

# ACADEMY OF RESPONSIBLE DEVELOPMENT



How to educate young people about sustainable development?

Guidelines for Youth Work



academy of  
responsible  
development

# 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.

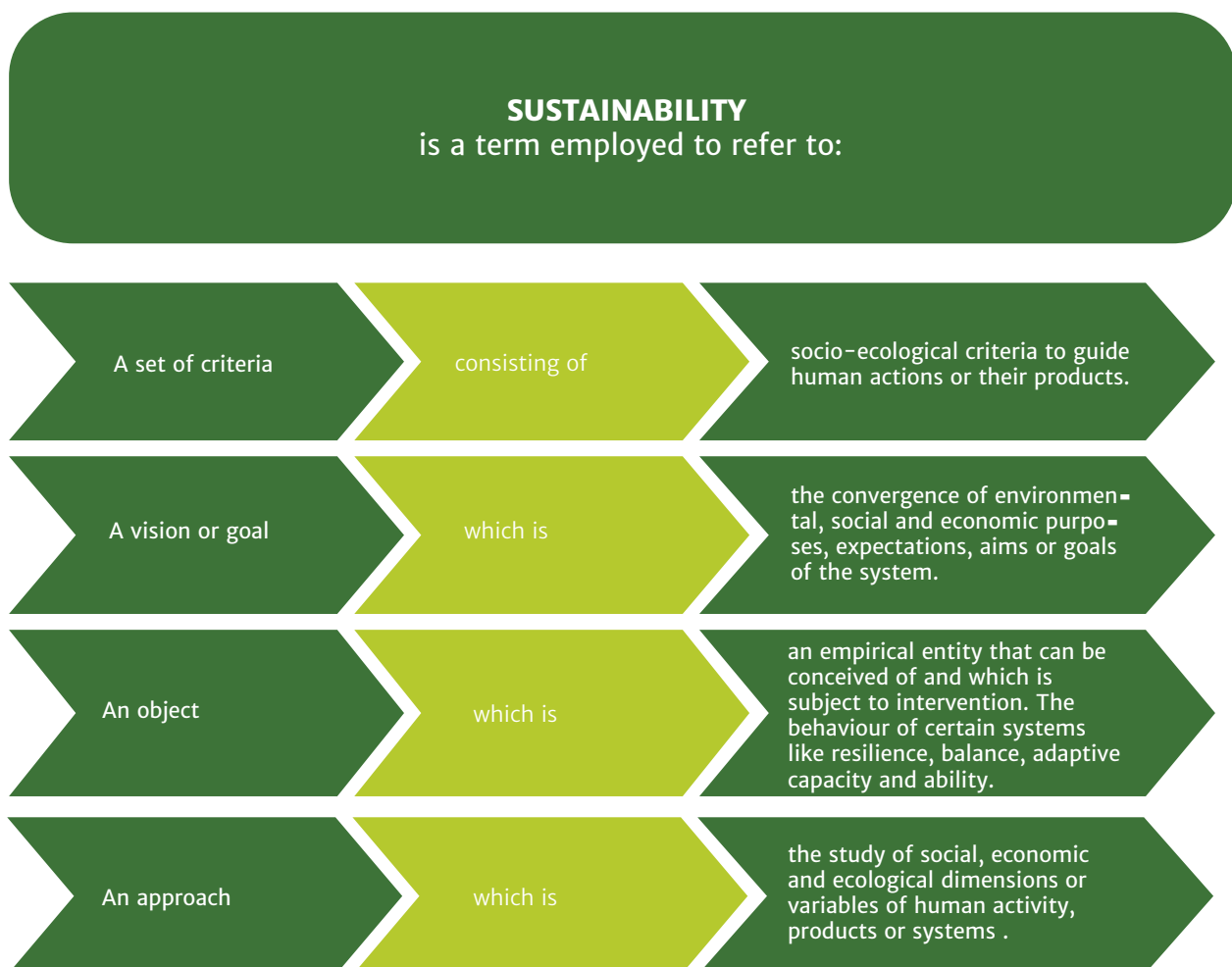
By integrating the approaches and tools outlined here, you join a growing movement of individuals and organizations dedicated to achieving the Sustainable Development Goals and building a world that prioritizes environmental balance, social equity, and economic well-being. Let this guide inspire you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

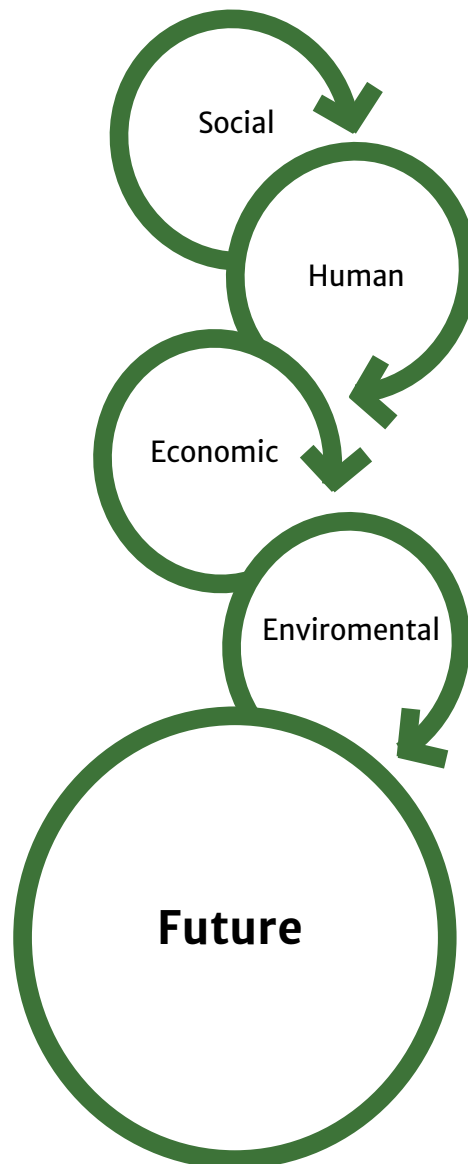
**Figure 1. Uses and meanings of the concept of sustainability among the scientific community**



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](http://www.un.org.pl).

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



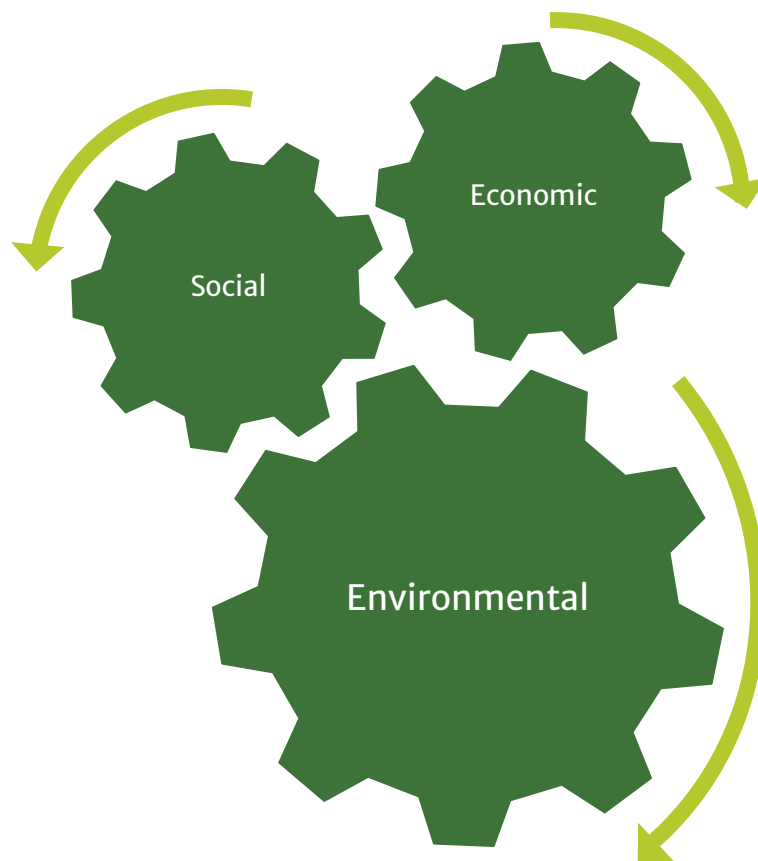
Source: <https://commission.europa.eu/>.

## 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><b>1. Systems thinking competence</b></p>	<ul style="list-style-type: none"> <li>• Analysis of complex systems across different scales and domains of inquiry</li> <li>• Comprehension, empirical verification, and articulation of a system's key components, structure, and dynamics</li> <li>• Attention to systemic features such as feedback, inertia, stocks and flows, and cascading effects</li> <li>• Understanding of complex system phenomena, including unintended consequences, path dependency, systemic inertia, and intentionality</li> <li>• Understanding of connectivity and cause-effect relationships</li> <li>• Application of modelling (qualitative or quantitative)</li> <li>• 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)</li> </ul>	<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><b>2. Normative competence</b></p>	<ul style="list-style-type: none"> <li>• Application of concepts of ethics, justice, social and ecological integrity, and equity</li> <li>• Description, negotiation, and reconciliation of principles, values, aims, and goals for sustainability</li> <li>• Taking responsibility for one's actions</li> <li>• Ethics and sustainability of personal and professional behaviour</li> </ul>	<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><b>3. Strategic action competence</b></p>	<ul style="list-style-type: none"> <li>• Ability to design and implement interventions, transitions, and transformations for sustainability</li> <li>• Active and responsible engagement in sustainability activities</li> <li>• Development and application of ideas and strategies</li> <li>• Planning and executing projects</li> <li>• Ability to reflect on, and deal with, possible risks</li> <li>• Organization, leading, and controlling processes, projects, interventions, and transitions</li> <li>• Identification of the scope of creativity and participation</li> <li>• Taking responsibility for motivating others</li> </ul>	<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"> <li>• Participatory and collaborative approaches to solving problems or conducting research</li> <li>• Possessing the relevant skills and an understanding of communication, deliberation, negotiation, empathy, leadership and collaboration</li> <li>• The ability to deal with conflict</li> <li>• Learning from the perspectives of others</li> <li>• Participation in community processes</li> <li>• Problem-solving competence</li> </ul>	<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>
5. Diversity and interdisciplinarity competence	<ul style="list-style-type: none"> <li>• Appreciation, evaluation, contextualization, and the application of the knowledge and methods of different disciplines</li> <li>• The ability to work on complex problems in interdisciplinary contexts</li> <li>• 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</li> <li>• Accepting and embracing a diversity of opinions, experiences and perspectives</li> <li>• The ability to communicate effectively in intercultural contexts</li> <li>• Transcultural understanding</li> <li>• Compassion, empathy, and solidarity with others despite differences</li> </ul>	<p>Lans et al. (2014)  Wesselink et al. (2015)  Ploum et al. (2017)  Lozano et al. (2017)  Lambrechts and van Petegem (2019)</p>
6. Foresighted thinking - or anticipatory - competence	<ul style="list-style-type: none"> <li>• Envisioning, analysis, and the evaluation of possible futures, including scenarios with multi-generational timescales</li> <li>• Application of the precautionary principle</li> <li>• Prediction of reactions</li> <li>• Dealing with risks and changes</li> </ul>	<p>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)</p>

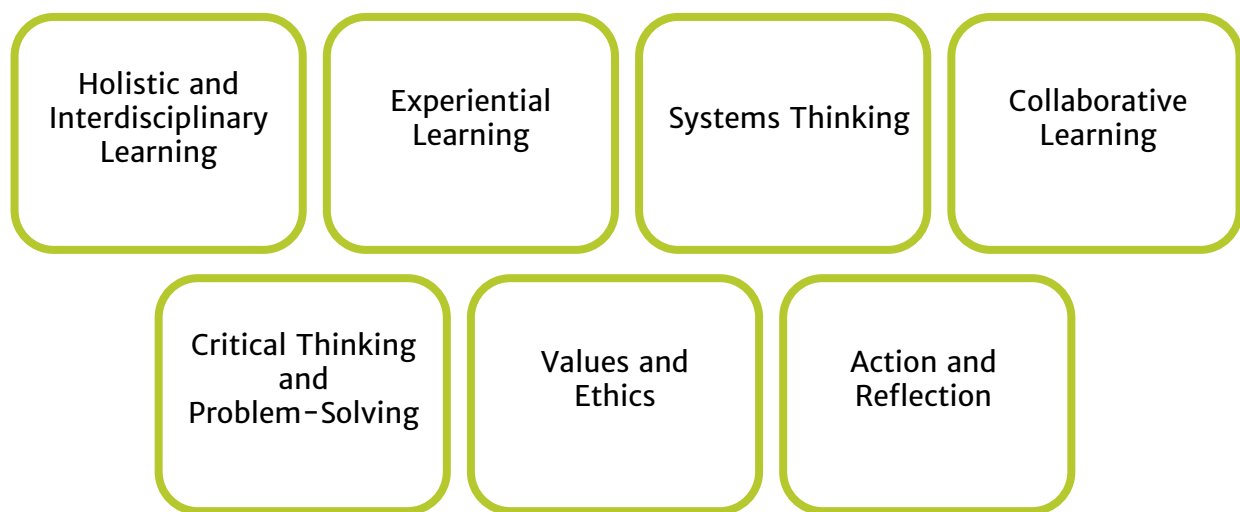
Source: Jelonek & Urbaniec, 2019.



