larger scale.</p>
ONLINE FORM:	<p>Use videoconferencing platforms (Zoom, MS Teams). Keep sessions interactive by using breakout rooms for group discussions, polls for engagement, and visual collaboration tools like Miro, Google Docs etc.</p>

Online research on global innovations and best practices, followed by group presentations

TIME:	Variable (research at home, presentations in a subsequent session)
OBJECTIVES:	<p>Participants will research global innovations and best practices related to the circular economy in food systems.</p> <p>Participants will present their findings to the group.</p>
RESULTS:	<p>Participants will identify successful case studies and innovations from around the world.</p> <p>Participants will enhance their presentation skills and share their newly acquired knowledge with their peers.</p>
MATERIALS:	<p>Online resources and research guidelines provided in advance (such as suggested databases, journals, and websites focusing on the circular economy and on sustainability innovations).</p> <p>Presentation format guidelines for the follow-up session (including instructions for structuring the presentation, which includes key sections such as the introduction, the main body, and a conclusion).</p> <p>Examples of effective presentations, if necessary, to help guide participants in developing a clear and impactful format.</p>

<p>INSTRUCTIONS:</p>	<p>Research Assignment (to be completed at home) (Variable Time) Participants will select a global innovation or best practice related to the circular economy in food systems. They should aim to choose an example that showcases innovative, effective, and scalable solutions to sustainability challenges in food production, consumption, or waste management. Participants are encouraged to explore a range of case studies from different countries and regions, with a focus on initiatives that have demonstrated measurable success in terms of environmental, social, and economic impact. They should evaluate the key factors that have contributed to the success of these practices. The research should also include an analysis of the challenges faced in implementing these practices and how those challenges were overcome. Participants should gather information from reputable sources such as academic papers, industry reports, and international organizations focused on sustainability. By the end of the research period, participants should have gathered enough data to present their chosen innovation or best practice, including details concerning methodology, results, and the potential for replication or adaptation to local settings. Presentation Preparation (to be completed at home) (Variable Time) Participants will prepare a brief presentation summarizing their research findings. The presentation should include: A clear introduction to the selected innovation or best practice, including its background and context. A discussion of the processes and methods used in the innovation, emphasizing the key features that make it successful. An overview of the results or impacts achieved through this practice, including environmental, social, and economic benefits. An analysis of how these practices could be adapted or replicated in participants' local communities, considering factors such as cultural, economic, and regulatory contexts. A conclusion that provides actionable recommendations or insights for the local application of circular economy principles. o Participants should structure their presentations in a clear, engaging manner, using visual aids (such as slides, charts, or images) to enhance the coherence of their work. They are encouraged to use storytelling techniques to present their research findings in an engaging and accessible way. Provide participants with a template or guidelines for a presentation format to ensure consistency across the group and allow for an easy comparison of the different innovations. Presentation Session (in a subsequent workshop) (Variable Time) In the following workshop, participants will present their research findings to the group using the format developed during the preparation phase.</p>
<p>DEBRIEFING AND EVALUATION:</p>	<p>At the end of the presentation session, the facilitator will summarize the key takeaways from the presentations. This includes highlighting successful case studies, shared challenges, and innovative solutions that have the potential to make a significant impact. Discuss how participants can apply what they have learned to their own work or community contexts, emphasizing the importance of localizing global solutions. Encourage participants to consider how they can share the knowledge gained from their research with others in their local networks thereby inspiring further action towards a more sustainable and circular economy.</p>

TIPS FOR FACILITATORS:	Reflect on the diversity of innovations and best practices shared during the presentation session. Ask participants what common themes or patterns emerged across the case studies.
ONLINE FORM:	Use videoconferencing platforms (Zoom, MS Teams). Keep sessions interactive by using breakout rooms for group discussions, polls for engagement, and visual collaboration tools like Miro, Google Docs etc.

Group reflection

TIME:	1-2 hour
OBJECTIVES:	Participants will reflect on their learning experiences throughout the workshops. Participants will share personal insights and commitments related to circular economy practices.
RESULTS:	Participants will articulate key insights and how they plan to apply them in their communities. Participants will engage in meaningful dialogue with their peers.
MATERIALS:	Quiz questions prepared in advance (multiple-choice, true/false, open-ended). Score sheets and pens. Prizes for participants or teams with the highest scores (optional).
INSTRUCTIONS:	<p>Introduction (0:10 hours) Explaining the purpose of the reflection session: To provide participants with the opportunity to internalize the concepts they have learned in the workshops and consider their role in applying them in everyday life. Clarify that this session is about individual reflection as well as collective sharing, so that participants can benefit from both self-awareness and group input. This will help solidify the overall experience and allow for more engagement in long-term sustainability activities. Introduce reflection prompts designed to guide participants' thinking. The prompts can focus on individual learning and how participants envision applying circular economy principles. Some examples of prompts include the following:</p> <ul style="list-style-type: none"> • What was the most impactful lesson you learned from the workshops? • How have your views on circular economy practices evolved during this time? • What specific action do you commit to taking in your personal life or community to promote circular economy practices? • Which aspects of the circular economy do you find most challenging, and how could these challenges be addressed in a practical way? <p>Individual Reflection (0:20 hours) Allow 20 minutes for individual reflection, providing a quiet environment conducive to thought and personal insight. Encourage participants to write their responses to the reflection prompts in their notebooks thereby allowing them to record any realizations, uncertainties, or new ideas that have emerged over the course of their workshops. Remind participants that this time period has been set aside for deep personal reflection, not rushed writing. Encourage them to take their time and focus on thoughtful responses.</p>

	<p>Participants should be encouraged to consider their attitudes toward sustainability before the workshops and compare them to their current understanding of circular economy practices. They should also consider any internal shifts in their views concerning responsibility and activities devoted to the achievement of sustainability.</p> <p>Group Sharing (0:25 hours)</p> <p>After the individual reflection period, divide participants into smaller groups of 4-6 people. In each group, give everyone a chance to share their reflections, particularly focusing on key insights and actionable commitments they've identified.</p> <p>Encourage participants to listen attentively to one another, taking time to reflect on the diversity of perspectives shared. Group members should also be encouraged to ask clarifying questions, support each other's ideas, and suggest ways to overcome potential obstacles to implementing circular practices.</p> <p>Quiz Activity (0:20 hours)</p> <p>Conduct the quiz by reading each question aloud and allowing participants to write down or discuss their answers in teams.</p> <p>The quiz should cover the key principles of circular economy practices, sustainability in food systems, and examples of global and local best practices.</p>
DEBRIEFING AND EVALUATION:	<p>Ask participants to reflect on the value of sharing their thoughts within the group. Did the sharing process deepen their understanding of circular economy principles? Did hearing from their peers inspire new ideas or approaches to sustainability?</p> <p>Encourage participants to articulate any challenges they foresee in implementing circular practices and how the group's reflections might help them to overcome those barriers.</p>
TIPS FOR FACILITATORS:	<p>Bring the participants back together as one group to summarize the key takeaways from the sharing session. Highlight the recurring themes from the smaller groups and emphasize the importance of peer support in advancing sustainability.</p> <p>Encourage participants to share any final reflections or personal commitments. Offer positive reinforcement to reward their openness and engagement.</p> <p>Provide suggestions for the next steps, such as continuing to engage with sustainability initiatives, staying in touch with fellow participants, or seeking out local opportunities to apply what they've learned.</p>
ONLINE FORM:	<p>Use videoconferencing platforms (Zoom, MS Teams). Keep sessions interactive by using breakout rooms for group discussions, polls for engagement, and visual collaboration tools like Miro, Google Docs etc.</p>

WORKSHOP IMPACT OF FOOD WASTE IMPACT

In this workshop participants will delve into the concept of food waste, its causes, and its far-reaching environmental, economic, and social impacts. They will explore the lifecycle of food, from production to consumption to disposal, and identify key points where waste can be reduced. Through engaging discussions, case studies, and hands-on activities, participants will develop a deeper understanding of the food waste problem and the motivation to address it.

Title of the activity	Impact of Food Waste
ARD area	Food recycling programme
ARD module	Sustainable Living: Solar Energy and Food Recycling Programme
Key competencies	Environmental awareness, critical thinking, interdisciplinary thinking, communication skills, problem-solving, awareness of food waste, social responsibility, global citizenship
Thematic area	The content area of this module is related to the following SDG goals: SDG 12: Responsible Consumption and Production, SDG 13 Climate Action, SDG 2: Zero Hunger.
Learning goals	Ability to define food waste, and have a multidimensional understanding of the issue including its environmental, social, and economic dimensions and at the same time develop the ability to think critically and reflect on anti-food waste practices.
Knowledge	Participant knows about: the impact of food waste, food recovery strategies, consumer behaviour and assuming personal responsibility.
Skills	Participants can: raise awareness, reflect on their behaviour and in turn improve their behaviour concerning food waste, develop a personal commitment to reducing food waste.
Competences	Participants are able to: identify food waste, identify its causes, engage in sustainable practices, advocate for awareness.
Duration	3 weeks x approx. 3-4 h of work each week
Number of participants	20
Prerequisites	No prerequisites
Required materials	Computers/laptops, flipchart
Teaching methods recommended	Group discussion, hands-on activities, peer tutoring

Methods for learning outcome verification	Learning outcomes will be verified based on practical tasks performed at the end of the module.
Detailed activity plan	Food waste diary 1h “Wasted! The Story of Food Waste”- watch a documentary 2h Group discussion: Causes and Consequences 1h Case study analysis 3h Guest speaker 2h Interactive workshop: meal planning 2h Local community food waste problems (ongoing from the start of the module). Group project: Food Waste Awareness Campaign-1 week and Reflection Journals -1 h
Tips for facilitators	Encourage participants to actively engage by reflecting on their personal habits, analysing real-world cases, and discussing practical solutions to food waste. Use interactive methods like workshops, group projects, and expert insights in order to deepen understanding and promote actionable change.

Food waste diary

TIME:	1 h
OBJECTIVES:	Participants will track their food consumption and waste over the course of a week. Participants will reflect on their habits and identify areas for improvement.
RESULTS:	Participants will create a detailed food waste diary, which will help them to visualize their consumption patterns. Participants will share insights concerning their findings and commit to reducing waste.
MATERIALS:	Food waste diary templates. Pens and notebooks.
INSTRUCTIONS:	Introduction (0:10 hours) Begin by explaining the concept of a food waste diary to the group. Highlight its importance in understanding personal food consumption habits and food waste behaviours. Discuss how documenting food waste can help to identify avoidable wastage and how this may lead to more sustainable eating habits. Guided Activity (0:30 hours) Distribute the food waste diary templates to all participants. Walk them through the instructions for completing the diary. Emphasize the importance of documenting both food consumed and food wasted, and encourage participants to include specific reasons for waste, such as spoilage, over-purchasing, or cooking mistakes. Provide additional guidance, stressing the importance of honesty in recording habits in order to maximize the benefits of this activity. Ensure that participants are clear on how to use the diary for the full week.