# 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.

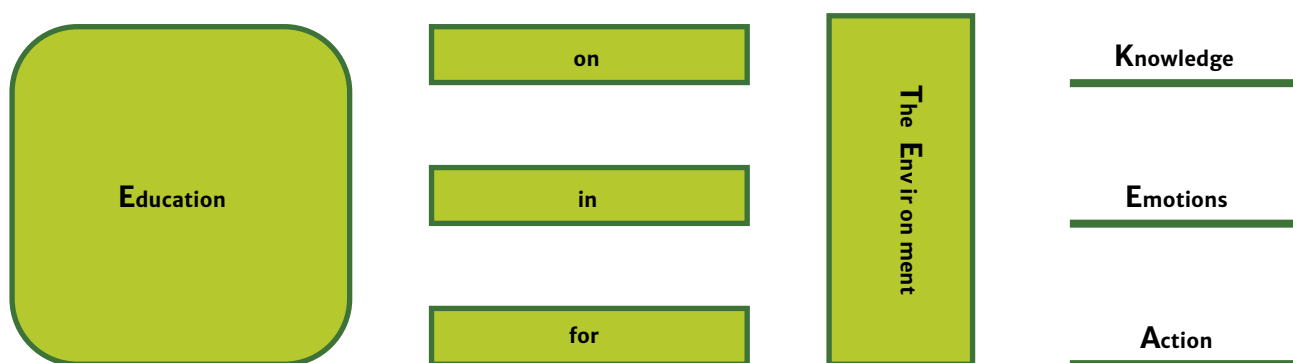
Source: <https://cft.vanderbilt.edu/guides-sub-pages/teaching-sustainability/> (20.02.2022).

# 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.

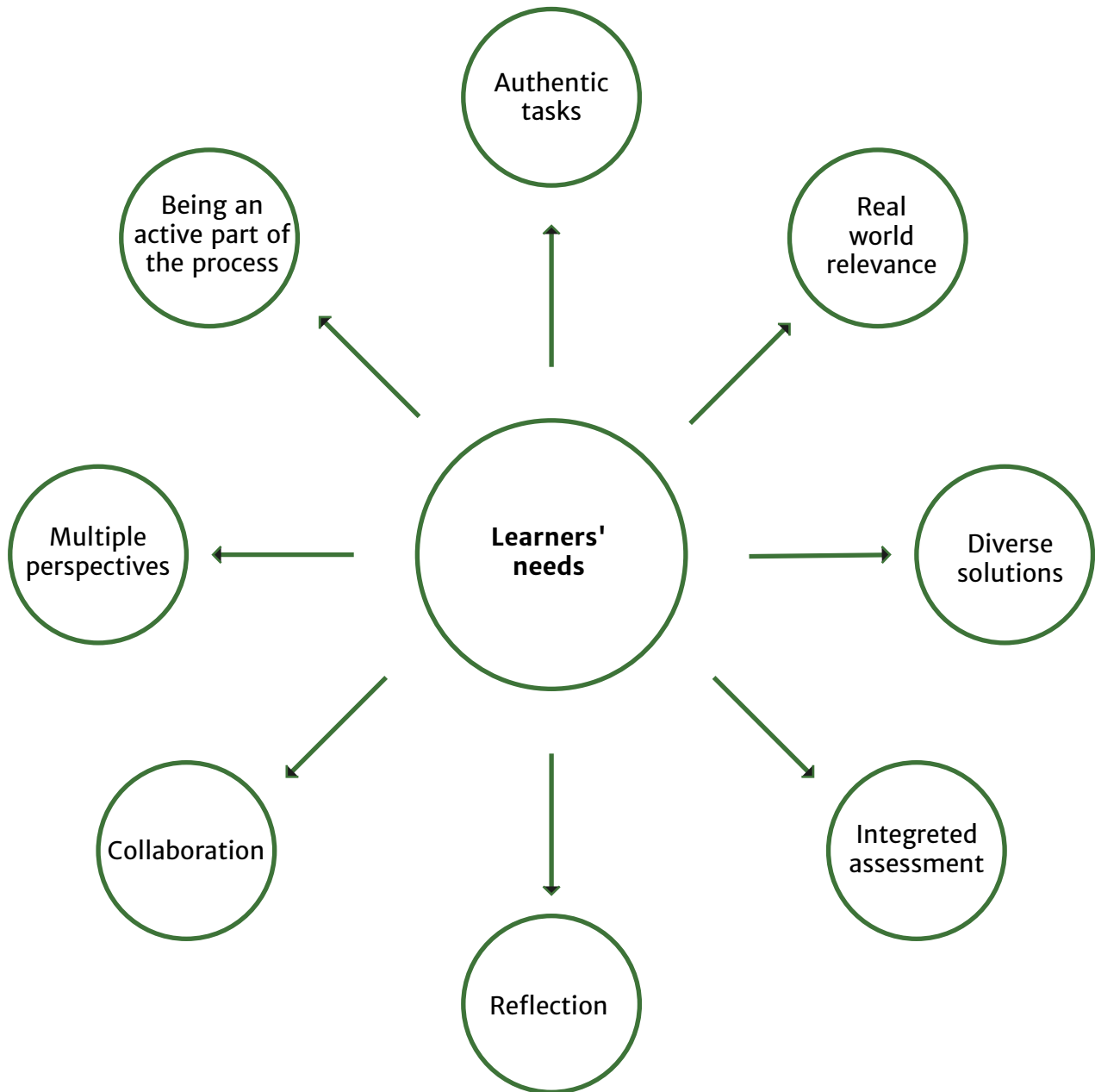
Participants in learning gain sufficient knowledge to be able to understand the phenomenon under discussion. A lack of understanding translates into a rapid discouragement effect. The desire to acquire knowledge takes place through the appeal to and/or the evocation of specific emotions. Emotions, a 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 in ARD?

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

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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

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.

## 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 sustainable university and its role in the development of sustainable competencies. In the course of it, students will learn what a sustainable university is, what actions a university should implement to be sustainable, 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.

<b>title of the module</b>	<b>University – sustainability competencies – labour market</b>
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. SDG 9 – Resilient infrastructure, inclusive and sustainable industrialization and innovation. 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.
learning goals	To make students aware of what a sustainable university and sustainability competencies are and how different actors (academics, students, employers) are responsible for its formation.
key competencies	Systems thinking competence; normative competence; some elements of 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 employees (3rd and 4th week) 1 workshop on interactive case studies (week 6) Project (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., &amp; 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., &amp; Urbaniec, M. (2019). Development of Sustainability Competencies for the Labour Market: An Exploratory Qualitative Study. <i>Sustainability</i>, 11(20), 5716. doi: <a href="http://dx.doi.org/10.3390/su11205716">http://dx.doi.org/10.3390/su11205716</a></p> <p>Lukman, R., &amp; 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., &amp; Luna, H. (Eds.). (2013). <i>The Sustainable University: Progress and prospects</i> (1st ed.). Routledge. <a href="https://doi.org/10.4324/9780203101780">https://doi.org/10.4324/9780203101780</a></p>

## MASTERCLASSES WITH EMPLOYEES

The masterclass is a form that should be carried out after the master lectures have already been conducted, so when the students will have a basic knowledge of the sustainable university and its manifestations as well as the competencies that should be formed in such a university. 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 on the role of university in the formation of competencies relevant to sustainable development?
ARD area	Sustainability competencies and sustainable university
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 quality education and lifelong learning opportunities for all. SDG 9 – Resilient infrastructure, inclusive and sustainable industrialization and innovation. 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.
learning goals	The goal is to learn about the perspective of employers on the role of the university in developing skills important for sustainable development.
knowledge	Participant knows what the employers' perspective is on: sustainability competencies, sustainable university, 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 the cooperation between employers and university in shaping the competences for the sustainable societies.
competences	Participant is able to: include and respect different perspectives in the view of the same problem.
duration	2 meetings, 2-3 hours each one
number of participants	1 group of 20 students
prerequisites	Student has participated in d mini-lectures, has basic knowledge of sustainable university and sustainability competencies



<b>title of the activity</b>	<b>What is the employers' perspective on the role of university in the formation of competencies relevant to sustainable development?</b>
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	<p>Introduction to master-class provided by moderator (0,5h).  Presentation of employee perspective (0,5 h).  Debate moderate by moderator (1-2 h).  Master-classes topics:  First meeting – Do sustainable competencies increase graduates' chances of market success and what is the role of university in shaping them?  Second meeting – How should employers cooperate with universities to develop a sustainable society?</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, 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.</p>

## MINI LECTURES MEETING AND DISCUSSION

The mini lecture (with moderated discussion) is a form that should be carried out at the beginning of the module. Its aim is to provide students with a basic knowledge of the sustainable university and its manifestations as well as the competencies that should be formed in such a university. 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.

<b>title of the activity</b>	<b>What is the role of university in the formation of competencies relevant to sustainable development?</b>
ARD area	Sustainability competencies and sustainable university
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 quality education and lifelong learning opportunities for all. SDG 9 – Resilient infrastructure, inclusive and sustainable industrialization and innovation. 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	The goal is to learn about the idea of a sustainable university and to understand the role of the university in developing skills important for sustainable development.
knowledge	Participant knows: what are sustainability competencies, what is sustainable university, understand the role of the university in developing skills important for sustainable development.
skills	Participant can: can list and define sustainability competencies, critically interpret the role of the university in shaping the sustainable societies.
competences	Participant is able to: respectfully address contrary judgments raised during discussions.
duration	2 meetings, 2-3 hours each one
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	<p>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> <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	<p>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.</p>

## WORKSHOP ON CREATING INTERACTIVE CASE STUDIES

The workshop is a form that should be carried out after the first activities (master lectures and masterclasses with business representatives) have already been conducted, so when the students will have a basic knowledge of the sustainable university and its manifestations as well as the competencies that should be formed in such a university. At this stage, students should also be familiar with examples of specific universities and actions implemented at them that fit the SU idea, and they should know where and how to search for good practices in this regard.

title of the activity	How to create interactive case studies on sustainable universities?
ARD area	Sustainability competencies and sustainable university
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. SDG 9 – Resilient infrastructure, inclusive and sustainable industrialization and innovation. 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.
learning goals	The goal is to practice how to present and promote good practices in sustainability competencies and sustainable universities through interactive case studies.
knowledge	Participant knows: how to create an interactive case study, how to use an interactive case study in promoting a sustainable university.
skills	Participant can: prepare an interactive case study to promote a sustainable university.
competences	Participant is able to: cooperate efficiently with team members during the concept development and implementation of the interactive case study
duration	1 meeting, 4,5-6 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 sustainable university and 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 outcomes 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	30 minutes – Workshop opening, group integration, and getting to know each other 60 minutes – What makes a good case study? Discussing the structure of a good case study, its components, and how to prepare one 90 minutes – The art of storytelling 60 minutes – Walt Disney Method 45 minutes – Case study: What, when, where, and how – working with case study templates and reviewing tools (Canva, Animaker, Storyboard That, podcasts, videos) 30 minutes – Workshop conclusion
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.

## Scenario for Exercise: Interactive Case Study

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

<b>TIME:</b>	30 minutes
<b>OBJECTIVES:</b>	To establish a welcoming and inclusive atmosphere for participants. To build rapport among participants and facilitators. To introduce the workshop's theme and objectives.
<b>RESULTS:</b>	Participants feel comfortable and engaged. xParticipants understand the purpose and flow of the workshop.
<b>MATERIALS:</b>	Name tags or name cards. Markers and flipcharts. Icebreaker question prompts (printed or digital). Projector and slides introducing the workshop's objectives.
<b>INSTRUCTIONS:</b>	<p><b>Welcome and Introduction (5 minutes):</b></p> <ul style="list-style-type: none"> <li>The facilitator welcomes participants and introduces themselves.</li> <li>Provide an overview of the workshop theme: „Interactive Case Studies on Sustainable Universities.”</li> </ul> <p><b>Icebreaker Activity (20 minutes):</b></p> <ul style="list-style-type: none"> <li>Divide participants into small groups or pairs.</li> <li>Use prompts related to sustainability or case studies (e.g., “Share one sustainable initiative you admire,” or “What comes to mind when you think of a sustainable university?”).</li> <li>Allow participants to share their answers briefly with their group.</li> <li>Bring the group together and invite volunteers to share highlights from their discussions.</li> </ul> <p><b>Workshop Objectives and Agenda (5 minutes):</b></p> <ul style="list-style-type: none"> <li>Present the goals and structure of the workshop using slides or a flipchart.</li> </ul>

<b>DEBRIEFING AND EVALUATION:</b>	Reflect briefly on the icebreaker activity: Did it help participants feel more connected? Encourage participants to share their expectations for the workshop.
<b>TIPS FOR FACILITATORS:</b>	Set a positive and energetic tone from the start. Adjust icebreaker prompts to fit the group's cultural or professional context. Be mindful of participants who may feel shy or hesitant; offer supportive guidance.
<b>ONLINE FORM:</b>	Use a virtual whiteboard (e.g., Miro) for participants to introduce themselves. Conduct the icebreaker in breakout rooms with pre-assigned prompts. Share the agenda via a shared screen or digital document.