	<p>Group Sharing (0:15 hours)</p> <p>At the end of the week, gather participants together to share their findings from their respective food waste diaries. Encourage them to discuss any patterns they notice, such as frequent waste originating from certain food items or common reasons for waste. A safe, open environment should be created where participants can offer insights and seek advice from each other.</p> <p>Prompt participants to consider how their behaviour has changed or what they could do differently in the future in order to minimize food waste.</p>
DEBRIEFING AND EVALUATION:	Conclude by summarizing the significance of awareness when it comes to food waste reduction. Highlight the fact that food waste is often overlooked until it is tracked and analysed, and that by continuing this practice, participants can significantly reduce their personal environmental footprint. Encourage them to keep using their food diaries after the workshop ends.
TIPS FOR FACILITATORS:	Reflect on how tracking food waste can lead to more sustainable practices.
ONLINE FORM:	Keep the sessions interactive by using breakout rooms for group discussions, polls for engagement, and visual collaboration tools like Miro etc.

Local community food waste problems (ongoing from the start of the module)

TIME:	Ongoing
OBJECTIVES:	Participants will identify and analyse food waste issues in their local community. Participants will develop strategies to address these issues.
RESULTS:	Participants will create a comprehensive overview of local food waste problems. Participants will propose actionable solutions based on their findings.
MATERIALS:	Community resources and statistics on food waste. Whiteboards or flip charts for group brainstorming.
INSTRUCTIONS:	<p>Initial Discussion (0:30 h)</p> <p>Facilitate a brainstorming session to identify specific food waste problems in the community. Encourage participants to share personal observations and data.</p> <p>Research Activity (ongoing)</p> <p>Participants will conduct ongoing research throughout the module, gathering data and insights about food waste sources and impacts.</p> <p>Strategy Development (0:30 h)</p> <p>Groups will work together to formulate strategies to tackle identified problems.</p> <p>Final Presentation (at the end of the module)</p> <p>Participants will present their findings and proposed strategies to the larger group.</p>
DEBRIEFING AND EVALUATION:	After the final presentations, lead a discussion on the importance of local action in tackling food waste. Highlight how community involvement and collective effort can lead to impactful changes. Reflect on how each participant can contribute to making their local community more sustainable.
TIPS FOR FACILITATORS:	Reflect on the importance of local action in addressing food waste issues.

ONLINE FORM:	Keep the sessions interactive by using breakout rooms for group discussions, polls for engagement, and visual collaboration tools like Miro etc.
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“Wasted! The Story of Food Waste” – Watch a documentary.

TIME:	2 h
OBJECTIVES:	Participants will understand the scale and impact of food waste through visual storytelling. Participants will engage in critical thinking about solutions to food waste.
RESULTS:	Participants will gain a deeper awareness of food waste issues globally. Participants will reflect on the potential solutions presented in the documentary.
MATERIALS:	Screening equipment for the documentary. Notebooks for taking notes.
INSTRUCTIONS:	Introduction (0:10 h) Briefly introduce the documentary, outlining what participants should pay attention to. Documentary Screening (1:30 h) Watch the documentary together as a group. Post-Screening Discussion (0:20 h) Facilitate a discussion about the documentary’s key themes and messages.
DEBRIEFING AND EVALUATION:	Encourage participants to think critically about the proposed solutions. What can individuals do to reduce food waste in their personal lives? How can communities and governments become involved in tackling food waste? Discuss the feasibility of some of the solutions presented, and ask participants to consider how they can contribute to this global issue in practical ways.
TIPS FOR FACILITATORS:	Reflect on the documentary’s impact and how it has influenced participants’ perspectives on food waste.
ONLINE FORM:	Use an online meeting platform and organize a discussion after watching the documentary

Group discussion: Causes and consequences

TIME:	1 h
OBJECTIVES:	Participants will explore the root causes of food waste and its consequences on society and the environment. Participants will articulate their thoughts on how to mitigate these issues.
RESULTS:	Participants will identify the key causes and consequences of food waste in group discussions. Participants will propose solutions based on their insights.
MATERIALS:	Discussion prompts and questions. Whiteboard for summarizing points.

INSTRUCTIONS:	<p>Introduction (0:10 h) Introduce the topic of food waste causes and consequences.</p> <p>Group Discussion (0:40 h) Divide participants into small groups, and assign each group a specific topic related to the causes or consequences of food waste. For example, one group could focus on social causes (e.g. consumer attitudes, lack of food education), while another could address environmental consequences (e.g. greenhouse gas emissions, landfills). Encourage each group to think critically and consider multiple angles of their assigned topic. For example, the group discussing social causes should explore how cultural habits, consumer behaviour, and food production practices contribute to food waste. Ask each group to come up with potential solutions to the issue they are discussing. How can this problem be addressed at the individual, community, or policy level? Encourage them to think creatively and practically about potential solutions.</p> <p>Sharing Insights (0:10 h) Groups present their findings to the larger group. Summarize key points on the whiteboard.</p>
DEBRIEFING AND EVALUATION:	After all the presentations are complete, summarize the key takeaways from each group's discussion. Emphasize that food waste is a complex issue with wide-reaching consequences, and stress the importance of understanding its root causes in order to effectively tackle it.
TIPS FOR FACILITATORS:	Reflect on the importance of understanding the complexities of food waste.
ONLINE FORM:	Keep the sessions interactive by using breakout rooms for group discussions, polls for engagement, and visual collaboration tools like Miro etc.

Case study analysis

TIME:	2 h
OBJECTIVES:	Participants will analyse real-life case studies related to food waste management. Participants will identify best practices and lessons learned.
RESULTS:	Participants will gain insights into effective strategies for reducing food waste. Participants will develop recommendations based on their case study analyses.
MATERIALS:	Case study documents. Discussion prompts for analysis.
INSTRUCTIONS:	<p>Introduction (0:15 h) Explain the significance of case studies in learning about effective food waste solutions.</p> <p>Group Analysis (1:00 h) Divide participants into groups, with each receiving a different case study. Groups analyse the case, focusing on outcomes and strategies.</p> <p>Group Presentations (0:30 h) Each group presents their case study findings and recommendations to the larger group.</p>

DEBRIEFING AND EVALUATION:	After all the presentations are complete, reflect on how these case studies demonstrate that there are no one-size-fits-all solutions to food waste. Encourage participants to think about the case studies in relation to their own communities, and discuss how they can apply the lessons learned to reduce food waste where they live.
TIPS FOR FACILITATORS:	Reflect on how participants can apply these lessons within their local context.
ONLINE FORM:	Keep the sessions interactive by using breakout rooms for group discussions, polls for engagement, and visual collaboration tools like Miro etc.

Interactive workshop: Meal planning with Protopappa Bakery.

TIME:	2 h
OBJECTIVES:	Participants will learn effective meal planning strategies to reduce food waste. Participants will engage in hands-on activities with a local bakery.
RESULTS:	Participants will create meal plans that minimize waste and use local ingredients. Participants will understand the importance of planning in food sustainability.
MATERIALS:	Meal planning templates. Ingredients for meal preparation.
INSTRUCTIONS:	Introduction (0:10 h) Introduce the concept of meal planning and its benefits for reducing food waste. Presentation by Bakery (0:30 h) The bakery shares tips on using leftover ingredients and creating balanced meals. Hands-On Meal Planning (0:50 h) Participants work in groups to create meal plans based on the ingredients provided. Group Sharing (0:20 h) Groups present their meal plans and discuss how they aim to reduce waste.
DEBRIEFING AND EVALUATION:	After all the presentations are complete, reflect on how these case studies demonstrate that there are no one-size-fits-all solutions to food waste. Encourage participants to think about the case studies in relation to their own communities, and discuss how they can apply the lessons learned to reduce food waste where they live.
TIPS FOR FACILITATORS:	Reflect on the meal planning process and its potential impact on food waste reduction.
ONLINE FORM:	Use videoconferencing platforms (Zoom, MS Teams) which will facilitate presentations, breakout rooms, and group discussions. Use collaborative documents and whiteboards (Google Docs, Miro)

Local community food waste problems (ongoing from the start of the module) – Activity implementation

TIME:	2 h
OBJECTIVES:	Participants will implement strategies to address the local food waste issues identified previously. Participants will engage with the community to promote awareness and solutions.
RESULTS:	Participants will take tangible actions in order to mitigate food waste in their community. Participants will develop community engagement skills.
MATERIALS:	Resources for community outreach (flyers, information sheets). Supplies for any planned activities (e.g. food recovery programmes, workshops).
INSTRUCTIONS:	<p>Introduction (0:10 h) Recap previous discussions about local food waste problems.</p> <p>Implementation Planning (0:30 h) Divide participants into smaller groups and ask them to select specific initiatives they would like to implement. Potential initiatives could include organizing community workshops to educate the public about reducing food waste, launching a food recovery programme to redistribute surplus food to local charities, or hosting a food waste awareness campaign at a local event. Provide time for each group to plan their activity in detail, assigning tasks, determining necessary materials, and considering how best to engage with the community. Encourage participants to think creatively about how to make their initiatives impactful and sustainable.</p> <p>Activity Execution (1:00 h) Implement the planned initiatives, engage with local community members to raise awareness and provide solutions for reducing food waste. Depending on the initiative, participants might distribute flyers, run workshops, organize food donation drives, or set up displays at local markets or community centres. Encourage participants to interact with community members, answer questions, and gather feedback. Emphasize the importance of fostering a sense of community involvement in tackling food waste.</p>
DEBRIEFING AND EVALUATION:	Discuss any successes and challenges faced during implementation.
TIPS FOR FACILITATORS:	Reflect on the impact of community engagement in addressing food waste.
ONLINE FORM:	Use videoconferencing platforms (Zoom, MS Teams), set up social media streams directly from the workshops

Group project: Food waste awareness campaign review

TIME:	3 h
OBJECTIVES:	Participants will develop an awareness campaign to address food waste in their community. Participants will collaborate and apply their newly acquired knowledge gained from previous workshops.
RESULTS:	Participants will create a comprehensive campaign plan with clear goals and strategies. Participants will enhance their teamwork and project management skills.
MATERIALS:	Campaign planning templates. Access to community resources and statistics.

<p>INSTRUCTIONS:</p>	<p>Introduction (0:15 h) Explain the importance of awareness campaigns in reducing food waste.</p> <p>Group Brainstorming (0:30 h) Groups brainstorm ideas for their campaign, focusing on target audiences and key messages.</p> <p>Campaign Planning (1:00 h) Each group will develop a detailed campaign plan, following the campaign planning template. The plan should include:</p> <ul style="list-style-type: none"> • Objectives: What specific outcomes does the group want to achieve? Examples include increasing awareness about food waste, encouraging behavioural change, or engaging a specific number of people. • Activities: What specific initiatives or events will the group organize? Examples include the creation of social media posts, distributing flyers, organizing workshops, or launching a community food recovery programme. • Target Audience: Who is the campaign aimed at, and why? Groups should define the demographic and psychographic characteristics of their target audience in order to tailor the message appropriately. • Evaluation Methods: How will the effectiveness of the campaign be measured? The methods used could involve surveys, feedback forms, social media engagement metrics, or tracking the number of people reached through the initiatives. <p>Provide guidance as the groups work through these components, ensuring that they consider both the logistical and creative aspects of their campaign. Encourage them to think about how to reach their audience in an engaging, accessible, and impactful way.</p> <p>Presentation Preparation (0:15 h) Prepare to present the group campaigns in the following session.</p> <p>Reflection journals, Guided Reflection (0:45 h) Provide participants with reflection prompts to guide their writing. Some potential prompts could include the following:</p> <ul style="list-style-type: none"> • What are the most important things you have learned about food waste and its impact? • How has your perspective on food waste changed over the course of this module? • What specific initiatives will you take in your own life to reduce food waste? • What challenges do you foresee in implementing these initiatives, and how will you overcome them? <p>Invite participants to share excerpts from their journals if they are comfortable to do so (0:15 h).</p>
<p>DEBRIEFING AND EVALUATION:</p>	<p>Encourage participants to consider how their campaigns could drive real change in their communities and what impact they hope to achieve. Discuss how collaboration and teamwork contributed to the planning process. Evaluate any challenges faced and how these were overcome, and also discuss what improvements could be made moving forward.</p>
<p>TIPS FOR FACILITATORS:</p>	<p>Reflect on the process of developing an awareness campaign and its potential impact. Reflect on how personal commitments can lead to a broader community impact regarding food waste.</p>
<p>ONLINE FORM:</p>	<p>Use videoconferencing platforms (Zoom, MS Teams). Keep sessions interactive by using breakout rooms for group discussions, polls for engagement, and visual collaboration tools like Miro, Google Docs etc.</p>

WORKSHOP

„Practical Food Recycling Solutions,” is a workshop designed to equip participants with hands-on skills and knowledge related to food recycling, composting, and the responsible management of food scraps. Participants will explore various methods of diverting food waste from landfills and converting it into valuable resources. Through interactive workshops, field visits (where possible), and group projects, they will gain practical experience in reducing food waste and contributing to sustainable food systems.