### ***What makes a good case study?***

Discussing the structure of a good case study, its components, and how to prepare one

<b>TIME:</b>	60 minutes
<b>OBJECTIVES:</b>	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.
<b>RESULTS:</b>	Participants will understand the essential components of a case study (e.g., introduction, context, problem, solution, outcomes). Participants will gain practical tips on organizing information and presenting it effectively. A shared understanding of how case studies can support sustainable university initiatives.
<b>MATERIALS:</b>	Handouts or slides detailing the structure of a good case study. Example case studies (printed or digital). Flipcharts or whiteboards for group brainstorming. Markers, sticky notes, or other tools for note-taking and collaboration.
<b>INSTRUCTIONS:</b>	<p><b>Introduction to Case Studies (10 minutes):</b></p> <ul style="list-style-type: none"> <li>Facilitator explains the purpose and power of case studies in communicating real-world solutions and challenges.</li> <li>Provide examples of impactful case studies, particularly those related to sustainability in universities.</li> </ul> <p><b>Breakdown of Structure (15 minutes):</b></p> <ul style="list-style-type: none"> <li>Discuss the typical components of a case study, such as: <ul style="list-style-type: none"> <li>Introduction: Overview of the topic or project.</li> <li>Background/Context: The setting and why the study is relevant.</li> <li>Problem Statement: The challenge or issue being addressed.</li> <li>Solution/Approach: The strategies or actions taken.</li> <li>Outcomes/Impact: Results, lessons learned, and implications.</li> </ul> </li> <li>Highlight storytelling techniques to make case studies engaging.</li> </ul> <p><b>Group Activity – Analyze an Example (20 minutes):</b></p> <ul style="list-style-type: none"> <li>Provide participants with a sample case study.</li> <li>In groups, ask them to identify the key components and discuss:</li> </ul>

	<ul style="list-style-type: none"> <li>◦ What works well?</li> <li>◦ What could be improved?</li> <li>• Groups present their observations briefly.</li> </ul> <p><b>Tips for Preparing a Case Study (15 minutes):</b></p> <ul style="list-style-type: none"> <li>◦ Share best practices for researching, organizing, and presenting information.</li> <li>◦ Discuss how to tailor the case study to the audience and purpose.</li> </ul>
<b>DEBRIEFING AND EVALUATION:</b>	Facilitate a discussion on participants' takeaways from the session. Encourage participants to reflect on how they can apply the structure and techniques to their own projects.
<b>TIPS FOR FACILITATORS:</b>	Use real-world examples that resonate with participants' interests or industries. Ensure examples are varied to showcase different styles and approaches. Encourage active participation and discussion to keep the session engaging.
<b>ONLINE FORM:</b>	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*

<b>TIME:</b>	90 minutes
<b>OBJECTIVES:</b>	To explore the principles of effective storytelling. To understand how storytelling enhances engagement and impact in case studies. To develop participants' skills in crafting compelling narratives for sustainability projects.
<b>RESULTS:</b>	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.
<b>MATERIALS:</b>	Handouts or slides outlining storytelling principles. Examples of engaging stories and case studies. Storyboarding templates (printed or digital). Flipcharts, markers, sticky notes.
<b>INSTRUCTIONS:</b>	<p><b>Introduction to Storytelling (10 minutes):</b></p> <ul style="list-style-type: none"> <li>• Facilitator explains why storytelling is a powerful tool for communication.</li> <li>• Highlight the role of stories in making abstract ideas relatable and memorable.</li> <li>• Share examples of impactful stories, particularly in the context of sustainability and universities.</li> </ul> <p><b>Storytelling Principles (20 minutes):</b></p> <ul style="list-style-type: none"> <li>• Discuss the key components of a story: <ul style="list-style-type: none"> <li>◦ Beginning (Setup): Introduce the context, characters, and the problem.</li> <li>◦ Middle (Conflict): Describe challenges and obstacles.</li> <li>◦ End (Resolution): Present the solution, outcomes, and lessons learned.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Highlight the importance of emotional resonance and authenticity.</li> </ul> <p><b>Interactive Exercise – Crafting a Mini Story (30 minutes):</b></p> <ul style="list-style-type: none"> <li>Ask participants to think of a sustainability project or initiative they are familiar with.</li> <li>In pairs or small groups, guide them through the process of crafting a story: <ul style="list-style-type: none"> <li>Identify the key characters (e.g., students, staff, stakeholders).</li> <li>Define the challenge or conflict.</li> <li>Outline the steps taken to address the challenge.</li> <li>Conclude with the impact or outcome.</li> </ul> </li> <li>Use storyboarding templates to organize their ideas visually.</li> </ul> <p><b>Group Presentations and Feedback (20 minutes):</b></p> <ul style="list-style-type: none"> <li>Each group presents their story to the larger group.</li> <li>Facilitate a constructive feedback session, focusing on clarity, engagement, and emotional impact.</li> </ul> <p><b>Reflection and Takeaways (10 minutes):</b></p> <ul style="list-style-type: none"> <li>Discuss the role of storytelling in creating meaningful and persuasive case studies.</li> <li>Summarize key techniques and encourage participants to incorporate storytelling into their projects.</li> </ul>
<b>DEBRIEFING AND EVALUATION:</b>	Reflect on the challenges and successes of creating narratives. Ask participants how they plan to apply storytelling to their case studies or work.
<b>TIPS FOR FACILITATORS:</b>	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.
<b>ONLINE FORM:</b>	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**

<b>TIME:</b>	60 minutes
<b>OBJECTIVES:</b>	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.
<b>RESULTS:</b>	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.
<b>MATERIALS:</b>	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.



<b>INSTRUCTIONS:</b>	<p><b>Introduction to the Walt Disney Method (10 minutes):</b></p> <ul style="list-style-type: none"> <li>• Explain the background and purpose of the method.</li> <li>• Describe the three perspectives: <ul style="list-style-type: none"> <li>◦ Dreamer: Focuses on brainstorming bold, innovative ideas.</li> <li>◦ Realist: Considers practical steps and feasibility.</li> <li>◦ Critic: Identifies potential flaws and challenges.</li> </ul> </li> <li>• Highlight how the method can be applied to developing case studies or solving sustainability challenges.</li> </ul> <p><b>Group Activity – Setting the Stage (5 minutes):</b></p> <ul style="list-style-type: none"> <li>• Divide participants into small groups (4-6 people each).</li> <li>• Provide each group with a sustainability challenge or topic to focus on.</li> <li>• Optionally, set up physical zones or use virtual tools to represent the three roles.</li> </ul> <p><b>Applying the Method (30 minutes):</b></p> <ul style="list-style-type: none"> <li>• Guide groups through each perspective: <ul style="list-style-type: none"> <li>◦ Dreamer (10 minutes): Encourage participants to brainstorm freely, focusing on creative and ambitious ideas without worrying about feasibility.</li> <li>◦ Realist (10 minutes): Shift to a practical mindset, discussing how to implement the ideas generated in the Dreamer phase.</li> <li>◦ Critic (10 minutes): Analyze the ideas critically, identifying risks, gaps, or weaknesses while suggesting improvements.</li> </ul> </li> </ul> <p><b>Group Presentations (10 minutes):</b></p> <ul style="list-style-type: none"> <li>• Each group presents their refined ideas or case study framework.</li> <li>• Encourage other participants to provide constructive feedback.</li> </ul> <p><b>Reflection and Wrap-Up (5 minutes):</b></p> <ul style="list-style-type: none"> <li>◦ Discuss the value of using different perspectives in problem-solving.</li> <li>◦ Encourage participants to use the method in their professional or academic work.</li> </ul>
<b>DEBRIEFING AND EVALUATION:</b>	<p>Reflect on participants' experiences with the method. Ask participants which perspective was the most challenging or rewarding and why.</p>
<b>TIPS FOR FACILITATORS:</b>	<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.</p>
<b>ONLINE FORM:</b>	<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)**

<b>TIME:</b>	45 minutes
<b>OBJECTIVES:</b>	<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.
<b>RESULTS:</b>	Participants will understand the practical steps 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.
<b>MATERIALS:</b>	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 the tools.
<b>INSTRUCTIONS:</b>	<p><b>Introduction to Templates and Tools (10 minutes):</b></p> <ul style="list-style-type: none"> <li>• Briefly explain the purpose of using templates and tools for creating case studies.</li> <li>• Showcase examples of case studies created with Canva (visual design), Animaker (animated storytelling), and Storyboard That (storyboarding).</li> <li>• Provide an overview of how podcasts and videos can add depth and engagement to a case study.</li> </ul> <p><b>Hands-On Work – Structuring a Case Study (20 minutes):</b></p> <ul style="list-style-type: none"> <li>• Distribute case study templates and guide participants in filling out the key sections:</li> <li>• What: Define the subject and objectives.</li> <li>• When: Provide context and timeline.</li> <li>• Where: Highlight the setting or scope.</li> <li>• How: Explain the approach, challenges, and results.</li> <li>• Encourage participants to use one tool (e.g., Canva, Animaker, or Storyboard That) to start visualizing their case study</li> </ul> <p><b>Group Sharing and Tool Exploration (10 minutes):</b></p> <ul style="list-style-type: none"> <li>• Invite a few participants to share their progress and initial designs.</li> <li>• Facilitate a brief discussion on the usability and features of the tools.</li> <li>• Highlight any tips or best practices for using these tools effectively.</li> </ul> <p><b>Wrap-Up and Next Steps (5 minutes):</b></p> <ul style="list-style-type: none"> <li>• Summarize the importance of using structured templates and tools to enhance case study presentations.</li> <li>• Encourage participants to explore additional features of the tools after the workshop.</li> </ul>
<b>DEBRIEFING AND EVALUATION:</b>	Reflect on the participants' experience with the tools and templates: Which tool did they find most intuitive or effective? What challenges did they face while working on their case studies?
<b>TIPS FOR FACILITATORS:</b>	Ensure 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 to inspire participants.

<b>ONLINE FORM:</b>	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.
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**Workshop Conclusion – Reflecting on Insights and Planning Next Steps**

<b>TIME:</b>	30 minutes
<b>OBJECTIVES:</b>	To consolidate key learnings from the workshop. To gather feedback from participants to improve future sessions. To provide participants with clear next steps for applying their new knowledge and skills.
<b>RESULTS:</b>	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.
<b>MATERIALS:</b>	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).
<b>INSTRUCTIONS:</b>	<p><b>Recap of the Workshop (10 minutes):</b></p> <ul style="list-style-type: none"> <li>Briefly summarize the key topics covered in the workshop</li> <li>Highlight the main insights or trends observed during group activities and discussions.</li> </ul> <p><b>Reflection Activity (15 minutes):</b></p> <ul style="list-style-type: none"> <li>Invite participants to share their most significant takeaways or insights.</li> <li>Use prompts like: <ul style="list-style-type: none"> <li>„What was the most valuable part of the workshop for you?“</li> <li>„How do you plan to use what you’ve learned today?“</li> </ul> </li> <li>Optional: Create a group mind map or visual summary of their responses.</li> </ul> <p><b>Next Steps and Closing Remarks (5 minutes):</b></p> <p>Thank participants for their active involvement and contributions. Offer to stay connected for follow-up questions or support.</p>
<b>DEBRIEFING AND EVALUATION:</b>	Analyze participant feedback to identify strengths and areas for improvement. Reflect on how effectively the workshop objectives were met.
<b>TIPS FOR FACILITATORS:</b>	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.
<b>ONLINE FORM:</b>	Use a collaborative tool (e.g., Click up, Mural or Miro) for group reflections. Share feedback links via the chat or email. Provide a digital handout summarizing the workshop and additional resources.

## PROJECT

The project 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.

<b>title of the activity</b>	<b>University – sustainability competencies – labour market in practice</b>
ARD area	Sustainability competencies and sustainable university
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. SDG 9 – Resilient infrastructure, inclusive and sustainable industrialization and innovation. 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	The goal is to put into practice the previously acquired knowledge and test the skills in practice.
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, attractive, but also 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, attractive, but also 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 of 5 students each one

prerequisites	Student has participated in mini-lectures, master-classes and workshop on interactive case studies; has basic knowledge of sustainable university and 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	<p>Organizational meeting with mentor and definition of rules for identifying cases for interactive case study (1h)</p> <p>Searching for case study examples (1 week)</p> <p>Meeting with mentor and setting up a list of final case studies (1h)</p> <p>Working in groups on interactive case studies and meetings with mentor (min. 1 per week) (3 weeks)</p> <p>Support from the technical team in the development of interactive case studies (e.g., recordings, videos, podcasts) (1 week)</p> <p>Meeting to summarize the results of the work (2h)</p> <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, 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. During the project, provide students not only with content support, but also with technical support (access to those who can support the group in recording preparation, for example)

# **Module 2**

## **Zero waste**

## ZERO WASTE

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 it, students will learn what zero waste and the 4R principle is, what action can the business take to implement the zero waste policy, what are 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 towards the way their environment works. Dedicated to social project management, the workshop will develop project management skills, which will then be developed through group work using the Hackathon as a teaching tool. This will allow the strengthening of social competences: skills and understandings in communication, empathizing, leadership, and collaboration.