Title of the activity	Practical Food Recycling Solutions
ARD area	Food recycling programme
ARD module	Sustainable Living: Solar Energy and Food Recycling Programme
Key competencies	Environmental awareness, critical thinking, interdisciplinary thinking, communication skills, problem-solving, awareness of food waste, social responsibility, global citizenship
Thematic area	The content area of this module is related to the following SDG goals: SDG 12: Responsible Consumption and Production, SDG 13: Climate Action, SDG 2: Zero Hunger.
Learning goals	Ability to understand a problem, analyse it, and communicate it. Problem-solving and advocating anti-food waste strategies.
Knowledge	Participant knows about: <ul style="list-style-type: none"> • the impact of food waste, • food recovery strategies, • consumer behaviour and assuming personal responsibility.
Skills	Participants can: <ul style="list-style-type: none"> • raise awareness, • reflect on their behaviour and improve their behaviour toward food waste, • make a personal commitment to reduce food waste, • engage in problem-solving, • improve their living conditions in a responsible way.
Competences	Participants are able to: <ul style="list-style-type: none"> • identify food waste, • identify its causes, • engage in sustainable practices, • find solutions, • advocate for awareness.
Duration	3 weeks x approx. 3-4 h of work each week
Number of participants	20
Prerequisites	No prerequisites
Required materials	Gardening tools and food scraps

Teaching methods recommended	Group discussion, hands-on activities, peer tutoring
Methods for learning outcome verification	Learning outcomes will be verified based on practical tasks performed at the end of the module.
Detailed activity plan	Composting basics workshop, food scrap collection and sorting - 2 h Anaerobic digestion and bioenergy - 4h Innovative food waste recycling technologies (sun drying food) - ongoing - 2 h Field visit to a composting facility or the company in charge of waste collection in your local city - 2 h Food recovery and redistribution - 2 h Reflective journals -1 h
Tips for facilitators	Encourage active participation through questions and discussions. Simplify complex topics using visuals and clear explanations. Promote teamwork in group projects by supporting collaboration. Provide feedback and guidance to help participants to stay on track and improve their skills.

Composting basics workshop and food scrap collection and sorting

TIME:	2 h
OBJECTIVES:	Participants will learn the fundamentals of composting and its benefits for reducing food waste. Participants will identify suitable materials for composting and understand the composting process. Participants will understand the importance of sorting food scraps for effective recycling and composting. Participants will learn how to set up a food scrap collection system.
RESULTS:	Participants will create a mini-compost bin and understand how to maintain it. Participants will be able to explain the benefits of composting in reducing landfill waste. Participants will develop skills in identifying compostable vs. non-compostable materials. Participants will implement a sorting system for their homes or communities.
MATERIALS:	Composting bins (miniature or models). Samples of compostable materials (kitchen scraps, yard waste). Handouts with composting guidelines. Bins for sorting food scraps (labelled compost, recycling, landfill). Samples of food waste for sorting exercises.
INSTRUCTIONS:	Introduction (0:20 h) Explain the importance of composting in waste reduction and soil enrichment. Presentation (0:30 h) Discuss the composting process, which materials to use, and common mistakes. Hands-On Activity (1:00 h) Divide participants into small groups to create mini-compost bins using the materials provided. Guide them through layering and maintaining the compost.

	<p>Sorting Activity (0:30 h) Provide participants with various food scrap samples. In groups, have them sort the samples into the appropriate bins.</p> <p>Group Discussion (0:20 h) Facilitate a discussion about the challenges faced in sorting food scraps and how to encourage proper practices.</p>
DEBRIEFING AND EVALUATION:	Summarize key takeaways and encourage participants to start composting at home.
TIPS FOR FACILITATORS:	Reflect on the potential impact of composting on reducing food waste and how sorting practices can reduce contamination in composting and recycling streams.
ONLINE FORM:	Use videoconferencing platforms (Zoom, MS Teams). Keep sessions interactive by using breakout rooms for group discussions, polls for engagement, and visual collaboration tools like Miro, Google Docs etc.

Food waste recycling technologies (sun drying food)

TIME:	1 h (and ongoing at home)
OBJECTIVES:	<p>Participants will learn about innovative techniques for recycling food waste, focusing on sun drying.</p> <p>Participants will explore the nutritional and economic benefits of drying food.</p>
RESULTS:	<p>Participants will understand the process of sun drying and its applications in preserving food.</p> <p>Participants will experiment with drying techniques using various food items.</p>
MATERIALS:	<p>Samples of fruits and vegetables suitable for drying.</p> <p>Sun drying equipment or a makeshift drying station.</p> <p>Handouts concerning sun drying techniques and recipes.</p>
INSTRUCTIONS:	<p>Introduction (0:10 h) Explain the concept of sun drying and its role in food preservation.</p> <p>Demonstration (0:20 h) Demonstrate the sun drying process and discuss safety considerations.</p> <p>Hands-On Activity (0:20 h) Participants prepare and set up their food items for drying.</p> <p>Wrap-Up (0:10 h) Discuss the benefits of sun drying as a sustainable practice.</p>
DEBRIEFING AND EVALUATION:	Ask participants to share any challenges or lessons learned from the hands-on activity. Discuss the factors that may influence the success of sun drying, including weather conditions and the availability of suitable spaces.
TIPS FOR FACILITATORS:	<p>Encourage participants to prepare some products for drying at home, create reels, short videos, and photos of the drying process.</p> <p>Reflect on how food drying can reduce waste and promote sustainability.</p>
ONLINE FORM:	Use videoconferencing platforms (Zoom, MS Teams). Keep sessions interactive by using breakout rooms for group discussions, polls for engagement, and visual collaboration tools like Miro, Google Docs etc.

Field visit to a composting facility

TIME:	2 h
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OBJECTIVES:	Participants will observe a functioning composting facility and understand its operations. Participants will learn about large-scale composting processes and benefits.
RESULTS:	Participants will gain insights into the logistical aspects of composting on a community scale. Participants will engage with experts to ask questions about composting practices.
MATERIALS:	Transportation arrangements for the visit. Notebook for taking notes.
INSTRUCTIONS:	Introduction (0:10 h) Brief participants on what to expect during the facility visit. Facility Tour (1:40 h) Lead participants through the composting facility, guiding them through each stage of the process. Start with waste collection and sorting, then move on to the actual composting process (e.g. turning, aeration, moisture management) and finally, the finished product (compost). Encourage questions and discussions with the facility staff, providing an opportunity for participants to ask about composting challenges, best practices, and potential improvements. Highlight the technologies and innovations used in the facility to optimize the composting process, as well as the environmental benefits of large-scale composting. Reflection (0:10 h) Conclude with a group discussion about observations and insights gained from the visit.
DEBRIEFING AND EVALUATION:	Ask participants to consider how they should implement composting in their own lives or communities. What would be needed to create a successful composting system on a local scale?
TIPS FOR FACILITATORS:	Reflect on how community composting can influence local sustainability efforts.
ONLINE FORM:	Use videoconferencing platforms (Zoom, MS Teams)

Food recovery and redistribution

TIME:	2 h
OBJECTIVES:	Participants will understand the importance of food recovery and redistribution in reducing waste. Participants will learn about organizations involved in food recovery efforts.
RESULTS:	Participants will be able to identify local food recovery initiatives. Participants will understand how they can get involved in or support these initiatives.
MATERIALS:	Transportation arrangements for the visit. Notebook for taking notes.
INSTRUCTIONS:	Introduction (0:10 h) Discuss the significance of food recovery and its impact on food insecurity. Presentation (1:45 h) Present examples of local organizations involved in food recovery, outlining their methods for collecting, sorting, and redistributing food to those in need

	<p>Call to Action (0:05 h) Encourage participants to engage with these organizations through volunteering or donations.</p>
DEBRIEFING AND EVALUATION:	<p>Discuss the benefits of food recovery, including reducing food waste, supporting community wellbeing, and creating more sustainable food systems. Encourage participants to consider how they can engage with food recovery organizations, either through volunteering, advocacy, or practical actions to reduce food waste in their personal lives.</p>
TIPS FOR FACILITATORS:	<p>Reflect on the role of community in food recovery efforts and how individuals can contribute.</p>
ONLINE FORM:	<p>Use videoconferencing platforms (Zoom, MS Teams). Keep sessions interactive by using breakout rooms for group discussions, polls for engagement, and visual collaboration tools like Miro, Google Docs etc.</p>

Reflective journals

TIME:	1 h
OBJECTIVES:	<p>Participants will reflect on their learning experiences related to food recycling and sustainable practices. Participants will articulate personal commitments to reducing food waste.</p>
RESULTS:	<p>Participants will create entries summarizing key insights and future initiatives. Participants will enhance their self-awareness regarding food waste issues.</p>
MATERIALS:	<p>Transportation arrangements for the visit. Notebook for taking notes.</p>
INSTRUCTIONS:	<p>Introduction (0:10 h) Explain the importance of reflection in solidifying learning and commitment.</p> <p>Guided Reflection (0:30 h) Provide participants with specific prompts to guide their reflections. Prompts may include the following:</p> <ul style="list-style-type: none"> • What have you learned about food waste and sustainability in this workshop series? • What strategies can you adopt in your life to reduce food waste? • How can you contribute to sustainability efforts in your community? • What challenges do you foresee in implementing these changes, and how can you overcome them? <p>Give participants time to reflect and write in their journals, allowing them to record insights, commitments, and future goals.</p> <p>Sharing Insights (0:15 h) Invite participants to share their reflections if they feel comfortable in doing so.</p>
DEBRIEFING AND EVALUATION:	<p>Discuss the benefits of food recovery, including reducing food waste, supporting community wellbeing, and creating more sustainable food systems. Encourage participants to consider how they can engage with food recovery organizations, either through volunteering, advocacy, or practical actions to reduce food waste in their personal lives.</p>

TIPS FOR FACILITATORS:	Reflect on how personal commitments can contribute to broader community change regarding food waste.
ONLINE FORM:	Use videoconferencing platforms (Zoom, MS Teams). Keep the sessions interactive by using breakout rooms for group discussions, polls for engagement, and visual collaboration tools like Miro, Google Docs etc.