<b>title of the module</b>	<b>Refuse, reduce, reuse, recycle: live zero waste!</b>
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	To make students aware of way of life and the possibility of designing solutions present in their surroundings according to the zero waste principle. the student will know what the zero waste principle and the 4R concept are and the benefits of their application in everyday life practice and business. the student will acquire the skills to manage social projects dedicated to the introduction of zero waste solutions into the organisational environment. the student will develop the competences of analysing his/her environment, normative evaluation of solutions existing in it, problem solving, communication and teamwork
key competencies	Systems thinking competence, strategic action competence, interpersonal competence, partly normative competence
duration	Total duration: 3 months (12 weeks) Proposed schedule: 2 mini-lectures meetings (1st and 2nd week) 2 masterclasses with employees (3rd and 4th week) 1 workshop (week 5th) Hackathon and group project (weeks: 6th-12th)
number of participants	20
prerequisites	The module is designed for high school and university students. No 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	Simple knowledge pretest and posttest 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. <a href="https://doi.org/10.1016/j.jclepro.2006.07.019">https://doi.org/10.1016/j.jclepro.2006.07.019</a></p> <p>Jelonek, M., &amp; Urbaniec, M. (2019). Development of Sustainability Competencies for the Labour Market: An Exploratory Qualitative Study. <i>Sustainability</i>, 11(20), 5716. doi: <a href="http://dx.doi.org/10.3390/su11205716">http://dx.doi.org/10.3390/su11205716</a></p> <p>Marmolejo Rebellon, L. F. (Ed.). (2012). <i>Waste Management—An Integrated Vision</i>. InTech. <a href="https://doi.org/10.5772/3150">https://doi.org/10.5772/3150</a></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., &amp; 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 form that should be carried out at the beginning of the module. Its aim is to provide participants with a basic knowledge of the zero waste idea and 4R principle. The lectures also aim to inspire on making changes to their environment and creating solutions in the 4Rs concept.

title of the activity	4R live: Refuse, Reduce, Reuse, Recycle. What does it mean in our lives?
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 learn about the meaning of zero waste idea and 4R principle in the organization of human life and its environment
knowledge	Participant knows: what is zero waste and 4R principle the meaning of waste management the importance of changes in resource management and consumption patterns for environmental protection
skills	Participant can: list and define zero waste idea and 4R principle critically identify the ways of changing resource management and consumption patterns
competences	Participant is able to: respect different perspectives in the view of the same problem. construct independent normative judgements.
duration	2 meetings, 2-3 hours 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 outcomes verification	Learning outcomes will be verified based on practical tasks performed at the end of the module as well as short quiz after each lecture.
detailed activity plan	<p>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> <p>lecture topics:  First meeting  Why do we need live zero waste?  Second meeting  What changes can we make to the way we organize our lives and our environment? The 4Rs principle</p>
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 environment (home, school, university, student organization). The lecture should draw particular attention to the pressing need to bring about changes in human behavior and the organizations around them. Inspiring examples of solutions are proposed, relating both to the way an individual leads his or her life and the way organizations do business. Participants should be encouraged to ask questions, discuss, construct 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..</p>

## MASTERCLASSES WITH EMPLOYEES

The masterclass is a form that should be carried out after the master lectures have already been conducted, so when the participants will have a basic knowledge of the zero waste idea and 4R principle. During the masterclass, students will be introduced to the perspective of employers on the meaning of zero waste policy in business and will gain the knowledge about the solutions implemented in companies to build an environment responsible for the consumption of resources around.

title of the activity	Zero Waste businesses. What solutions can business bring in?
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 learn about the perspective of employers on the meaning of zero waste policy in business and .the possibility of implementing this idea in the organization.
knowledge	Participant knows what the employers' perspective is on: waste management and its costs zero waste policy in business the role of business as a leader in environmental change solutions implemented in organizations wishing to reduce resource consumption
skills	Participant can: 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: include and respect different perspectives in the view of the same problem. construct independent normative judgements. participate in discussions and communicate their opinions
duration	2 meetings, 2-3 hours each one
number of participants	1 group of 20 students

prerequisites	Participant has participated in mini-lectures, has basic knowledge of zero waste idea and 4R principle
required materials	Computers/laptops, flipchart/blackboard
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	<p>Introduction to master-class provided by moderator (0,5h).  Presentation of employee perspective (0,5 h).  Debate moderate by moderator (1-2 h).  Master-classes topics:  First meeting – Zero waste business. Is it possible and why does it matter to us?  Second meeting – Changing your organization. What solutions does the business propose to implement a zero waste policy?</p>
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 environment (home, school, university, student organization). The activity should be conducted with the awareness that we are teaching participants that business is part of their immediate environment, generating 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, construct 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 MENAGMENT THE SOCIAL PROJECTS

The workshop is a form that should be carried out after the first activities (master lectures and masterclasses with business representatives) have already been conducted, so when the students will have a basic knowledge about zero waste idea and 4R principle and also be aware of existing need of changing the way of resource management and consumptions patterns. This particular activity will give participants the needed knowledge about social projects, which will be used during the las activity.

<b>title of the activity</b>	<b>Design a zero - waste world. Workshop on social project management.</b>
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 learn about the methods of social project management as well to practice tools used in the design process
knowledge	Participant knows: how to create social project aimed to zero waste solutions how to use tools for design their own project where to find inspiration for social projects design
skills	Participant can: construct a social project management plan share tasks in a group use time management tools in the project
competences	Participant is able to: cooperate with team members organize and lead the project development process share tasks and manage time
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 zero waste idea, 4Rs principle, meaning the importance of organizational change for resource management and changing consumer patterns
required materials	Computers/laptops, flipchart/blackboard, markers, crayons, stick notes
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 practical tasks performed at the end of the module.
detailed activity plan	10 minutes – Welcome to the participants and present the objective and the programme of activity 20 minutes – Introduce the topic of the management of the social projects by using mini case - study 60 minutes – Social projects around me 30 minutes – Presentation and discussion of the social project model in the form of a mini - lecture led by the facilitator 105 minutes – Mini social project 30 minutes – Presentation and discussion of the principles for formulating the project aim and operational aims in the form of a mini - lecture led by the facilitator
tips for facilitators	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 environment (home, school, university, student organization). Participants should take away practical knowledge and tools from the meeting, which will serve them during activity 4. It is advisable to prepare additional materials for them, e.g. a social project model (like a business model canvas), a time management scheme, a task division scheme for the group. The facilitator is free to choose which tools he introduces to the participants. It is important to emphasize the social benefit of the project and to inspire the participants to look for social problems and issues in their environment related to zero waste. 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..

## Scenario for Exercise: Workshop on Management the Social Projects

### Welcome to the participants and present the objective and the programme of activity

<b>TIME</b>	00:10 h
<b>OBJECTIVES:</b>	Participant knows the objective of the workshop. Participant understands the programme of the workshop
<b>RESULTS:</b>	Participants will understand the goal and programme of the workshop. Increased engagement and awareness of the participants regarding the workshop topic.
<b>MATERIALS:</b>	Presentation of the workshop programme. Schedule for the participants hung on the wall/flipchart in visible for all participant place

<b>INSTRUCTIONS:</b>	<ol style="list-style-type: none"> <li>1. Welcome the participants.</li> <li>2. Introduce yourself and briefly describe your professional experience and competencies that qualify you to conduct the workshop</li> <li>3. Present the workshop objective: „The objective of this workshop is to teach participants about managing social projects.”</li> <li>4. Present the schedule on a board or in a presentation.</li> </ol>
<b>DEBRIEFING AND EVALUATION:</b>	<p>Ask participants if they understand the workshop’s objective and programme.</p> <p>Ensure that participants feel comfortable with what they will learn and achieve during the workshop.</p> <p>Encourage participants to independently determine what their goal for the workshop is; encourage them to share it with the group.</p>
<b>TIPS FOR FACILITATORS:</b>	<p>Be friendly and open.</p> <p>Present your experience and competencies in creating social projects. This will help the group better receive and engage with the workshop</p> <p>Ensure all participants understand the programme and objective of the workshop.</p>
<b>ONLINE FORM:</b>	<p>Prepare an online presentation of the workshop programme to display on a screen. Conduct the workshop using an online communication platform.</p>

***Introduce the topic of the management of the social projects by using mini case – study***

<b>TIME</b>	00:20 h
<b>OBJECTIVES:</b>	<p>Welcoming the participants.</p> <p>Presenting the objective and programme of the workshop.</p>
<b>RESULTS:</b>	<p>Participant knows what the social projects are.</p> <p>Participant is able to point examples of local social project about zero waste.</p>
<b>MATERIALS:</b>	<p>A mini case study of a social project.</p> <p>Presentation or handout materials.</p>
<b>INSTRUCTIONS:</b>	<ol style="list-style-type: none"> <li>1. Introduce the topic of social project management.</li> <li>2. Discuss the mini case study: describe the problem, objective, actions, and results of the project.</li> <li>3. Discussion and questions session.</li> </ol>
<b>DEBRIEFING AND EVALUATION:</b>	<p>Ask participants to summarise the key principles of social project management they learned.</p> <p>Encourage participants to reflect on the importance of the case study and how it applies to their own experiences.</p>
<b>TIPS FOR FACILITATORS:</b>	<p>Choose interesting and diverse case studies to engage participants. They should come from the participants’ surroundings – familiar local activities or large supra-local activities.</p> <p>Be prepared for questions and possible discussions.</p>
<b>ONLINE FORM:</b>	<p>Share the case study as a PDF or online presentation. Conduct the workshop using an online communication platform.</p>

### ***Social projects around me***

<b>TIME:</b>	1 h
<b>OBJECTIVES:</b>	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
<b>RESULTS:</b>	Participants will identify local social problems and propose solutions. Participants will be able to evaluate the social value of projects.
<b>MATERIALS:</b>	Descriptions of local social initiatives. Forms for answering questions.
<b>INSTRUCTIONS:</b>	<ol style="list-style-type: none"> <li>1. Divide participants into pairs.</li> <li>2. Distribute descriptions of local social initiatives.</li> <li>3. Ask pairs to answer the following questions: <ul style="list-style-type: none"> <li>◦ What social problem does the project address?</li> <li>◦ How does it solve this problem?</li> <li>◦ What values does the project generate?</li> <li>◦ Who is the target beneficiary of this project?</li> </ul> </li> <li>4. Pairs present their answers to the group.</li> <li>5. Facilitate a short moderated discussion summarising the diversity of initiatives and the social values they generate.</li> </ol>
<b>DEBRIEFING AND EVALUATION:</b>	Ask the participants to choose one main social value, which they believe is generated by the project they are discussing. Write down all mentioned values in a place visible to the group as a summary of this part
<b>TIPS FOR FACILITATORS:</b>	Ensure the descriptions of initiatives are diverse, interesting and understandable by the group Moderate the discussion so that all participants have the opportunity to speak. Share materials online to fulfill zero waste aims.
<b>ONLINE FORM:</b>	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***

<b>TIME:</b>	(0:30 h)
<b>OBJECTIVES:</b>	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
<b>RESULTS:</b>	Participants will understand the structure of a social project. Participants will be able to apply the model in practice.
<b>MATERIALS:</b>	Descriptions of local social initiatives. Forms for answering questions.



<b>INSTRUCTIONS:</b>	<ol style="list-style-type: none"> <li>1. Present the social project model (see annex X)</li> <li>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 reach the target group</li> <li>3. Encourage participants to ask questions and discuss.</li> </ol>
<b>DEBRIEFING AND EVALUATION:</b>	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 remembered.
<b>TIPS FOR FACILITATORS:</b>	<p>Prepare visual aids to support the discussion of the model.</p> <p>Be open to extend this point and adjust the language and pace of information delivery to the group's level.</p> <p>After the lecture, suggest a short break to the participants</p>
<b>ONLINE FORM:</b>	Share the model as a PDF or online presentation. Conduct the workshop using an online communication platform.

### *Mini social project*

<b>TIME:</b>	1:45 h
<b>OBJECTIVES:</b>	<p>Participant can identify social problems.</p> <p>Participant can indicate groups of people affected by social problems.</p> <p>Participant understands the importance of researching the needs of social project beneficiaries.</p> <p>Participant can generate solutions for social problems.</p> <p>Participant can evaluate the social value of proposed solutions.</p> <p>Participant understands the differences between the problem, solution, and values in a social project.</p> <p>Participants are able to present and defend their opinion in a public forum</p>
<b>RESULTS:</b>	<p>Participants will identify social problems, propose solutions and identify project beneficiaries.</p> <p>Participants will appreciate the value of collaboration in social projects.</p> <p>Participants will understand the differences between problem, solution, and values in a social project.</p>
<b>MATERIALS:</b>	<p>Forms for listing problems and solutions.</p> <p>Board or flipchart.</p> <p>Markers, notebooks..</p>
<b>INSTRUCTIONS:</b>	<p><b>Part 1 (00:45 h)</b></p> <ol style="list-style-type: none"> <li>1. Divide participants into groups of 3–5 people.</li> <li>2. Ask groups to list as many social problems as they can see.</li> <li>3. Brainstorming is recommended.</li> <li>4. Each group then chooses the social problem closest to them.</li> <li>5. Ask groups to identify the groups of people affected by this problem.</li> <li>6. Participants share their ideas with the other groups.</li> <li>7. Facilitate a moderated discussion evaluating each group's ideas.</li> <li>8. Conclude this part by highlighting the importance of researching the needs of social project beneficiaries.</li> </ol> <p><b>Short break (00:15 h)</b></p>

	<p><b>Part 2 (00:45 h)</b></p> <ol style="list-style-type: none"> <li>1. Groups exchange projects with each other.</li> <li>2. Ask groups to list as many visible solutions as possible for the described problem, responding to the needs of the defined group.</li> <li>3. Brainstorming is recommended.</li> <li>4. Each group chooses three solutions to present to all participants.</li> <li>5. Participants discuss these proposals in a guided discussion.</li> <li>6. Hand over task cards to the group members from the first part of the exercise.</li> <li>7. They write down the social values that the three solutions will generate.</li> <li>8. Present their ideas to the group.</li> <li>9. Conclude by highlighting the differences between problem, solution, and values in a social project.</li> </ol>
<b>DEBRIEFING AND EVALUATION:</b>	<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 within the context of a social project.</p>
<b>TIPS FOR FACILITATORS:</b>	<p>Ensure groups are diverse and communicate well. Encourage creativity and diversity in approaches to social problems. In need, share your own experience. Share materials online to fulfill zero waste aims.</p>
<b>ONLINE FORM:</b>	<p>Provide forms for listing problems and solutions online and online collaborative tools. Conduct the workshop using an online communication platform.</p>

***Presentation and discussion of the principles for formulating the project aim and operational aims in the form of a mini - lecture led by the facilitator***

<b>TIME:</b>	00:30 h
<b>OBJECTIVES:</b>	<p>Participant knows the principles of formulating project objectives according to the SMART criteria. Participant understands the differences between the main objective and operational objectives.</p>
<b>RESULTS:</b>	<p>Participants will be able to formulate project objectives according to SMART criteria. Participants will understand the differences between the main objective and operational objectives.</p>
<b>MATERIALS:</b>	<p>Multimedia presentation. Examples of well-formulated social project objectives.</p>
<b>INSTRUCTIONS:</b>	<ol style="list-style-type: none"> <li>1. Present the principles of formulating project objectives (SMART: Specific, Measurable, Achievable, Relevant, Time-bound).</li> <li>2. Discuss the differences between the main objective and operational objectives.</li> <li>3. Present examples of well-formulated objectives.</li> </ol>
<b>DEBRIEFING AND EVALUATION:</b>	<p>Ask participants to explain the SMART criteria. Discuss the differences between the main objective and operational objectives. Encourage participants to share examples of well-formulated objectives.</p>

<b>TIPS FOR FACILITATORS:</b>	Prepare practical examples to facilitate understanding of SMART principles. Be open to questions and discussion. Base it on your own experience
<b>ONLINE FORM:</b>	Share the presentation and examples as a PDF or online. Conduct the workshop using an online communication platform.

### ***Aims setting***

<b>TIME:</b>	1 h
<b>OBJECTIVES:</b>	Participant can formulate main and operational objectives for social projects according to the SMART criteria. Participant understands the logic of project work and the principles of prioritising actions. Participant can map activities to operational objectives.
<b>RESULTS:</b>	Participants will formulate main and operational objectives for selected social problems. Participants will understand the logic of project work and the principles of prioritising actions.
<b>MATERIALS:</b>	Forms for writing objectives. Board or flipchart. Markers, notebooks. Pre-prepared sets of tasks occurring in social projects (written on cards or sticky notes).
<b>INSTRUCTIONS:</b>	<ol style="list-style-type: none"> <li>1. Divide participants into groups as in exercise 2.</li> <li>2. Ask each group to formulate a main objective and operational objectives for the selected problems.</li> <li>3. Each group presents their objectives to the forum.</li> <li>4. Facilitate a discussion to check if the objectives meet the SMART criteria.</li> <li>5. Groups work on mapping various activities to operational objectives.</li> <li>6. Present the logic of project work to the participants and ask for their evaluation.</li> <li>7. Help groups arrange tasks in the correct order.</li> <li>8. Use pre-prepared sets of tasks, cards, or notes to facilitate group work.</li> <li>9. Summarise the exercise by emphasising the need to apply SMART principles.</li> </ol>
<b>DEBRIEFING AND EVALUATION:</b>	Ask participants to present the main and operational objectives they formulated. Discuss the logic of project work and the prioritisation of actions. Reflect on the mapping of activities to operational objectives and ensure they align with SMART criteria.
<b>TIPS FOR FACILITATORS:</b>	Ensure the objectives are realistic and meet SMART criteria. 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 scenario Encourage groups to collaborate and share ideas.
<b>ONLINE FORM:</b>	Provide forms and tools for mapping activities online. Conduct the workshop using an online communication platform.

### Conclusion and summary of activity

<b>TIME:</b>	1 h
<b>OBJECTIVES:</b>	Participant knows the most important information discussed during the workshop. Participant understands the importance of planning in social projects. Participant is willing to continue working on social projects.
<b>RESULTS:</b>	Participants will have clarity on the key concepts discussed during the workshop. Participants will be motivated to continue working on social projects.
<b>MATERIALS:</b>	Summary presentation. Notes and materials from the workshop.
<b>INSTRUCTIONS:</b>	<ol style="list-style-type: none"> <li>1. Divide participants into pairs.</li> <li>2. Distribute descriptions of local social initiatives.</li> <li>3. Ask pairs to answer the following questions: <ul style="list-style-type: none"> <li>◦ What social problem does the project address?</li> <li>◦ How does it solve this problem?</li> <li>◦ What values does the project generate?</li> <li>◦ Who is the target beneficiary of this project?</li> </ul> </li> <li>4. Pairs present their answers to the group.</li> <li>5. Facilitate a short moderated discussion summarising the diversity of initiatives and the social values they generate.</li> </ol>
<b>DEBRIEFING AND EVALUATION:</b>	Ask participants to summarise 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 on meeting the workshop objectives and their individual goals set at the beginning
<b>TIPS FOR FACILITATORS:</b>	Be available and open to participants' questions. Ensure all key topics are well summarised. Use your own experience to provide additional insights and practical advice.
<b>ONLINE FORM:</b>	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 projects

<b>TIME:</b>	1:10 h
<b>OBJECTIVES:</b>	Participant knows how to effectively divide tasks within a group. Participant understands the principles of time management in the context of social projects. Participant is able to implement task division and time management strategies in their projects.
<b>RESULTS:</b>	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.

<b>MATERIALS:</b>	Task division scheme examples. Time management techniques handout. Multimedia presentation.
<b>INSTRUCTIONS:</b>	<p><b>Introduction (0:10 h)</b></p> <ul style="list-style-type: none"> <li>• Introduce the topic of task division and time management in social projects.</li> <li>• Explain the importance of these skills for the successful execution of social projects.</li> </ul> <p><b>Presentation (0:20 h)</b></p> <ul style="list-style-type: none"> <li>• Present different schemes for dividing tasks within a group.</li> <li>• Discuss the advantages and disadvantages of each scheme.</li> <li>• Present time management techniques relevant to social projects.</li> <li>• Provide examples and practical tips on how to manage time effectively.</li> </ul> <p><b>Group Work (0:20 h)</b></p> <ul style="list-style-type: none"> <li>• Divide participants into groups of 3-4 people.</li> <li>• Ask each group to discuss and develop their own task division scheme for a hypothetical social project.</li> <li>• Have each group also create a basic time management plan to accompany their task division scheme.</li> <li>• Encourage groups to think about potential challenges and how they might overcome them.</li> </ul> <p><b>Discussion (0:20 h)</b></p> <ul style="list-style-type: none"> <li>• Each group presents their task division scheme and time management plan to the larger group.</li> <li>• Facilitate a discussion on the presented schemes and plans, highlighting best practices and innovative ideas.</li> <li>• Discuss how these strategies can be applied to real-life social projects.</li> </ul>
<b>DEBRIEFING AND EVALUATION:</b>	Ask participants to summarise the key points they learned about task division and time management. Discuss how they plan to apply these strategies in their own social projects. Reflect on the importance of effective group processes and time management for project success.
<b>TIPS FOR FACILITATORS:</b>	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..
<b>ONLINE FORM:</b>	Provide an online version of the task division scheme and time management handouts. Offer an online platform for participants to share their experiences and strategies post-workshop. Conduct the workshop using an online communication platform.

## 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.

<b>title of the activity</b>	<b>Less is more. Design a zero waste solution for your community.</b>
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
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

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
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	Computers/laptops, flipchart/blackboard, markers, crayons, stick notes
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	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)

## tips for facilitators

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.



# **Module 3**

## **Energy**

## ENERGY

The module is devoted to energy issue and the impact of human energy use habits on the condition of the environment. In the course of it, participants will learn what the energy sources are, what energy efficiency is, and what impact the everyday behavior of energy users has on energy consumption. Using an inquiry-based learning method, the module will allow learners to formulate critical conclusions towards the way their environment works. Through a workshop on the impact of social media and the way we communicate online on changing consumer habits, participants will be equipped with the necessary knowledge to create their own media content, urging their peers to pay attention to the way they use energy in their daily lives. This project allow the strengthening of social competences: skills and understandings in communication, ability to design and implement interventions, empathizing, leadership, and collaboration.

title of the module	The energy for change.
thematic area	<p>The content area of this module is related to the following SDG goals:</p> <p>SDG 7: Ensure access to affordable, reliable, sustainable and modern energy for all</p> <p>SDG 11: Make cities inclusive, safe, resilient and sustainable</p> <p>SDG 13: Take urgent action to combat climate change and its impacts and also indirectly:</p> <p>SDG 9: Build resilient infrastructure, promote sustainable industrialization and foster innovation</p>
learning goals	<p>To make students aware of way of the importance of energy and energy use habits for environmental protection and the development of a sustainable society.</p> <p>the student will know what energy sources are, what energy efficiency is, and what impact the everyday behavior of energy users has on energy consumption</p> <p>the student will acquire design their own social media campaigns aimed at changing energy consumption habits</p> <p>the student will develop the competences of analysing his/her environment, normative evaluation of solutions existing in it, problem solving, communication and teamwork</p>
key competencies	Systems thinking competence, strategic action competence, interpersonal competence, partly normative competence
duration	<p>Total duration: 3 months (12 weeks)</p> <p>Proposed schedule:</p> <p>2 mini-lectures meetings (1st and 2nd week)</p> <p>2 masterclasses with employees (3rd and 4th week)</p> <p>1 workshop (week 5)</p> <p>Project (weeks: 6-12)</p>
number of participants	20

prerequisites	The module is designed for high school and university students. No knowledge of sustainability issues is necessary. The fluency in 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 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>Gillingham, K., Newell, R. G., &amp; 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., &amp; 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 &amp; 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 form that should be carried out at the beginning of the module. Its aim is to provide participants with a basic knowledge of the energy sources and use. The lectures also aim to stimulate reflection on the importance of consumer habits in human electricity use.

title of the activity	Powering the World: understanding energy and its impact
ARD area	Energy
ARD module	The energy for change
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 learn about the meaning of energy, energy resources and energy efficiency.
knowledge	Participant knows: what is energy and its sources what is energy efficiency and what are its manifestations.
skills	Participant can: list and define energy sources critically identify the ways of inefficient use of electricity in a daily live
competences	Participant is able to: respect different perspectives in the view of the same problem. construct independent normative judgements.
duration	2 meetings, 2-3 hours each one
number of participants	20 person
prerequisites	No prerequisites
required materials	Computers/laptops, flipchart/blackboard

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 as well as short quiz after each lecture.
detailed activity plan	<p>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> <p>lecture topics:  First meeting  The force that moves everything: exploring the basics of energy used for daily activities and its forms  Second meeting  Energy efficiency: saving power and the planet</p>
tips for facilitators	<p>The issues introduced by the lecture are well known from the practice of everyday life, but their origin and significance may be unconscious. The use of examples, related to the participants' daily activities, is recommended. The lecture is of great importance in this module, playing the role of ordering existing knowledge and inspiring further activities. Creating a safe and welcoming environment where participants feel comfortable asking questions and taking a part in discussions is highly needed. This promotes active learning and deeper understanding.</p>

## MASTERCLASSES WITH EMPLOYEES

The masterclass is a form that should be carried out after the master lectures have already been conducted, so when the participants will have a basic knowledge of the energy sources and 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.