Module 5

Sustainable Finance

SUSTAINABLE FINANCE

In this module, students will have the chance to view sustainable finance from a broad perspective. Participants will learn the basic principles of digital and financial literacy and will also learn about economic concepts at a basic level and the impact of people's financial decisions on their environment. The income-expenditure balance that every young person needs to establish and its continuity are vital elements of this module as well as building awareness of the importance of financial decisions in sustainable attitudes. Thanks to its practical applications that will be developed within the framework of the module, the participating students will have the chance to experience its effectiveness in real life. It is both intended and highly desirable that this module will not only contribute to their financial wellbeing in terms of their university and youthful years, but also brighten the prospects of their future lives.

Title of the module	The energy for change.
Thematic area	The content area of this module is related to the following SDG goals: SDG 1- No poverty SDG 8 – Decent Work and Economic Growth
Learning goals	Increasing the economic awareness of young people, thereby enabling them to establish sustainable individual economic structures and contributing to their welfare
Key competencies	Gaining knowledge in terms of economic literacy, change leadership, vision modification, rapid response decision making
Duration	Total duration: 3 months (12 weeks) Proposed schedule: Project presentation-introduction (1st week) WHO AM I? Financially Recognition (2nd week) How to Have a Personal Sustainable Economy? (2nd week) Future Plans for a Sustainable Economy (3rd week) Financial Evaluation for a Sustainable Economy (4th week) Master Class (How to create interactive case studies regarding sustainable universities?) (10th week) Master Lecturer (University – sustainability competencies – labour market) (11th week) Evaluation (week 12) Project presentation (week 12)
Number of participants	20 (1 group)
Prerequisites	The module is designed for young university students.
Teaching methods recommended	Experimental and embedded learning environment via group work, masterclass, mini-lectures, case study, problem-based learning.

Recommended methods for competency-level verification before and after taking the module	It is recommended to use a simple pretest and post-test in the form of open-ended questions. The level of competence achieved should also be measured regarding the final outcomes of the module in the form of interactive case studies.
References	TURHAN TEKİN, Gökçe (2020). Finansal Okuryazarlık İle İlgili Tutum Ve Davranışların Üniversite Öğrencilerine Yönelik Değerlendirilmesi (Attitude and Behaviours Evaluation of University Students on Financial Literacy): https://doi.org/10.33203/mfy.711089

WORKSHOP - WHO AM I? FINANCIAL RECOGNITION

The „Financial Analysis through Self Recognition” activity offers participants an immersive and hands-on exploration of fundamental financial concepts and the art of dissecting financial statements. Over the duration of the course, participants will dive into various practical scenarios designed to cultivate a general understanding of financial literacy and enhance analytical skills through self-recognition by working both within their group and individually.

Title of the activity	WHO AM I? Financially Recognition
ARD area	Sustainable Finance
ARD module	SUSTAINABLE FINANCE
Key competencies	Systems thinking competence; normative competence
Thematic area	SDG 1- No poverty SDG 8 – Decent Work and Economic Growth
Learning goals	The main goal of this exercise/project is to develop an understanding of the sustainable finance concept by becoming familiar with financial terminologies like income, expenses, assets, liabilities, budgets, cash flow, profit and loss and also to analyse financial statements including income statements, balance sheets, and cash flow statements. Participants will be able to focus on the taxonomy of sustainable finance like climate change mitigation and adaptation, the sustainable use of and protection of fresh water resources and marine resources, the transition to a circular economy and other related areas.
Knowledge	Participant knows about: the sustainable finance concept, basic financial terminologies, the meaning of sustainable finance, the guiding principles used to form sustainable finance and EU financial policies.
Skills	Participant can: - demonstrate a solid understanding of fundamental financial concepts, - think critically about their personal budgets, - set financial targets in line with the principle of sustainability.

Competences	Participant is able to: analyse complex systems of sustainable finance across different scales and domains of inquiry, behave ethically and sustainability in daily finance life, understanding the environment and the impact that human activities have on it, recognize certain difference & similarities with regard to the financial conditions of their peers, create solutions by taking daily financial statements into account, understanding the social dimensions of sustainability.
Duration	180 min.
Number of participants	20
Prerequisites	No prerequisites
Required materials	A4 sheets of paper, pens according to the number of participants. Audio equipment may be required to aid concentration.
Teaching methods recommended	The debate will be conducted as follows since the participants will work in groups, also in smaller groups of 2-2, 3-3, participants may work on recognition activities.
Methods for learning outcome verification	Knowledge assessments can be performed in order to evaluate the participants' understanding of financial concepts, principles and terminology. These assessments can include multiple-choice questions, true/false statements, or short-answer questions. Case Studies may present participants with real-life financial scenarios or case studies where they can apply their knowledge and skills to solve problems, make financial decisions, and demonstrate their understanding of financial concepts and principles and also their ability to overcome various financial challenges.
Detailed activity plan	15 minutes – Introduction and Motivation 45 minutes – Identifying My Financial Situation 80 minutes – Identifying Problems and Developing Solutions 40 minutes – Evaluation
Tips for facilitators	Since this activity is recognition-based, the facilitator should be ready for different triggering scenarios. Some may occur easily and some may not, this may sometimes present a barrier in terms of group motivation.

Introduction and Motivation

TIME:	15 minutes
OBJECTIVES:	To create a welcoming and engaging environment where participants feel comfortable and motivated to participate. To help participants get to know each other and build a sense of connection and trust for the purposes of having a productive session.
RESULTS:	Participants will become familiar with each other, fostering a sense of connection and collaboration. A positive and motivated atmosphere will be established for the rest of the session.
MATERIALS:	None
INSTRUCTIONS:	Welcome participants warmly and introduce the purpose of the session. Facilitate a short icebreaker activity where participants briefly introduce themselves. Encourage participants to share one expectation or motivation for joining the workshop.

DEBRIEFING AND EVALUATION:	Ask participants how they felt during the introduction and icebreaker activity. Reflect on common expectations or motivations shared, highlighting the connections between the participants. Ensure that everyone feels ready and engaged in order to proceed with the next part of the session.
TIPS FOR FACILITATORS:	Use a friendly and enthusiastic tone to set a positive atmosphere. Keep the icebreaker activity simple and inclusive to ensure that all participants feel comfortable. Pay attention to participants who may seem hesitant and gently encourage them to engage.
ONLINE FORM:	

Identifying My Financial Situation

TIME:	45 minutes
OBJECTIVES:	To help participants reflect on their personal financial situations by identifying their income, expenses, assets, and liabilities. To encourage self-awareness and help them to develop a deeper understanding of their financial habits and patterns. To enable participants to analyse their current financial position and recognize areas that need improvement or adjustment. To lay the foundation for developing practical financial strategies and solutions in subsequent sessions.
RESULTS:	Participants will have a clear understanding of their personal financial situation, including income, expenses, assets, and liabilities. They will be able to identify patterns or challenges in their financial habits. Participants will feel more confident in assessing their financial position and in recognizing areas for improvement.
MATERIALS:	A4 sheets of paper Pens or pencils for each participant
INSTRUCTIONS:	Distribute A4 sheets and pens to each participant. Ask participants to individually list their sources of income, regular expenses, assets, and liabilities on the sheet. Encourage them to calculate their monthly budget, noting whether they have a surplus, deficit, or balance. Provide guiding questions, such as: <ul style="list-style-type: none"> • What are your main income sources? • What are your fixed and variable expenses? • Do you have any debts or savings? Allow time for participants to reflect and complete their personal financial overview. Facilitate a brief discussion or sharing session (optional) for those who feel comfortable sharing insights.
DEBRIEFING AND EVALUATION:	Ask participants how they felt during the activity and if they found it challenging or eye-opening. Encourage them to share any key insights or realizations they had about their financial situation. Reflect on how understanding personal finances can help in making informed decisions and achieving financial goals. Highlight the importance of self-awareness as the first step toward financial improvement.

TIPS FOR FACILITATORS:	<p>Create a supportive and non-judgmental atmosphere to ensure participants feel comfortable reflecting on their financial situations. Be prepared to clarify financial terms or concepts for participants who may need assistance.</p> <p>Encourage honesty and personal reflection, reminding participants that this activity is for their own benefit and that their personal details will not be shared without consent.</p> <p>Monitor the time allotted to various topics to ensure that participants have enough space for thoughtful reflection without feeling rushed.</p>
ONLINE FORM:	

Identifying Problems and Developing Solutions

TIME:	80 minutes
OBJECTIVES:	<p>To help participants to identify specific financial challenges or problem areas in their budgets.</p> <p>To encourage critical thinking and collaborative problem-solving in order to develop practical solutions.</p> <p>To empower participants to create actionable plans for addressing their financial challenges effectively.</p>
RESULTS:	<p>Participants will pinpoint key problem areas in their financial plans. They will generate practical and creative solutions to overcome these challenges.</p> <p>Participants will gain a clear, actionable strategy that may be applied to their personal financial management policies.</p>
MATERIALS:	<p>A4 sheets of paper</p> <p>Pens or pencils</p> <p>Flipchart or whiteboard (optional for group discussion)</p>
INSTRUCTIONS:	<p>Identifying Problems (20 minutes) Ask participants to review their personal financial overview from the previous session. Encourage them to identify specific challenges or barriers in their budget (e.g. overspending, unexpected expenses, insufficient savings).</p> <p>Developing Solutions (30 minutes) Facilitate individual brainstorming: Ask participants to think of possible ways to overcome their financial challenges. Organize small group discussions (3-4 participants per group) to share and refine ideas collectively.</p> <p>Creating an Action Plan (20 minutes) Have participants individually draft a short action plan, outlining the steps they will take to resolve their identified issues. Provide guiding questions:</p> <ul style="list-style-type: none"> • What changes can you make immediately? • What long-term adjustments are required? • Who or what resources can support you? <p>Sharing and Feedback (10 minutes) Invite volunteers to share their action plans with the group for feedback and encouragement.</p>

DEBRIEFING AND EVALUATION:	<p>Reflect on the process: Were the participants able to identify actionable solutions?</p> <p>Ask what challenges they foresee in implementing their plans and how they might overcome them.</p> <p>Emphasize the value of problem-solving skills in achieving financial stability.</p>
TIPS FOR FACILITATORS:	<p>Encourage open and constructive discussions, ensuring that all participants feel heard.</p> <p>Provide examples or prompts if participants struggle to identify solutions.</p> <p>Foster a supportive atmosphere to motivate participants to take actionable steps.</p> <p>Keep track of time to ensure that each step is completed within the allotted time.</p>
ONLINE FORM:	

Evaluation

TIME:	40 minutes
OBJECTIVES:	<p>To allow participants to reflect on what they learned during the session and assess their progress.</p> <p>To provide an opportunity for feedback and discussion about the effectiveness of the activities.</p> <p>To help participants to consolidate their new insights and identify the next steps required to achieve their personal financial goals.</p>
RESULTS:	<p>Participants will evaluate their understanding and application of the concepts covered.</p> <p>They will provide feedback on the session's content and structure.</p> <p>Participants will gain a clearer sense of their financial literacy development and areas for further improvement.</p>
MATERIALS:	<p>Feedback forms (optional, digital or printed)</p> <p>Pens or pencils</p> <p>Flipchart or whiteboard (optional, for group summaries)</p>
INSTRUCTIONS:	<p>Individual Reflection (10 minutes)</p> <p>Ask participants to individually reflect on the session, using guiding questions:</p> <ul style="list-style-type: none"> • What was the most valuable insight or skill you gained? • What challenges did you face during the activities? • What will you do differently moving forward based on what you learned? <p>Group Discussion (15 minutes)</p> <p>Facilitate a group discussion where participants can share their reflections. Encourage participants to highlight key takeaways and suggestions for improvement.</p> <p>Feedback Collection (10 minutes)</p> <p>Distribute feedback forms or conduct a quick digital survey to gather participant opinions concerning the session's content, delivery, and activities.</p> <p>Wrap-Up and Action Steps (5 minutes)</p> <p>Summarize the main points discussed during the session.</p> <p>Encourage participants to set a personal goal or next step based on their new insights.</p>