<b>title of the activity</b>	<b>Entrepreneurship in the energy sector: empowering the next generation</b>
ARD area	Energy
ARD module	The energy for change.
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 perspective of perspective of energy sector entrepreneurs about upcoming trends in using energy.
knowledge	Participant knows what the entrepreneurs' perspective is on: the specifics of the energy sector expected trends of energy users the role and importance of eco-innovation in the energy sector possible actions carried out by the energy sector to promote sustainability
skills	Participant can: critically interpret the contribute to the implementation of sustainability in the energy sector identify energy user trends and understand their significance for the energy sector and the environment
competences	Participant is able to: include and respect different perspectives in the view of the same problem. construct independent normative judgements. participate in discussions and communicate their opinions
duration	2 meetings, 2-3 hours each one
number of participants	1 group of 20 students

prerequisites	Participant has participated in mini-lectures, has basic knowledge energy sources and consumer trends.
required materials	Computers/laptops, flipchart/blackboard
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	<p>Introduction to master-class provided by moderator (0,5h).  Presentation of employee perspective (0,5 h).  Debate moderate by moderator (1-2 h).  Master-classes topics:  First meeting –Our actions matter. The importance of the energy sector’s role in the economy.  Second meeting - The future of energy: what will change in user behaviour?</p>
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 a part in discussions is highly needed. This promotes active learning and deeper understanding.

## WORKSHOP ON CREATING SOCIAL IMPACT CONTENT IN SOCIAL MEDIA

The workshop is a form that should be carried out after the first activities (master lectures and masterclasses with business representatives) have already been conducted, so when the students will have a basic knowledge about energy sources, energy sector and energy consumer behaviors. Students should approach the workshop with the conviction that they need to change their own attitudes and notice the impact of an individual's behaviour on the lifestyles of society as a whole. This particular activity will give participants the needed knowledge about creating social impact content in social media.

<b>title of the activity</b>	<b>Power online. Creating social impact content in social media.</b>
ARD area	Energy
ARD module	The energy for change.
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 of creating the social impact content in social media.
knowledge	Participant knows: how to create content in social media what are the rules of design social marketing what are the trends in social media, which can be used in the 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 together as a group to implement the 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, energy sector and energy consumer behaviors
required materials	Computers/laptops, flipchart/blackboard, markers, crayons, stick notes
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 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 part of the delivery of this workshop, a key element is to draw participants' attention to the fact that it serves to deliver the following elements of the module By focusing their attention and engagement in 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.

## Scenario for Exercise Social Media Training

### The role and importance of social media – mini lecture

<b>TIME:</b>	30 minutes
<b>OBJECTIVES:</b>	To understand the influence of social media on modern communication, behavior, 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.
<b>RESULTS:</b>	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.
<b>MATERIALS:</b>	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.

<b>INSTRUCTIONS:</b>	<p><b>Introduction (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Welcome participants and introduce the topic.</li> <li>• 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?“).</li> </ul> <p><b>Mini Lecture (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Discuss the evolution of social media and its growing influence on various aspects of life, including communication, marketing, politics, and personal habits.</li> <li>• Explain key benefits of social media (e.g., connectivity, access to information, community building).</li> <li>• Highlight challenges, such as misinformation, addiction, and privacy concerns.</li> <li>• Use real-world examples or case studies to illustrate these points.</li> </ul> <p><b>Q&amp;A and Reflection (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Open the floor to questions and invite participants to share their own experiences with social media.</li> <li>• Encourage participants to reflect on both the value and the challenges they associate with their use of social media</li> </ul>
<b>DEBRIEFING AND EVALUATION:</b>	<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.  Optionally, conduct a quick feedback exercise using a poll or chat function.</p>
<b>TIPS FOR FACILITATORS:</b>	<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>
<b>ONLINE FORM:</b>	<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

<b>TIME:</b>	60 minutes
<b>OBJECTIVES:</b>	<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>
<b>RESULTS:</b>	<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><b>MATERIALS:</b></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><b>INSTRUCTIONS:</b></p>	<p><b>Introduction (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Start with a question: „What makes a social media post or campaign stand out to you?“</li> <li>• Briefly outline the session agenda and emphasize the strategic role of creative content.</li> </ul> <p><b>What is Creative Content? (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Define creative content as the combination of message, design, and strategy that captures audience attention and drives action.</li> <li>• Highlight the key elements: <ul style="list-style-type: none"> <li>◦ Message: Clear, engaging, and tailored to the target audience.</li> <li>◦ Communication Channels: Selecting platforms based on audience behavior and campaign goals.</li> <li>◦ Tools: Using content creation platforms (e.g., Canva, Adobe Suite) and analytics tools to optimize performance.</li> </ul> </li> </ul> <p><b>Marketing Funnels (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Explain the stages of a marketing funnel and how it relates to creative content: <ul style="list-style-type: none"> <li>◦ Awareness: Create content that grabs attention (e.g., videos, infographics).</li> <li>◦ Interest: Offer value through educational or entertaining posts (e.g., blog links, how-tos).</li> <li>◦ Decision: Use persuasive messaging (e.g., testimonials, special offers).</li> <li>◦ Action: Clear calls to action (e.g., „Sign up,” „Buy now“).</li> </ul> </li> <li>• Show examples of content tailored for each stage of the funnel.</li> </ul> <p><b>Remarketing (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Define remarketing as targeting people who have previously interacted with your content or website.</li> <li>• Explain key strategies: <ul style="list-style-type: none"> <li>◦ Using cookies and tracking pixels to retarget users.</li> <li>◦ Crafting personalized ads based on past behavior (e.g., abandoned carts, page visits).</li> </ul> </li> <li>• Leveraging email campaigns and retargeted social media ads.</li> <li>• Provide real-world examples of remarketing in action.</li> </ul> <p><b>Discussion and Reflection (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Open the floor for participants to share their experiences with creative content, marketing funnels, or remarketing.</li> <li>• Discuss challenges they face in creating engaging content or converting audiences.</li> <li>• Encourage participants to brainstorm how they can incorporate these strategies into their own campaigns.</li> </ul>
<p><b>DEBRIEFING AND EVALUATION:</b></p>	<p>Summarize the session, emphasizing the interconnectedness of 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>

<b>TIPS FOR FACILITATORS:</b>	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.
<b>ONLINE FORM:</b>	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***

<b>TIME:</b>	60 minutes
<b>OBJECTIVES:</b>	To explore how cultural values, norms, and context influence content creation for social media. To develop participants' awareness of cultural sensitivity and diversity in messaging. To encourage critical thinking about the impact of cultural conditioning on audience perception and engagement.
<b>RESULTS:</b>	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.
<b>MATERIALS:</b>	Examples of culturally diverse content (both effective and problematic). Discussion prompts or case studies to guide 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.
<b>INSTRUCTIONS:</b>	<p><b>Introduction (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Begin with a short explanation of cultural conditioning and its impact on content creation.</li> <li>• Share an example of a social media campaign that succeeded or failed due to cultural factors.</li> <li>• Present a brief overview of cultural frameworks (e.g., high- vs. low-context communication, individualism vs. collectivism).</li> </ul> <p><b>Discussion Setup (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Divide participants into smaller groups (if online, use breakout rooms).</li> <li>• 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?“).</li> </ul> <p><b>Group Discussion (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Each group discusses the provided prompt or analyzes a case study, focusing on cultural factors that influence content creation.</li> <li>• Encourage participants to share personal experiences or insights related to cultural differences in communication.</li> </ul> <p><b>Group Presentations and Collective Discussion (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Each group presents their findings or conclusions to the larger group.</li> <li>• Facilitate a collective discussion, highlighting similarities and differences in perspectives.</li> <li>• Summarize key insights and practical takeaways from the session.</li> </ul>

<b>DEBRIEFING AND EVALUATION:</b>	<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 participants' understanding and engagement.</p>
<b>TIPS FOR FACILITATORS:</b>	<p>Choose examples and prompts relevant to the participants' cultural backgrounds and professional contexts.</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>
<b>ONLINE FORM:</b>	<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***

<b>TIME:</b>	180 minutes
<b>OBJECTIVES:</b>	<p>To apply design thinking principles to create engaging and impactful social media content.</p> <p>To encourage collaboration and creativity in developing tailored content for specific audiences.</p> <p>To provide hands-on experience in brainstorming, prototyping, and refining social media campaigns.</p>
<b>RESULTS:</b>	<p>Participants generate actionable content ideas for social media platforms tailored to a specific target audience.</p> <p>Teams produce prototypes of social media posts or campaigns, incorporating feedback and iteration.</p> <p>Participants understand the iterative nature of the design thinking process and its application to content creation.</p>
<b>MATERIALS:</b>	<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 behaviors.
  - 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, colors).
  - 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,
- 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><b>DEBRIEFING AND EVALUATION:</b></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><b>TIPS FOR FACILITATORS:</b></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><b>ONLINE FORM:</b></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 the others from this module (mini-lectures, masterclasses, individual work, workshops on social media content creation). It is particularly important to have the 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 a power on others!.
ARD area	Energy
ARD module	The energy for change.
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 aim is to develop an understanding of possible changes in behavioral habits affecting the consumption of energy, and to shape attitudes to influence the behavior of people around us. This activity will result in the creation of a social media campaign module by the groups involved.
knowledge	Participant knows: examples of everyday attitudes and behaviours that support the reduction of material consumption and energy use barriers and constraints to influencing one's environment in order to build sustainable attitudes in it
skills	Participant can: create a mini social media campaign use modern social media tools plan and manage implementation risks adapt content to cultural needs
competences	Participant is able to: work together as a group to implement the social media campaign activity, share tasks, manage the content publishing process, manage implementation risks take the initiative to create content online communicate effectively in intercultural contexts



duration	4 weeks (40 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. Knows the tools of influencing the human behavior.
required materials	computers/laptops, mobile phones with internet access and audiovisual equipment (camera and microphone on the phone),
teaching methods recommended	group work (project-based learning), problem-based learning
methods for learning outcomes verification	Learning outcomes will be verified by posting content according to timetable proposed by the project group.
detailed activity plan	At each stage of their work, groups have access to a mentor with whom they can consult on their progress 1. the group establishes the objective of the social campaign, selects the target group, chooses the 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. present social campaign (1 meeting, 5th week) 5. evaluate 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 themselves. 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.

**Module 4**  
**Sustainable Living: Food**  
**Recycling Program**

## SUSTAINABLE LIVING: FOOD RECYCLING PROGRAM

This program 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, expanding their horizons to understand global perspectives on circular economy initiatives and sustainable food systems. They 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 to become change agents, promoting sustainability and circularity within their communities and beyond. The first “Circular Economy and Sustainable Practices”, is an introductory activity that explores the principles of circular economy and sustainable practices. Participants develop a global perspective on sustainability and learn to apply these principles in their local contexts. With the second activity “Global Perspectives on Circular Economy and Sustainable Food Practices” this activity takes a global view of circular economy initiatives and sustainable food practices. It delves into international policies, cultural influences, and the adaptation of global innovations to foster sustainable food systems. The “Innovations and Practical Implementation of Circular Economy in Local Communities” are in the third activity, where the Participants learn to adapt global insights to local contexts, exploring innovative strategies and practical implementation methods. This Activity equips them to become change agents in their communities. The activity four on “Food Waste Impact and Practical Solutions” focusing on food waste, this activity examines its global impact and provides practical solutions. Participants learn to minimize waste in the food supply chain, fostering a commitment to sustainable food practices. Participants develop skills to implement sustainable food recycling practices at both individual and community levels. Together, these activities provide a comprehensive journey from global insights to local action, empowering participants to drive sustainability and circular practices within their communities.

title of the module	Sustainable Living: Food Recycling Program
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 know the core principles and concepts of sustainability, environmental stewardship, and 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 to actively contribute to addressing environmental issues and promoting sustainability in their communities and beyond.

key competencies	Systems thinking competency, normative competence, strategic action competence, interpersonal competence, diversity and interdisciplinarity 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 Circular Economy and Sustainable Food Practices (weeks: 2nd – 5th) 3rd part Food Waste Impact (weeks: 6th – 11th) 4th part Practical Food Recycling Program (weeks: 7th – 12th) 5th part Innovations and Practical Implementation of Circular Economy in Local Communities (weeks: 7th–12th)
number of participants	20
prerequisites	The module is designed for undergraduate and graduated students, youth workers, community leaders, and educators. No knowledge of sustainability issues is necessary. Initial community activists, school or student government 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	Please correct this 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

## Circular Economy and Sustainable Practices

This module delves into the concept of circular economy and its relevance to sustainable food practices. Participants will explore the principles of circularity, with a focus on waste reduction, promotion of recycling, and the creation of closed-loop systems. The goal of the module is to instill a holistic understanding of how circular economy principles can be applied to food systems, contributing to a more sustainable management of food resources.

title of the activity	Circular Economy and Sustainable Practices
ARD area	Food recycling program
ARD module	Sustainable Living: Food Recycling Program
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.
knowledge	Participant knows: Foundational Principles of Circular Economy Closed-Loop Systems in Food Production Upcycling of Food Waste Food security
skills	Participants can understand sustainability understand the fundamentals of food waste
competences	The participants are able to explain the basics of circular economy and understand the issues regarding the food waste
duration	5 weeks x approx. 4 h of work each week
number of participants	20 participants
prerequisites	no prerequisites
required materials	Computers/laptops, flipchart
teaching methods recommended	group discussion, hands-on activities, peer tutoring
methods for learning outcomes verification	Learning outcomes will be verified based on practical tasks performed at the end of the module.

detailed activity plan

Overview of circular economy principles and importance in the context of food systems 1 h  
Workshop – Understanding Closed-Loop Systems 1h  
Case Study Analysis 1h”  
Sustainable Packaging Seminar 1h  
Guest speaker 1h  
Workshop 1h”  
Hands-On Upcycling Project 2h  
Guest Speaker (Session NoPla Store) 1h”  
Group activity exploring the impact of circular practices on food security 1h 30min  
Movie time: implementing circular practices and addressing food security 1h”  
Reflection module 1  
Quiz”

## GLOBAL PERSPECTIVES ON CIRCULAR ECONOMY AND SUSTAINABLE FOOD PRACTICES

This module brings participants' understanding of 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 analyze, compare, and apply 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.