DEBRIEFING AND EVALUATION:	<p>Reflect on the feedback provided by participants to assess the session's impact.</p> <p>Highlight common themes or suggestions shared during the discussion.</p> <p>Use this input to refine future sessions or adapt activities as required.</p>
TIPS FOR FACILITATORS:	<p>Encourage honest and constructive feedback, emphasizing its importance for continuous improvement.</p> <p>Be attentive to participants' responses, showing appreciation for their contributions.</p> <p>Keep the evaluation process engaging and positive, end the session on an encouraging note.</p>
ONLINE FORM:	

TRAINING – EXPLORING SUSTAINABILITY AND SUSTAINABLE PRACTICES

This activity aims to foster a deep understanding of sustainability principles while equipping participants with the skills to recognize and integrate sustainable practices across diverse aspects of their lives. Additionally, participants will learn to formulate sustainable strategies for businesses. Through interactive discussions, case studies, and practical examples, participants will develop a holistic perspective concerning sustainability and its application in both personal and professional realms. By the end of the session, participants will be empowered to contribute to a more sustainable future through informed decision-making and strategic planning.

title of the activity	How to Have a Personal Sustainable Economy?
ARD area	Sustainable Finance
ARD module	SUSTAINABLE FINANCE
key competencies	Systems thinking competence; normative competence, Thinking with foresight – or anticipatory – competence
thematic area	SDG 1- No poverty SDG 8 – Decent Work and Economic Growth
learning goals	The main goal of this exercise is for participants to gain a deeper understanding of sustainability and to identify and implement sustainable practices in various aspects of their lives and to construct sustainable business strategies.
knowledge	Participant knows about: the meaning of a sustainable personal economy, household budgeting concepts.
skills	Participant can: implement sustainable practices in daily life, critically appraise his/her past consumer behaviour, integrate sustainability into business strategies.
competences	Participant is able to: develop an awareness of sustainability issues, recognize the interconnectedness of environmental, social, and economic factors/
duration	170 min.
number of participants	15-20
prerequisites	No prerequisites
required materials	Flip chart paper and board markers. A4 sheets of paper, pens according to the number of participants. Also, audio equipment may be needed to facilitate concentration.

teaching methods recommended	The debate will be as follows since the participants will work in groups, also in smaller groups of 2-2, 3-3, participants may work on recognition activities. Also, they will focus on real case studies with field work.
methods for learning outcomes verification	Case Studies and Scenarios, Self-Reflection Activities, Group Discussions and Presentations
detailed activity plan	30 minutes - Introduction and Terminology Work (Plenary and Group Work) - 30 minutes 60 minutes - Field Study and Case Exploration (Group Work) 60 minutes - Reflection and Strategy Development (Group and Individual Work) 20 minutes - Final Evaluation and Synthesis (Group and Individual Work)
tips for facilitators	Encourage discussion and collaboration while allowing participants to focus on their own answers. Structure the process to include individual reflection, peer exchanges, and group work for a well-rounded experience.

Introduction and Terminology Work (Plenary and Group Work)

TIME:	30 minutes (15 minutes for introductions, 15 minutes for terminology work)
OBJECTIVES:	Build a rapport among the participants and establish a collaborative environment. Provide a shared understanding of key terms related to sustainability. Set the stage for a deeper exploration of sustainable personal economy practices.
RESULTS:	Participants feel connected and comfortable working together. A shared understanding of key sustainability-related terminology. A clear alignment concerning session goals and expected outcomes.
MATERIALS:	Flip chart and markers. A4 sheets of paper and pens (for participants to take notes or contribute ideas). Audio equipment (if required for the plenary discussion).
INSTRUCTIONS:	Introduction (15 minutes): Start with a brief welcome and overview of the session's objectives and agenda. Conduct an icebreaker activity to engage the participants (e.g. each participant shares one sustainable habit they currently practice). Form groups of 2-3 participants for the next activity. Terminology Work (15 minutes): Present a list of key terms related to sustainability (e.g. „sustainable economy,” „ethical sourcing,” „responsible consumption”) on a flip chart or projector. Facilitate a plenary discussion where participants share their understanding of each term. Encourage participants to note down terms they find unclear and address these collectively as a group.
DEBRIEFING AND EVALUATION:	After the terminology discussion, ask participants to reflect on the following questions: What term or concept was new or most interesting to you? How are these terms related to your personal life or work? Gather a few responses to gauge participant engagement and comprehension.

TIPS FOR FACILITATORS:	Use relatable examples when explaining terms to make them more accessible to participants. Keep the icebreaker short but engaging to ensure that the session starts on a high note. Be ready to clarify or elaborate on any terms, participants find challenging.
ONLINE FORM:	

Field Study and Case Exploration (Group Work)

TIME:	60 minutes (45 minutes for field study/case exploration, 15 minutes for group discussions)
OBJECTIVES:	Explore real-world examples or scenarios related to sustainable practices. Identify and analyse the connections between sustainability principles and practical applications. Enhance collaborative problem-solving and observation skills.
RESULTS:	Participants gain hands-on experience with sustainability concepts. Groups produce a list of observed practices and their implications for sustainability. Participants connect theoretical knowledge to real-world applications.
MATERIALS:	Pre-selected case studies or access to a field site (depending on the activity setup). Observation checklists or guiding questions for participants. A4 sheets or digital tools for note-taking and group reporting.
INSTRUCTIONS:	<p>Preparation: Divide participants into small groups (3-5 members each). Provide each group with a clear task: either exploring a field site (e.g. a market, business, or public space) or analysing a pre-prepared case study.</p> <ul style="list-style-type: none"> • Share guiding questions, such as: • What sustainable practices are being implemented? • What are the environmental, social, and economic impacts of these practices? • How could these practices be improved? <p>Field Study/Case Exploration (45 minutes): Groups either visit the assigned field site or work together to analyse a case study. Encourage participants to document their observations and insights clearly and concisely.</p> <p>Group Discussions (15 minutes): Groups reconvene to discuss their findings. Prepare a short summary or list of key points to present during the next session.</p>
DEBRIEFING AND EVALUATION:	After the group discussions, ask participants: What was the most striking observation or insight from your field study/case analysis? How do these practices align with or differ from the sustainability principles we discussed earlier? Encourage each group to share their findings briefly with the rest of the participants.

TIPS FOR FACILITATORS:	Choose field sites or case studies that are relevant and accessible to participants. Clearly communicate your expectations for the activity, including time management and deliverables. Be available to assist groups with clarifications or challenges during the activity.
ONLINE FORM:	

Reflection and Strategy Development (Group and Individual Work)

TIME:	60 minutes (30 minutes for group reflection, 30 minutes for individual and group strategy development)
OBJECTIVES:	Reflect on insights gained during the field study or case exploration. Develop personal and collective strategies for building a sustainable economy. Foster critical thinking and problem-solving skills within the context of sustainability.
RESULTS:	Participants articulate key insights from the previous activity. Each participant drafts a personalized strategy for incorporating sustainable practices into their lives or businesses. Groups create a collective framework for sustainable practices.
MATERIALS:	Flip charts or whiteboards for group brainstorming. A4 sheets and pens for individual strategy planning. Guiding templates or prompts to structure strategy development
INSTRUCTIONS:	<p>Group Reflection (30 minutes): Each group revisits the findings from their field study or case analysis. Discuss and document the following:</p> <ul style="list-style-type: none"> • What sustainability challenges or opportunities were identified? • What practices seemed most effective or innovative? • What lessons can be applied to the personal or professional circumstances of the participant? <p>Individual Strategy Development (15 minutes): Participants individually reflect on the group discussion and draft a personal strategy for a sustainable economy. Provide guiding prompts such as:</p> <ul style="list-style-type: none"> • What sustainable practices can I adopt in my daily life? • How can I integrate sustainability into my workplace or community activities? <p>Group Strategy Development (15 minutes): Groups reconvene to share individual strategies and create a collective framework. Encourage participants to align their personal strategies with group goals thereby fostering a sense of shared purpose.</p>
DEBRIEFING AND EVALUATION:	After strategy development, facilitate a short discussion: <ul style="list-style-type: none"> • What was the most actionable strategy developed? • How can participants support each other in implementing these strategies? Encourage participants to commit to one actionable change they can implement immediately.

TIPS FOR FACILITATORS:	Provide clear templates or prompts to guide both individual and group strategy development. Encourage participants to think creatively and focus on practical, achievable steps. Monitor group discussions and provide input to ensure alignment with sustainability principles.
ONLINE FORM:	

Final Evaluation and Synthesis (Group and Individual Work)

TIME:	20 minutes (10 minutes for individual reflection, 10 minutes for group synthesis)
OBJECTIVES:	Reflect on the entire session and consolidate key insights. Evaluate the effectiveness of the session in achieving its objectives. Develop a shared understanding of how to apply sustainability concepts moving forward.
RESULTS:	Participants articulate their key takeaways and areas for personal growth. Groups summarize their shared insights and actionable outcomes. Feedback is collected to improve future sessions.
MATERIALS:	Evaluation forms or feedback templates (physical or digital). Flip chart or whiteboard for group synthesis. A4 sheets and pens for individual reflections.
INSTRUCTIONS:	<p>Individual Reflection (10 minutes): Participants take 5–10 minutes to individually reflect on the session. Provide prompts such as:</p> <ul style="list-style-type: none"> • What is your most important takeaway from today? • What concept or activity did you find most useful? • How will you apply what you've learned to your personal or professional life? <p>Group Synthesis (10 minutes): Groups reconvene to share individual reflections and identify common themes. Each group creates a brief summary of their key takeaways, focusing on: Most impactful insights, Practical strategies or activities they plan to implement, Groups present their summaries briefly in the plenary meeting.</p>
DEBRIEFING AND EVALUATION:	Facilitate a short plenary discussion: What were the most consistent insights across the groups? How confident are participants in applying their new knowledge? Distribute evaluation forms for participants to provide feedback on the session.
TIPS FOR FACILITATORS:	Encourage honest and constructive feedback during the evaluation phase. Highlight any recurring themes from group discussions to reinforce learning. Use participants' feedback to identify areas for improvement in future sessions.
ONLINE FORM:	

WORKSHOP – FUTURE PLANS FOR A SUSTAINABLE ECONOMY

The main goal of this exercise is to consider long-term goals and future trends when developing an economic plan, to analyse economic data, trends, and indicators in order to make informed decisions. In addition, it is important to understand the role of innovation in driving economic growth and how to identify and leverage emerging opportunities, how to think systemically and understand the interconnectedness of various economic factors and develop the ability to assess and manage the risks associated with economic plans.

Title of the activity	Future Plans for a Sustainable Economy
ARD area	Sustainable Finance
ARD module	SUSTAINABLE FINANCE
Key competencies	Systematic Thinking Competence, Strategic Action Competence
Thematic area	SDG 1- No poverty SDG 8 – Decent Work and Economic Growth
Learning goals	The main goal of this exercise is to consider long-term sustainable finance goals and vision trends when developing an economic plan, to analyse economic data, trends, and indicators to make informed decisions. It is important to understand the role of innovation in driving economic growth and how to identify and leverage emerging opportunities, how to think systemically and understand the interconnectedness of various economic factors and to develop the ability to assess and manage risks associated with economic plans that operate in concert with environmental, social, and corporate governance.
Knowledge	Participant knows about: current economic trends, including technological advancements, globalization, demographic shifts.
Skills	Participant can: analyse economic data, interpret trends, and evaluate indicators to make informed decisions and predictions regarding future economic scenarios, develop and execute strategic plans that align with long-term economic goals and account for potential challenges and opportunities.
Competences	Participants are familiar with: comprehension, empirical verification, and the articulation of a system's key components, structure, and dynamics, the development and application of ideas and strategies, planning and executing projects, the ability to reflect on, and deal with, possible risks.
Duration	120 min.
Number of participants	15-20

Prerequisites	No prerequisites
Required materials	Flip chart paper and board markers. A4 sheets of paper, pens according to the number of participants. Audio equipment may be needed to enhance concentration.
Teaching methods recommended	Debate will be as follows since the participants will work in groups. Also, in smaller groups of 2-2, 3-3, participants may work on recognition activities. In addition, they will focus on real case studies with field work.
Methods for learning outcome verification	Participants may produce written materials to show knowledge and an understanding of economic concepts, trends, and analytical techniques relevant to developing a futuristic economic plan. Scenario Planning Exercises may be assigned to participants to help them to develop and present their own scenario planning exercises, demonstrate their ability to forecast potential economic scenarios, assess risks, and formulate strategic responses. Peer Evaluation and Feedback may help each participant to assess and provide constructive feedback concerning the economic plans of the other participants.
Detailed activity plan	40 minutes – Introduction and Structure 40 minutes – Planning and Development 40 minutes – Refinement and Evaluation
Tips for facilitators	Some participants may encounter barriers in their self-planning process so let them work in pairs with their chosen partners for mutual comments and feedback.

Introduction and Structure

TIME:	40 Minutes
OBJECTIVES:	Introduce participants to the session's goals and structure. Set a collaborative tone and establish a shared understanding of key concepts (e.g. sustainability, innovation, and strategic planning). Encourage participants to reflect on their resources and the skills relevant to economic planning.
RESULTS:	Participants will understand the session's purpose and flow. A list of the existing resources and capabilities of participants will be created. Pairs or small groups will generate initial ideas about sustainability strategies.
MATERIALS:	Flip chart paper and board markers. A4 sheets of paper (1 per participant). Pens (1 per participant).
INSTRUCTIONS:	Meeting (15 minutes): Gather the group together and introduce the session, its goals, and its structure. Ask participants to briefly introduce themselves and share one resource or skill they think is vital for sustainability. Document these on a flip chart. Clarify expectations and emphasize collaborative learning. What is in My Hand? (10 minutes): Distribute A4 sheets and pens. Ask participants to individually list their current resources, skills, and knowledge related to sustainability or economic planning.

	<p>How to Become Sustainable? (10 minutes): Pair participants and have them discuss their lists with their partner. Instruct them to identify one strategy for sustainability they could apply using their listed resources.</p>
DEBRIEFING AND EVALUATION:	<p>Facilitate a short group discussion (5 minutes) where pairs share their sustainability strategies with the group. Ask reflective questions:</p> <ul style="list-style-type: none"> • „What common themes did you notice in the strategies?“ • „Were there any surprising resources or ideas shared?“
TIPS FOR FACILITATORS:	<p>Keep the introductions concise to ensure adequate time for reflective and interactive activities. Encourage participants to focus on practical and actionable resources/skills rather than on abstract ideas. Use positive reinforcement to make participants feel comfortable sharing in pairs or groups. Prepare a list of examples or prompts in case participants struggle with identifying resources or strategies.</p>
ONLINE FORM:	

Planning and Development

TIME:	40 Minutes
OBJECTIVES:	<p>Guide participants in creating initial action plans for sustainable economic strategies. Encourage collaborative feedback to refine and improve plans. Foster critical thinking about management techniques and planning approaches.</p>
RESULTS:	<p>Participants will draft actionable, preliminary plans for sustainability. Peer collaboration will help to refine and enhance these plans. Participants will gain a better understanding of management and strategic planning.</p>
MATERIALS:	<p>Flip chart paper and board markers. A4 sheets of paper (1 per participant). Pens (1 per participant).</p>
INSTRUCTIONS:	<p>How Can I Manage? (10 minutes): Ask participants to brainstorm ways they would manage and execute sustainable strategies. Let them work individually for 5 minutes to jot down their thoughts. After that, have them pair up and share their ideas with a peer.</p> <p>Conducting an Action Plan (10 minutes): Instruct participants to draft a simple action plan based on their brainstormed ideas. The plan should include goals, steps, and expected outcomes related to sustainable economic strategies.</p> <p>Consultation for the purposes of forming an Action Plan (15 minutes): Pair participants or form small groups (3-4 participants per group). Each participant presents their draft plan to their group for feedback. Group members provide constructive suggestions for improvement.</p>
DEBRIEFING AND EVALUATION:	<p>Facilitate a short discussion (5 minutes) where groups share highlights from their discussions, such as innovative ideas or recurring challenges. Ask reflective questions: „What insights did you gain from your peer feedback?“ „How did your draft plan evolve after feedback?“</p>

TIPS FOR FACILITATORS:	<p>Provide a simple template or example of an action plan to guide participants who may feel unsure about how to structure it.</p> <p>Encourage participants to focus on actionable steps rather than abstract goals in their plans.</p> <p>Monitor group discussions to ensure that everyone has a chance to share and receive feedback.</p> <p>Be ready to assist participants who struggle with identifying concrete steps or managing group dynamics.</p>
ONLINE FORM:	

Evaluation

TIME:	40 Minutes
OBJECTIVES:	<p>Help participants to refine their action plans through critical thinking and peer input.</p> <p>Guide participants in identifying and addressing potential barriers and risks.</p> <p>Evaluate the learning outcomes of participants and gather feedback on the session.</p>
RESULTS:	<p>Participants will finalize their action plans with a focus on practicality and sustainability.</p> <p>A comprehensive understanding of barriers and risks associated with their plans will be developed.</p> <p>Participants will gain a deeper awareness of strategic planning and peer collaboration.</p>
MATERIALS:	<p>Revised action plans from the previous session.</p> <p>Flip chart paper and board markers.</p> <p>A4 sheets of paper (1 per participant).</p> <p>Pens (1 per participant).</p>
INSTRUCTIONS:	<p>Revision of the Action Plan (15 minutes):</p> <p>Ask participants to individually review their action plans based on peer feedback.</p> <p>Encourage them to refine the goals, steps, and expected outcomes to ensure alignment with sustainable practices and feasibility.</p> <p>Barriers and Risks to the Plan (25 minutes):</p> <p>Individual Work (5 minutes): Participants identify at least three potential barriers or risks to implementing their plans.</p> <p>Peer Work (10 minutes): Participants pair up to discuss their identified barriers and brainstorm solutions.</p> <p>Group Work (10 minutes): In groups of 4-5, participants share their barriers and solutions, focusing on common challenges and innovative approaches.</p>
DEBRIEFING AND EVALUATION:	<p>Facilitate a group discussion (10 minutes):</p> <p>Ask participants to share one key insight or improvement made to their action plans during the session.</p> <p>Reflect on the strategies discussed for overcoming barriers and managing risks.</p> <p>Distribute a short evaluation form (if time allows) or conduct a quick verbal feedback round:</p> <ul style="list-style-type: none"> • „What worked well in this session?“ • „What could be improved?“

TIPS FOR FACILITATORS:	Encourage participants to think critically about realistic barriers and practical solutions rather than hypothetical issues. Provide prompts or examples of common barriers (e.g. lack of resources, resistance to change) to guide participants if needed. Foster an inclusive environment during group discussions, ensuring that all voices are heard. Use the evaluation to identify areas for improvement in future sessions.
ONLINE FORM:	

Final Evaluation and Synthesis (Group and Individual Work)

TIME:	20 minutes (10 minutes for individual reflection, 10 minutes for group synthesis)
OBJECTIVES:	Reflect on the entire session and consolidate key insights. Evaluate the effectiveness of the session in achieving its objectives. Develop a shared understanding of how to apply sustainability concepts moving forward.
RESULTS:	Participants articulate their key takeaways and areas for personal growth. Groups summarize their shared insights and actionable outcomes. Feedback is collected to improve future sessions.
MATERIALS:	Evaluation forms or feedback templates (physical or digital). Flip chart or whiteboard for group synthesis. A4 sheets and pens for individual reflections.
INSTRUCTIONS:	<p>Individual Reflection (10 minutes): Participants take 5-10 minutes to individually reflect on the session. Provide prompts such as:</p> <ul style="list-style-type: none"> • What is your most important takeaway from today? • What concept or activity did you find most useful? • How will you apply what you've learned to your personal or professional life? <p>Group Synthesis (10 minutes): Groups reconvene to share individual reflections and identify common themes. Each group creates a brief summary of their key takeaways, focusing on: Their most impactful insights. Practical strategies or activities they plan to implement. Groups present their summaries briefly in the plenary meeting.</p>
DEBRIEFING AND EVALUATION:	Facilitate a short plenary discussion: 1. What were the most consistent insights across all groups? 2. How confident are participants in applying their new knowledge? Distribute evaluation forms for participants to provide feedback on the session.
TIPS FOR FACILITATORS:	Encourage honest and constructive feedback during the evaluation phase. Highlight any recurring themes from group discussions to reinforce learning. Use feedback from participants to identify areas for improvement in future sessions.
ONLINE FORM:	

WORKSHOP

The „Evaluating Mid-Term Sustainable Economic Plans” exercise is dedicated to assessing the progress and efficacy of sustainable economic initiatives over a mid-term time horizon. Participants will delve into the intricacies of these plans, examining their trajectory and identify both the barriers and the underlying factors contributing to these challenges. This activity offers a comprehensive understanding of how sustainable economic plans evolve, the hurdles they encounter, and the nuanced subsidiary reasons behind these barriers. Participants will develop valuable insights into not only monitoring progress but also refining strategies to ensure the long-term success of sustainable economic endeavours.

Title of the activity	Future Plans for a Sustainable Economy
ARD area	Sustainable Finance
ARD module	SUSTAINABLE FINANCE
Key competencies	Systematic Thinking Competence, Strategic Action Competence
Thematic area	SDG 1- No poverty SDG 8 – Decent Work and Economic Growth
Learning goals	The main goal of this exercise/project is to further enhance the participant’s ability to create a strategically thoughtful and sustainable individual finance plan.
Knowledge	Participant knows about: <ul style="list-style-type: none"> • how to make a finance plan, • strategically thinking about the sustainable finance of an individual.
Skills	Participant can: <ul style="list-style-type: none"> • set medium to long term goals, • focus on barriers and motivators, • re-design the pathway.
Competences	Participant is able to: <ul style="list-style-type: none"> • develop and apply ideas and strategies, • plan and execute projects, • reflect on, and deal with, possible risks.
Duration	120 min.
Number of participants	15-20
Prerequisites	No prerequisites
Required materials	Flip chart paper and board markers. A4 sheets of paper, pens according to the number of participants. Audio equipment may be needed to enhance concentration.
Teaching methods recommended	Debate will be as follows since the participants will work in groups, also in smaller groups of 2-2, 3-3, participants may work on recognition activities. In addition, they will focus on real case studies with field work.