<b>title of the activity</b>	
ARD area	Food recycling
ARD module	Food Recycling Program
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: Closed-Loop Systems in Food Production Upcycling of Food Waste Food security Food awareness policy and advocacy
skills	Participants will be able understand and address problems related to food waste, food safety and food packaging Advocacy of rising issues regarding food waste
competences	Participants can analytic and research skills understand good practices and advocacy
duration	5 weeks x approx. 4 h of work each week
number of participants	20
prerequisites	no prerequisites
required materials	
teaching methods recommended	demonstration, hands-on on workshop, field visit, guest expert, case - study
methods for learning outcomes 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 circular economy and sustainable food practices with guest speaker @parlasostenibile 2h  
Case study 2h  
Interactive session exploring the dynamics of global food supply chains in the context of circular practices 2h  
Online research on global innovations and best practices, followed by group presentations 3h  
Reflection module 2  
Quiz”



## FOOD WASTE IMPACT

In this module, 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 deep understanding of the food waste problem and the motivation to address it.

title of the activity	
ARD area	Food recycling program
ARD module	Sustainable Living: Solar Energy and Food Recycling Program
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, at the same time ability to critically think and reflect on anti-food waste practices.
knowledge	Participant knows: Food waste impact food recovery strategies consumer behavior and assuming personal responsibility
skills	Participants can: Raise awareness Reflect on their behavior and improve their behavior toward food waste Personal commitment
competences	Participants are able identify food waste identify causes engage sustainable practices advocate for awareness
duration	5 weeks x approx. 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 outcomes verification	Learning outcomes will be verified based on practical tasks performed at the end of the module.
detailed activity plan	<p>Food waste diary 1h</p> <p>Food facts quiz 1h</p> <p>“Wasted! The Story of Food Waste”- watching a documentary 2h</p> <p>Group Discussion: Causes and Consequences 1h</p> <p>Case Study Analysis 3h</p> <p>Quest speaker 2h</p> <p>Interactive workshop: meal planning 2h</p> <p>Local community food waste problems (ongoing from starting of the module)</p> <p>Group Project: Food Waste Awareness Campaign 1 week</p> <p>Reflection Journals 1 h</p>

## PRACTICAL FOOD RECYCLING SOLUTION

"Practical Food Recycling Solutions," is 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	
ARD area	Food recycling program
ARD module	Sustainable Living: Solar Energy and Food Recycling Program
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, analyze it, and communicate it. Problem-solving and advocating anti-food waste strategies.
knowledge	Participant knows: Food waste impact food recovery strategies consumer behavior and assuming personal responsibility
skills	Participants can: Raise awareness Reflect on their behavior and improve their behavior toward food waste Personal commitment problem-solving improve their living on responsible way
competences	Participants are able identify food waste identify causes engage sustainable practices find solution advocate for awareness
duration	5 weeks x approx. 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 outcomes verification	Learning outcomes will be verified based on practical tasks performed at the end of the module.
detailed activity plan	<p>Composting Basics Workshop 2-3 h</p> <p>Food Scrap Collection and Sorting 2-3h</p> <p>Anaerobic Digestion and Bioenergy 1h</p> <p>Innovative Food Waste Recycling Technologies (sun drying food) - ongoing</p> <p>Field Visit to a Composting Facility or the company in charge in your local city to collect the waste</p> <p>Food Recovery and Redistribution 2 h</p> <p>Group Project: Composting and Recycling Initiative 2h</p> <p>Reflective journals 1h</p>

# **Module 5**

## **Sustainable Finance**

## SUSTAINABLE FINANCE

In this module, students will have the chance to see sustainable finance from a broad perspective. Participants who will learn the basic principles of digital and financial literacy will also learn 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 and its continuity are vital elements for this module as well as building awareness of the importance of financial decisions in sustainable attitudes. Thanks to the practical applications that will be developed within the framework of the module, the participating students will have the chance to experience the practical applications. It is desired and targeted that this situation will not only contribute to them in terms of university and youth years, but also shed light on their future lives.

title of the module	SUSTAINABLE FINANCE
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, enabling them to establish sustainable individual economic structures and contributing to their welfare
key competencies	Economic literacy knowledge, change leadership, vision modifying, rapid response decision, [choose the right one from here] <a href="https://docs.google.com/document/d/13yySzWlxIvyfDohVXyIRBpQIW7nPEUoO/">https://docs.google.com/document/d/13yySzWlxIvyfDohVXyIRBpQIW7nPEUoO/</a>

duration	<p>Total duration: 3 months (12 weeks)  Proposed schedule:  Project presentation-introduction (week 1st)  [if you are singling out project presentations as a separate exercise/task then we need a separate description file for this; suggestion: put in exercise 1].  [Activity 1: Masterclass/Exercises/training/individual work/master lecture/or any general name for a didactic FORM] (2nd Week)  [Activity 2: Masterclass/Exercises/training/individual work/master lecture/or any general name for a didactic FORM] (2nd Week)  [Activity 3: Masterclass/Exercises/training/individual work/master lecture/or any general name for a didactic FORM]] (3rd week)  WHO AM I? Financially Recognition (2nd Week)  How to Have a Personal Sustainable Economy? (2nd week)  Future Plans for Sustainable Economy (3rd week)  Financial Evaluation for sustainable Economy (4th week)  Master Class (How to create interactive case studies on sustainable universities?) (10th week)  Master Lecturer (University – sustainability competencies – labour market) (11th week)  Evaluation (week 12)  Project presentation (week 12)</p>
number of participants	20 (1 group)
prerequisites	The module is designed for the 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 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	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): <a href="https://doi.org/10.33203/mfy.711089">https://doi.org/10.33203/mfy.711089</a>

## WORKSHOP

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 course of hours, participants will dive into practical scenarios designed to cultivate a general understanding of financial literacy and enhance analytical skills through self-recognition by working in group and individually.

title of the activity	<b>WHO AM I? Financially Recognition</b>
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 understand the sustainable finance concept by understanding the financial terminologies like income, expenses, assets, liabilities, budgets, cash flow, profit, and loss and to analyse financial statement including the income statement, balance sheet, and cash flow statement and also participants will be able to focus on the taxonomy of the sustainable finance like climate change mitigation and adaptation, sustainable use and protection of water and marine resources, transition to a circular economy and other related areas.
knowledge	Participant knows: sustainable finance concept basic financial terminologies the meaning of sustainable finance the way of creating sustainable finance and EU finance policy
skills	Participant can: - demonstrate a solid understanding of fundamental financial concepts, - critically think about their personal budgets - set financial targets in line with the principle of sustainability
competences	Participant is able to: Analyze of complex systems of sustainable finance across different scales and domains of inquiry behave ethically and sustainability in daily finance live understanding the environment and the impact that human activities have on it recognise the difference & similarities between the peers' financial conditions create solution ideas upon daily financial statements understanding the social dimensions of sustainability
duration	180 min.



number of participants	15-20
prerequisites	no prerequisites
required materials	a4 sheets of paper, pens according to the number of participants. An audio equipment may be needed to support the 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.
methods for learning outcomes verification	Knowledge assessments can be done to evaluate 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 their ability to overcome the process.
detailed activity plan	Meeting (group work)- 15 min. Self Recognition Who am I? What do I have? (individual)- 30 min. What is my income and expenses and how is my budget? (individual)- 10 min. What is the problematic part in the budget? (individual) - 10 min. What can I do to overcome the process? (individual)- 10 min. What are the barriers? (group work) - 40 min. What can be done? (individual - group work) - 30 min. Will it work? How? (individual) - 15 min. Evaluation (individual - group work)- 20 min.
tips for facilitators	Since this activity is recognition-based, the facilitator should be ready for different triggering scenarios. Some may easily and some may not, which will sometimes be a barrier for the group's motivation.

### *Programme: WHO AM I? Financially Recognition*

- 15 minutes -Introduction and Motivation
- 45 minutes - Identifying My Financial Situation
- 80 minutes - Identifying Problems and Developing Solutions
- 40 minutes - Evaluation

## Meeting

<b>TIME:</b>	15 minutes
<b>OBJECTIVES:</b>	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 session.
<b>RESULTS:</b>	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.
<b>MATERIALS:</b>	None
<b>INSTRUCTIONS:</b>	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.
<b>DEBRIEFING AND EVALUATION:</b>	Ask participants how they felt during the introduction and icebreaker activity. Reflect on common expectations or motivations shared, highlighting connections among participants. Ensure everyone feels ready and engaged to proceed with the next part of the session.
<b>TIPS FOR FACILITATORS:</b>	Use a friendly and enthusiastic tone to set a positive atmosphere. Keep the icebreaker activity simple and inclusive to ensure all participants feel comfortable. Pay attention to participants who may seem hesitant and gently encourage them to engage.
<b>ONLINE FORM:</b>	

## Identifying My Financial Situation

<b>TIME:</b>	45 minutes
<b>OBJECTIVES:</b>	To help participants reflect on their personal financial situations by identifying their income, expenses, assets, and liabilities. To encourage self-awareness and understanding of their financial habits and patterns. To enable participants to analyze 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.
<b>RESULTS:</b>	Participants will have a clear understanding of their personal financial situation, including income, expenses, assets, and liabilities. They will identify patterns or challenges in their financial habits. Participants will feel more confident in assessing their financial position and recognizing areas for improvement.

<b>MATERIALS:</b>	A4 sheets of paper Pens or pencils for each participant
<b>INSTRUCTIONS:</b>	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"> <li>• What are your main income sources?</li> <li>• What are your fixed and variable expenses?</li> <li>• Do you have any debts or savings?</li> </ul> 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.
<b>DEBRIEFING AND EVALUATION:</b>	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.
<b>TIPS FOR FACILITATORS:</b>	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. Encourage honesty and personal reflection, reminding participants that this activity is for their own benefit and will not be shared without consent. Monitor the time to ensure participants have enough space for thoughtful reflection without feeling rushed.
<b>ONLINE FORM:</b>	

### ***Identifying Problems and Developing Solutions***

<b>TIME:</b>	80 minutes
<b>OBJECTIVES:</b>	To help participants identify specific financial challenges or problem areas in their budgets. To encourage critical thinking and collaborative problem-solving to develop practical solutions. To empower participants to create actionable plans for addressing their financial challenges effectively.
<b>RESULTS:</b>	Participants will pinpoint key problem areas in their financial plans. They will generate practical and creative solutions to overcome these challenges. Participants will leave with a clear, actionable strategy to implement in their personal financial management.
<b>MATERIALS:</b>	A4 sheets of paper Pens or pencils Flipchart or whiteboard (optional for group discussion)

<b>INSTRUCTIONS:</b>	<p><b>Identifying Problems (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask participants to review their personal financial overview from the previous session.</li> <li>• Encourage them to identify specific challenges or barriers in their budget (e.g., overspending, unexpected expenses, insufficient savings).</li> </ul> <p><b>Developing Solutions (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Facilitate individual brainstorming: Ask participants to think of possible ways to overcome their financial challenges.</li> <li>• Organize small group discussions (3-4 participants per group) to share and refine ideas collectively.</li> </ul> <p><b>Creating an Action Plan (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Have participants individually draft a short action plan, outlining steps they will take to resolve their identified issues.</li> <li>• Provide guiding questions: <ul style="list-style-type: none"> <li>◦ What changes can you make immediately?</li> <li>◦ What long-term adjustments are needed?</li> <li>◦ Who or what resources can support you?</li> </ul> </li> </ul> <p><b>Sharing and Feedback (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite volunteers to share their action plans with the group for feedback and encouragement.</li> </ul>
<b>DEBRIEFING AND EVALUATION:</b>	<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>
<b>TIPS FOR FACILITATORS:</b>	<p>Encourage open and constructive discussions, ensuring 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 each step is completed within the allotted time.</p>
<b>ONLINE FORM:</b>	