Methods for learning outcome verification	Participants may produce written materials to show their knowledge and understanding of economic concepts, trends, and analytical techniques relevant to developing a futuristic economic plan. Scenario Planning Exercises may be assigned to participants to help them to develop and present their own scenario planning exercises, thereby demonstrating their ability to forecast potential economic scenarios, assess risks, and formulate strategic responses. Peer Evaluation and Feedback may help them to assess and provide constructive feedback concerning each other's economic plans.
Detailed activity plan	30 minutes – Introduction and Framework 30 minutes – Evaluating Progress and Barriers 30 minutes – Analysing Subsidiary Reasons and Developing Solutions 30 minutes – Strategy Refinement and Wrap-Up
Tips for facilitators	1-1 communication is very important in this phase. Some participants may not share their problematic issues and may want an individual consultation instead.

Introduction and Framework

TIME:	30 minutes
OBJECTIVES:	Introduce participants to the session's overall objectives, structure, and expectations. Familiarize participants with the foundational concepts of sustainable economic planning and mid-term goals. Encourage participants to think systematically about the interconnectedness of economic factors.
RESULTS:	Participants will have a clear understanding of the session's goals and flow. Participants will be able to articulate the importance of systematic thinking in economic planning. Participants will begin to identify key economic factors relevant to sustainability.
MATERIALS:	Flip chart paper and markers. A4 sheets of paper (1 per participant). Pens (1 per participant). A projector or whiteboard (optional, for visual aids).
INSTRUCTIONS:	Introduction (10 minutes): Welcome participants and provide an overview of the session objectives, structure, and learning goals. Explain the importance of mid-term sustainable economic planning and its role in achieving SDG goals like Decent Work and Ending Poverty. Discuss key concepts such as systematic thinking and interconnectedness in economic factors. Understanding Economic Planning (15 minutes): Individual Reflection (5 minutes): Distribute A4 sheets and ask participants to list what they know about sustainable economic planning and which factors they believe are crucial. Group Discussion (10 minutes): Facilitate a discussion where participants share their reflections. Summarize common themes and highlight any gaps or interesting perspectives. Quick Warm-Up Activity (5 minutes): Conduct a short brainstorming session where participants suggest examples of sustainable economic initiatives, they are familiar with or find inspiring.

DEBRIEFING AND EVALUATION:	<p>Facilitate a brief reflective discussion:</p> <ul style="list-style-type: none"> • „What new insights did you gain about sustainable economic planning?“ • „What economic factors do you feel are most relevant to your work or context?“ <p>Summarize the key takeaways from the session and connect them to the upcoming activities.</p>
TIPS FOR FACILITATORS:	<p>Keep the introduction concise and engaging, using relatable examples to explain the key concepts.</p> <p>Encourage participation by creating a safe, non-judgmental space for sharing reflections.</p> <p>Use probing questions to guide participants toward deeper insights, especially if they struggle with identifying economic factors.</p> <p>Manage your time resources closely to ensure that the group discussion and activity don't exceed their allocated time.</p>
ONLINE FORM:	

Evaluating Progress and Barriers

TIME:	30 minutes
OBJECTIVES:	<p>Help participants to evaluate the progress of sustainable economic plans and identify success metrics.</p> <p>Guide participants in recognizing barriers that hinder the implementation of plans.</p> <p>Foster critical thinking concerning the factors influencing the success or failure of economic initiatives.</p>
RESULTS:	<p>Participants will develop a structured approach to evaluating the effectiveness of mid-term sustainable plans.</p> <p>Participants will identify key barriers to their implementation and the impact of these barriers to progress.</p> <p>Collaborative discussions will yield shared insights into addressing challenges.</p>
MATERIALS:	<p>Flip chart paper and markers.</p> <p>A4 sheets of paper (1 per participant).</p> <p>Pens (1 per participant).</p> <p>Sample case studies or participant-specific plans (if available).</p>
INSTRUCTIONS:	<p>Evaluating Progress (10 minutes):</p> <p>Introduction (2-3 minutes): Provide a brief explanation of success metrics for sustainable economic plans, such as alignment with goals, measurable outcomes, and stakeholder satisfaction.</p> <p>Activity (7-8 minutes): Ask participants to evaluate the progress of a sample mid-term plan or their own plans. They should focus on identifying what has worked well and what hasn't, using a simple format: Successes: List outcomes achieved. Gaps: Highlight areas needing improvement.</p> <p>Barrier Analysis (20 minutes): Individual Reflection (5 minutes): Have participants think about barriers to progress (e.g. resource constraints, stakeholder resistance). They should list them on their A4 sheets.</p>

	<p>Pair Work (5 minutes): Pair participants so that they can share and discuss their identified barriers. Ask them to group similar barriers and brainstorm potential causes.</p> <p>Group Discussion (10 minutes): Facilitate a group discussion where pairs share common or unique barriers and their potential impacts. Summarize findings on a flip chart.</p>
DEBRIEFING AND EVALUATION:	<p>Conclude with reflective questions:</p> <ul style="list-style-type: none"> • „What key factors helped to achieve progress in the plans?“ • „Which barriers surprised you the most, and why?“ • „How can understanding barriers improve future plans?“ <p>Summarize the group’s findings and connect them with the next session on analysing subsidiary reasons and developing solutions.</p>
TIPS FOR FACILITATORS:	<p>Use simple and relatable examples of success metrics and barriers to guide participants who might be unfamiliar with these concepts.</p> <p>Encourage participants to think critically about systemic and situational barriers, rather than focusing solely on external factors.</p> <p>Keep the discussion focused on specific, actionable insights rather than on vague or overly general comments.</p> <p>Be mindful of your time resources, thereby ensuring that both individual and group activities are completed within the allotted time.</p>
ONLINE FORM:	

Analysing Subsidiary Reasons and Developing Solutions

TIME:	30 minutes
OBJECTIVES:	<p>Enable participants to identify and analyse the underlying subsidiary reasons behind identified barriers.</p> <p>Encourage participants to brainstorm and propose innovative solutions to address these barriers effectively.</p> <p>Strengthen critical thinking and collaborative problem-solving skills.</p>
RESULTS:	<p>Participants will gain a deeper understanding of the root causes of barriers to sustainable economic planning.</p> <p>Participants will generate actionable solutions tailored to addressing specific barriers.</p> <p>Collaborative discussions will foster shared learning and innovative ideas.</p>
MATERIALS:	<p>Flip chart paper and markers.</p> <p>A4 sheets of paper (1 per participant).</p> <p>Pens (1 per participant).</p> <p>Sticky notes (optional, for clustering subsidiary reasons or ideas)</p>
INSTRUCTIONS:	<p>Analysing Subsidiary Reasons (15 minutes):</p> <p>Introduction (3 minutes): Brief participants on the importance of identifying the subsidiary reasons (root causes) behind barriers. Share an example, such as “Limited resources Subsidiary reason: lack of funding opportunities or poor resource allocation.”</p> <p>Individual Reflection (5 minutes): Participants review their previously identified barriers and write down subsidiary reasons for each one on their A4 sheets.</p> <p>Pair Work (7 minutes): Pair participants to discuss their subsidiary reasons. Encourage them to refine or expand their analyses and identify common patterns.</p>

	<p>Developing Solutions (15 minutes): Small Group Work (10 minutes): Form groups of 4-5 participants. Each group selects one or two barriers and their subsidiary reasons to brainstorm potential solutions. Solutions should be specific, actionable and innovative.</p> <p>Sharing and Discussion (5 minutes): Each group presents their solutions. Facilitate a brief discussion to highlight creative ideas and common themes.</p>
DEBRIEFING AND EVALUATION:	<p>Conclude with reflective questions:</p> <ul style="list-style-type: none"> • „What surprised you most about the subsidiary reasons behind the barriers?“ • „Which solutions felt the most practical or innovative to you?“ • „How can identifying root causes improve the success of sustainable economic plans?“ <p>Summarize the session outcomes, connect the insights to future planning efforts.</p>
TIPS FOR FACILITATORS:	<p>Encourage participants to dig deeper into the subsidiary reasons rather than stopping at surface-level explanations.</p> <p>Use probing questions to guide participants who may struggle to identify or articulate subsidiary reasons.</p> <p>Remind participants to focus on feasible and actionable solutions, balancing creativity with practicality.</p> <p>Facilitate group discussions to ensure that all voices are heard, particularly those of the quieter participants.</p> <p>Use visual aids (sticky notes or a flip chart) to cluster similar subsidiary reasons or solutions, thereby helping participants to perceive possible connections.</p>
ONLINE FORM:	

Strategy Refinement and Wrap-Up

TIME:	30 minutes
OBJECTIVES:	<p>Assist participants in refining their strategies based on insights from previous activities.</p> <p>Equip participants with a framework for incorporating risk management into their strategies.</p> <p>Gather feedback and summarize the session’s key takeaways to ensure closure and participant satisfaction.</p>
RESULTS:	<p>Participants will have refined and actionable strategies for sustainable economic planning.</p> <p>Risk management considerations will be integrated into participants’ plans.</p> <p>The session will conclude with a clear understanding of any progress made and with feedback from participants.</p>
MATERIALS:	<p>Revised action plans or notes from earlier activities.</p> <p>Flip chart paper and markers.</p> <p>A4 sheets of paper (1 per participant).</p> <p>Pens (1 per participant).</p> <p>Feedback forms (optional).</p>

<p>INSTRUCTIONS:</p>	<p>Strategy Refinement (20 minutes): Individual Work (10 minutes): Ask participants to review their strategies from previous activities. Encourage them to refine their goals, steps, and expected outcomes thereby ensuring alignment with sustainable practices and addressing previously identified barriers and subsidiary reasons. Include specific prompts like:</p> <ul style="list-style-type: none"> • „Does this strategy address the key barriers identified earlier?“ • „What risk management steps can you add?“ <p>Peer Feedback (10 minutes): Pair participants for the purpose of presenting their refined strategies. Their peers provide constructive feedback, focusing on clarity, feasibility, and alignment with long-term goals.</p> <p>Wrap-Up and Conclusion (10 minutes): Group Sharing (5 minutes): Invite a few volunteers to share their refined strategies and any significant changes they made.</p> <p>Feedback and Reflection (5 minutes): Distribute feedback forms or conduct a quick verbal feedback round:</p> <ul style="list-style-type: none"> • „What was the most valuable part of this session?“ • „What improvements would you suggest?“
<p>DEBRIEFING AND EVALUATION:</p>	<p>Summarize the key insights from the session: Highlight the importance of strategy refinement and risk management. Reinforce the connection between identifying barriers, subsidiary reasons, and crafting effective solutions.</p> <p>Ask participants reflective questions:</p> <ul style="list-style-type: none"> • „How has your understanding of sustainable economic planning evolved?“ • „What are your next steps in applying this knowledge?“
<p>TIPS FOR FACILITATORS:</p>	<p>Encourage participants to focus on achievable and realistic refinements while maintaining a creative approach.</p> <p>Provide individual support to participants who may feel stuck or overwhelmed during the refinement process.</p> <p>Ensure that the wrap-up discussion highlights diverse perspectives to enrich the learning experience for all participants.</p> <p>Keep feedback constructive and forward-looking, emphasizing continuous improvement.</p> <p>Use a positive tone during the conclusion to leave participants motivated and confident.</p>
<p>ONLINE FORM:</p>	

Annexe 1. Education for sustainable development – introduction

The increase in human needs and demands day by day is introducing new environmental problems to the world. At present, environmental issues are being discussed on a global scale. Reaching the limitations of our natural resources and the rapid increase in the world population which is occurring in parallel with this is causing a decrease in the level of our natural resources, a shrinkage of our living spaces and pollution. The rapid development of industrialization and urbanization, the modernization of agriculture, and the development of technology and the economy have disturbed our critical resource-needs balance, also the efforts to achieve social welfare have mortgaged the future of humanity. This situation necessitates the concept of “sustainable development”.

The fact that all societies, especially those found in developed countries, have become consumer societies and that this process is intensifying at an increasing rate, threatens the future of natural ecosystems and the living things that live in these ecosystems. In determining new development goals, it is important to realize that the destruction of natural assets is not only occurring in producing or developing countries. It is necessary to consider the fact that developed countries do not only consume their own natural resources for their development and welfare but also the resources of underdeveloped countries. Despite numerous conferences and agreements to protect biological wealth and natural assets, the production-consumption system that has the potential to turn our world into a garbage dump is growing rapidly.

Although the concept of sustainable development, which is at the forefront of the issues that frequently occupy the global agenda, seems like a simple concept, it has actually emerged as a particularly deep concept when examined in all of its dimensions. Sustainable development can be defined as a form of development

in which all resources are used to meet the needs of future generations and a development strategy that manages natural resources for long-term welfare and humanity.

The most commonly used definition of sustainable development was made by the World Commission on the Environment and Development in 1987. According to this definition, sustainable development is meeting the needs of the present generation without compromising the ability of future generations to meet their own needs. Sustainable development has various dimensions (economic, social, spatial, cultural and environmental) and each of them mutually affects the others. The point where the definitions for the concept of sustainable development converge is that the concept has three dimensions. Although the environmental dimension comes to the fore more in sustainable development, it is necessary to perceive the concept of sustainability as being composed of „economic, environmental and social” dimensions.

Another concept that comes to the fore with the concept of sustainable development is that of the ecological footprint. While we live our lives, we also consume our natural resources rapidly, and as a result, we produce a lot of waste. Each substance consumed and each type of waste produced requires a certain amount of fertile soil and water. The ecological footprint is the area of biologically productive land and the volume of water required to produce the resources we consume and absorb the waste that we create. In other words, an ecological footprint is an ecologically productive area (irrigable land, woodland, grassland) with certain boundaries, where the resources required by the person or ecological community with a certain quality of life and consumption habits are produced and the resulting wastes are rendered harmless, carbon dioxide is absorbed. The ecological footprint is an ideal indicator for environmental sustainability, a planning tool for strategic management, a complementary educational tool to enable our children to observe the big picture of sustainability from afar, an ideal platform for the organization of knowledge concerning sustainable development, a tool for the creation of individual decisions for the purposes of making a lifestyle change. It is a concept suitable for the content of programmes such as eco school, a suitable example for the purpose of increasing ecological awareness at the social level, and a useful way to develop an understanding of national and global equality.

In order to achieve a sustainable future for our world, we need to reduce our collective ecological footprints. One way of reducing our ecological footprint is through measures such as adopting conscious consumption habits, using our own resources instead of external ones, and not being wasteful when using energy. By changing our lifestyle choices, such as the way we travel (like walking, cycling or using public transport instead of a car) or where we shop (like buying at local

grocery stores or markets) and what we buy (like organic instead of non-organic) and using energy with a more efficient use of natural resources, our ecological footprints can be reduced.

By and large, people have come to realize that certain trends in economic development are incompatible with sustainability and have argued that public awareness should be raised in this context. Nowadays, it is known that environmentalists are searching for different solutions with practices such as levying fines, establishing environmental protection organizations, taking protective and deterrent measures, using alternative energy sources, and also engaging in international cooperation in order to cope with environmental problems. However, human beings cannot be made environmentally sensitive through police measures or laws alone. Finding a real solution to environmental problems only becomes a possibility when environmentally sensitive people are raised. For this reason, especially in the last quarter century, the necessity of informing people about the environment and environmental problems with an effective lifelong environmental education has begun to be accepted within the international community. The main purpose of environmental education is to raise individuals who understand their environment, develop a critical view in their interaction with the environment, are sensitive, sociable and take an active role in solving problems.

Education is a key concept for leading society towards sustainability. Education for sustainable development enables people to develop the necessary knowledge and skills to participate in decisions about what to do individually and collectively, locally and globally, to improve their quality of life for the future without harming the planet. Education concerning sustainable development is directly related to sustainable environmental education. For this reason, it is important to raise individuals with an awareness of sustainable development through the application of sustainable environmental education.

When various studies concerning the concept of „sustainable development”, which is of great importance for the future of the world, are examined, it may be observed that the data are generally obtained with scales and a focus on the appropriate attitude to adopt. As a result of examining such studies, it was concluded that one of the ways that students can become more involved in environmental awareness and sustainable development is through effective environmental education. Researchers have stated that a new education system should be created in which environmental awareness can be taught in such a way as to ensure sustainable development and they also emphasized that environmental awareness should be taught to individuals at every stage from primary education onwards.

In ongoing studies, it has been emphasized that an education consistent with sustainable development plays a very important role in the development of environmental awareness, value judgments, attitudes, and behaviours. It has been stated that each teacher is a potentially important agent in encouraging people to make the change to the value judgments and lifestyles necessary for sustainable development, innovative teacher training is essential in order to tap into this potential, and education faculties have the potential to realize this change.

Ways to Reduce Ecological Footprints in Food Consumption

Students should;

Be encouraged to emphasize the nutritional values of purchased foods and to reduce their consumption of ready-made and frozen foods.

Get to know the local areas where food is produced to increase their focus on locally grown fresh vegetables and fruits.

Be encouraged to reduce their meat consumption and adopt herbivorous eating habits as much as possible, through speeches by experts

Be encouraged to use mesh bags instead of plastic bags.

Ways to Reduce Ecological Footprints in the Field of Energy Consumption

Students should be;

Enlightened as to the benefits to nature of turning off their computers and televisions when not in use

Made aware of how big a step towards sustainability it is to keep the light off while watching TV in their room, not to run the washing machine or dishwasher without filling it, and not to keep the refrigerator door open for too long

Ways to Reduce Ecological Footprints in Transportation

Students should be encouraged;

To take public transport through the idea of how fun it can be to take shuttles, walk or cycle instead of using private vehicles

To convince their families to buy low-fuel vehicles because of how much they will benefit the environment.

Teachers are the first authority figures to create a certain awareness in students. There are several types of practises that teachers should engage in

to raise awareness concerning sustainability in students and to facilitate the implementation of the above-mentioned measures:

Students can be informed about their ecological footprint and sustainable living, and they can be invited to produce projects on these issues. At the same time, larger numbers of people can be reached through applied training.

Interesting brochures can be prepared and distributed during each lecture, seminar, or conversation that can make people realize the importance of their ecological footprint.

By including senior managers and municipalities in the projects to be implemented, teachers can convince their students that the sustainability issue is in fact an issue that concerns the whole country. Such a state of awareness and intent can spread throughout society.

Regardless of their field of expertise, teachers can choose a topic related to sustainability after each lesson and ask their students to explain this topic to 3 people they know and prepare a presentation for the next lesson concerning what can be done about it and what kinds of precautions can be taken.

Teachers can make it a habit to host seminars and conferences on sustainability on a regular basis, just like regular exams.

The measures and suggestions listed above, which enable students to see their own ecological footprints, can be important tools for them to grasp the seriousness of the situation. The most important point, in this case, is to be able to clearly show the students how much damage they are doing to the planet. Because in the scenario where our collective consumption frenzy continues at the same pace, an ecological collapse is inevitable. The damage caused by such a collapse will also be devastating for future generations. In this context, what students need to realize is that if there is no reduction in their ecological footprints today, their unborn children will also be endangered. At this point, the right move would be to show the students the damage they have done to the environment as it is.

One of the easiest ways to achieve this would be to quantitatively measure and show the damage inflicted by students with an ecological footprint test. According to the results of their footprint size, it can be clearly explained to the students, which generation will last longer and which generation will not survive at all. Next, the endangered students can be asked to prepare a sustainability project on behalf of endangered students and come up with ideas on how to save the generations yet to be born. It should be ensured that the prepared projects can also be used in the international arena so that they can be prepared with enthusiasm.

Another reason for students to be hesitant about sustainability is the idea that they alone cannot make a tangible difference. It is essential to instil in them the idea that every change begins with an individual. To do this, for example, it can be explained how they can prevent 217 plastic bottles from going to waste by drinking from reusable bottles instead of plastic bottles for just one year, thus saving land even through their own efforts.

As important as it is to teach sustainability, it is equally important to learn the true nature of this concept and what it means. It is essential that the trainers who will provide training on the concept of sustainability should be familiar with this concept and know exactly what it means.

Learning about sustainability is essential for everyone, but especially for educators who will provide sustainability education and one-on-one contact with students, as it helps individuals to understand the impact of their actions on the environment and society and it also enables them to take action to achieve a more sustainable future. A few ways to learn about and teach the concept of sustainability, especially for educators, are listed below:

Firstly, it should start with the basics: Start by developing an understanding of the concept of sustainability and its three components, this will make the learning and teaching process easier. In addition, information may be obtained from the United Nations Sustainable Development Goals, the World Wildlife Fund or the United Nations Environment Programme, which all provide a framework for global sustainability efforts.

Reading and research are essential at all stages. There are many detailed resources available for learning about the concept of sustainability, these range from books and articles to online courses and webinars. Finding and reading resources, especially those based on scientific evidence and peer-reviewed research, is one of the best starting points for learning about sustainability in depth.

Sustainability education courses and institutions can be used: Sustainability courses are provided by various educational institutions and may be conducted online, enrolling in one can provide a solid step in improving the quality of your teaching. Learning from the coursework can offer a more realistic approach to teaching and also help the teacher to develop a deeper understanding of sustainability concepts and practices.

All initiatives related to sustainability should be informed and participated in: Participating in sustainability initiatives in your region and even volunteering for sustainability organizations will shift your understanding of what this concept means in the applied fields. These initiatives will provide hands-on experience in

the field of sustainability. Thus, it is easy to see how sustainability is implemented not only in society but also beyond society in the natural world.

Changing your lifestyle and starting to make choices in line with the concept of sustainability can help one to look at the topic from a completely different perspective: Making choices in accordance with the concept of sustainability, which reduces one's ecological footprint in particular, will not only bring about a permanent change in one's lifestyle, but also help with teaching this concept by contributing to the future. Reducing energy consumption, using public transportation vehicles or bicycles instead of private vehicles, walking more frequently, using recyclable materials instead of plastic bottles and choosing products with a sustainable certification will not only provide the necessary changes, but will also enable the educators to apply the concept of sustainability in all areas of their life. As „sustainability trainers”, they will be able to give their students the pleasure of teaching a lifestyle that they truly believe in.