### Evaluation

<b>TIME:</b>	40 minutes
<b>OBJECTIVES:</b>	<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 consolidate their learning and identify next steps for their personal financial goals.</p>
<b>RESULTS:</b>	<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 leave with a clearer sense of their financial literacy development and areas for further improvement.</p>
<b>MATERIALS:</b>	<p>Feedback forms (optional, digital or printed)</p> <p>Pens or pencils</p> <p>Flipchart or whiteboard (optional, for group summaries)</p>

<p><b>INSTRUCTIONS:</b></p>	<p><b>Individual Reflection (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask participants to individually reflect on the session, using guiding questions: <ul style="list-style-type: none"> <li>◦ What was the most valuable insight or skill you gained?</li> <li>◦ What challenges did you face during the activities?</li> <li>◦ What will you do differently moving forward based on what you learned?</li> </ul> </li> </ul> <p><b>Group Discussion (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Facilitate a group discussion where participants can share their reflections.</li> <li>• Encourage participants to highlight key takeaways and suggestions for improvement.</li> </ul> <p><b>Feedback Collection (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute feedback forms or conduct a quick digital survey to gather participant opinions on the session’s content, delivery, and activities.</li> </ul> <p><b>Wrap-Up and Action Steps (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Summarize the main points discussed during the session.</li> <li>• Encourage participants to set a personal goal or next step based on their learning.</li> </ul>
<p><b>DEBRIEFING AND EVALUATION:</b></p>	<p>Reflect on the feedback provided by participants to assess the session’s impact.  Highlight common themes or suggestions shared during the discussion.  Use this input to refine future sessions or adapt activities as needed</p>
<p><b>TIPS FOR FACILITATORS:</b></p>	<p>Encourage honest and constructive feedback, emphasizing its importance for continuous improvement.  Be attentive to participants’ responses, showing appreciation for their contributions.  Keep the evaluation process engaging and positive, ending the session on an encouraging note.</p>
<p><b>ONLINE FORM:</b></p>	

## TRAINING

The "Exploring Sustainability and Sustainable Practices" 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 on 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.

<b>title of the activity</b>	<b>How to Have a Personal Sustainable Economy?</b>
ARD area	Sustainable Finance
ARD module	ME FOR GREEN, GREEN FOR ME!
key competencies	Systems thinking competence; normative competence, foresighted thinking - 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 to understanding sustainability and to identify and implement sustainable practices in various aspects of their lives and to construct sustainable business strategies.
knowledge	Participant knows: the meaning of 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 aspects
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. An audio equipment may be needed to support the concentration.
teaching methods recommended	Debate will be in follow since the participants will work in group 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	Meeting and Introduction (group work)– 15 min. Terminology Work (plenary)– 15 min. Field Study (group work) – 60 min. Evaluation of the study and self-sustainability process (group work) – 40 min How can I make my economy sustainable? (individual –group work)– 20 min. Evaluation (individual – groupwork)– 20 min.
tips for facilitators	Let them to discuss and collaborate; focus their own answers; Process may be on individual, peer and group work.

## Workshop Programme: WHO AM I? Financially Recognition

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)

### Introduction and Terminology Work (Plenary and Group Work)

<b>TIME:</b>	30 minutes (15 minutes for introductions, 15 minutes for terminology work)
<b>OBJECTIVES:</b>	Build rapport among participants and establish a collaborative environment. Provide a shared understanding of key terms related to sustainability. Set the stage for deeper exploration of sustainable personal economy practices.
<b>RESULTS:</b>	Participants feel connected and comfortable working together. A shared understanding of key sustainability-related terminology. Clear alignment on session goals and expected outcomes.
<b>MATERIALS:</b>	Flip chart and markers. A4 sheets of paper and pens (for participants to take notes or contribute ideas). Audio equipment (if required for plenary discussion).
<b>INSTRUCTIONS:</b>	<p><b>Introduction (15 minutes):</b></p> <ul style="list-style-type: none"> <li>• Start with a brief welcome and overview of the session’s objectives and agenda.</li> <li>• Conduct an icebreaker activity to engage participants (e.g., each participant shares one sustainable habit they currently practice).</li> <li>• Form groups of 2–3 participants for the next activity.</li> </ul> <p><b>Terminology Work (15 minutes):</b></p> <ul style="list-style-type: none"> <li>• Present a list of key terms related to sustainability (e.g., „sustainable economy,” „ethical sourcing,” „responsible consumption”) on a flip chart or projector.</li> <li>• Facilitate a plenary discussion where participants share their understanding of each term.</li> <li>• Encourage participants to note down terms they find unclear and address these collectively as a group.</li> </ul>

<b>DEBRIEFING AND EVALUATION:</b>	After the terminology discussion, ask participants to reflect on the following questions: 1. What term or concept was new or most interesting to you? 2. How do you see these terms connecting to your personal life or work? Gather a few responses to gauge participants' engagement and comprehension.
<b>TIPS FOR FACILITATORS:</b>	Use relatable examples when explaining terms to make them more accessible to participants. Keep the icebreaker short but engaging to ensure the session starts on a high note. Be ready to clarify or elaborate on any terms participants find challenging.
<b>ONLINE FORM:</b>	

### **Field Study and Case Exploration (Group Work)**

<b>TIME:</b>	60 minutes (45 minutes for field study/case exploration, 15 minutes for group discussions)
<b>OBJECTIVES:</b>	Explore real-world examples or scenarios related to sustainable practices. Identify and analyze the connections between sustainability principles and practical applications. Enhance collaborative problem-solving and observation skills.
<b>RESULTS:</b>	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
<b>MATERIALS:</b>	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.
<b>INSTRUCTIONS:</b>	<p><b>Preparation:</b> Divide participants into small groups (3-5 members each).</p> <ul style="list-style-type: none"> <li>• Provide each group with a clear task: either exploring a field site (e.g., a market, business, or public space) or analyzing a pre-prepared case study.</li> <li>• Share guiding questions, such as: <ul style="list-style-type: none"> <li>◦ What sustainable practices are being implemented?</li> <li>◦ What are the environmental, social, and economic impacts of these practices?</li> <li>◦ How could these practices be improved?</li> </ul> </li> </ul> <p><b>Field Study/Case Exploration (45 minutes):</b></p> <ul style="list-style-type: none"> <li>• Groups either visit the assigned field site or work together to analyze a case study.</li> <li>• Encourage participants to document their observations and insights clearly.</li> </ul> <p><b>Group Discussions (15 minutes):</b></p> <ul style="list-style-type: none"> <li>• Groups reconvene to discuss their findings.</li> <li>• Prepare a short summary or list of key points to present during the next session.</li> </ul>



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

### **Reflection and Strategy Development (Group and Individual Work)**

<b>TIME:</b>	60 minutes (30 minutes for group reflection, 30 minutes for individual and group strategy development)
<b>OBJECTIVES:</b>	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 in the context of sustainability
<b>RESULTS:</b>	Participants articulate key learnings 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.
<b>MATERIALS:</b>	Flip charts or whiteboards for group brainstorming. A4 sheets and pens for individual strategy planning. Guiding templates or prompts to structure strategy development
<b>INSTRUCTIONS:</b>	<p><b>Group Reflection (30 minutes):</b></p> <ul style="list-style-type: none"> <li>• Each group revisits the findings from their field study or case analysis.</li> <li>• Discuss and document the following: <ul style="list-style-type: none"> <li>◦ What sustainability challenges or opportunities were identified?</li> <li>◦ What practices seemed most effective or innovative?</li> <li>◦ What lessons can be applied to participants' personal or professional contexts?</li> </ul> </li> </ul> <p><b>Individual Strategy Development (15 minutes):</b></p> <ul style="list-style-type: none"> <li>• Participants individually reflect on the group discussion and draft a personal strategy for a sustainable economy.</li> <li>• Provide guiding prompts such as: <ul style="list-style-type: none"> <li>◦ What sustainable practices can I adopt in my daily life?</li> <li>◦ How can I integrate sustainability into my workplace or community activities?</li> </ul> </li> </ul> <p><b>Group Strategy Development (15 minutes):</b></p> <ul style="list-style-type: none"> <li>• Groups reconvene to share individual strategies and create a collective framework.</li> <li>• Encourage participants to align personal strategies with group goals, fostering a sense of shared purpose.</li> </ul>

<b>DEBRIEFING AND EVALUATION:</b>	After strategy development, facilitate a short discussion: 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.
<b>TIPS FOR FACILITATORS:</b>	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.
<b>ONLINE FORM:</b>	

### ***Final Evaluation and Synthesis (Group and Individual Work)***

<b>TIME:</b>	20 minutes (10 minutes for individual reflection, 10 minutes for group synthesis)
<b>OBJECTIVES:</b>	Reflect on the entire session and consolidate key learnings. Evaluate the effectiveness of the session in achieving its objectives. Develop a shared understanding of how to apply sustainability concepts moving forward.
<b>RESULTS:</b>	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.
<b>MATERIALS:</b>	Evaluation forms or feedback templates (physical or digital). Flip chart or whiteboard for group synthesis. A4 sheets and pens for individual reflections.
<b>INSTRUCTIONS:</b>	<p><b>Individual Reflection (10 minutes):</b></p> <ul style="list-style-type: none"> <li>• Participants take 5–10 minutes to individually reflect on the session.</li> <li>• Provide prompts such as: <ul style="list-style-type: none"> <li>◦ What is your most important takeaway from today?</li> <li>◦ What concept or activity did you find most useful?</li> <li>◦ How will you apply what you’ve learned to your personal or professional life?</li> </ul> </li> </ul> <p><b>Group Synthesis (10 minutes):</b></p> <ul style="list-style-type: none"> <li>• Groups reconvene to share individual reflections and identify common themes.</li> <li>• Each group creates a brief summary of their key takeaways, focusing on: <ul style="list-style-type: none"> <li>◦ Most impactful learnings.</li> <li>◦ Practical strategies or actions they plan to implement.</li> </ul> </li> <li>• Groups present their summaries briefly in the plenary.</li> </ul>
<b>DEBRIEFING AND EVALUATION:</b>	Facilitate a short plenary discussion: 1. What were the most consistent insights across groups? 2. How confident are participants in applying their new knowledge? Distribute evaluation forms for participants to provide feedback on the session.

<b>TIPS FOR FACILITATORS:</b>	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.
<b>ONLINE FORM:</b>	

## WORKSHOP

The main goal of this exercise is to consider long-term goals and future trends when developing an economic plan, to analyze economic data, trends, and indicators to make informed decisions, 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 the ability to assess and manage risks associated with economic plans.

<b>title of the activity</b>	<b>Future Plans for Sustainable Economy</b>
ARD area	Sustainable Finance
ARD module	Does my plan works?
key competencies	
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 ability to create a strategically thoughtful and sustainable individual finance plan
knowledge	Participant knows; how to make a finance plan strategically thinking on individual sustainable finance
skills	Participant can:  make mid-long term goals focus on barriers and motivators re-design the pathway
competences	Participant is able to: Development and application of ideas and strategies Planning and executing projects Ability to reflect on, and deal with, possible risks
duration	120 min.s
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. An audio equipment may be needed to support the concentration.
teaching methods recommended	Debate will be in follow since the participants will work in group 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	Participants may conduct written materials to show knowledge and understanding of economic concepts, trends, and analytical techniques relevant to developing a futuristic economic plan. Scenario Planning Exercises may be assigned participants to develop and present their own scenario planning exercises, 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 on each other's economic plans.
detailed activity plan	<p>Introduction of the activity (10 minutes)</p> <p>Understanding Sustainable Economic Plans (15 minutes)</p> <p>Evaluating Progress (20 minutes)</p> <p>Barrier Analysis (30 minutes)</p> <p>Understanding Sub-Reasons (15 minutes)</p> <p>Sub-Reasons Analysis (25 minutes)</p> <p>Refining Strategies (15 minutes)</p> <p>Strategy Development (15 minutes)</p> <p>Conclusion and Takeaways (5 minutes)</p> <p>Feedback and Closing (10 minutes)</p>
tips for facilitators	1-1 communication is very important in this phase. Some may not share their problematic issues and may want individual consultancy.

## Workshop Programme: WHO AM I? Financially Recognition

- 40 minutes - Introduction and Structure
- 40 minutes - Planning and Development
- 40 minutes - Refinement and Evaluation

### Introduction and Structure

<b>TIME:</b>	40 Minutes
<b>OBJECTIVES:</b>	<p>Introduce participants to the session's goals and structure.</p> <p>Set a collaborative tone and establish a shared understanding of key concepts (e.g., sustainability, innovation, and strategic planning).</p> <p>Encourage participants to reflect on their resources and skills relevant to economic planning.</p>
<b>RESULTS:</b>	<p>Participants will understand the session's purpose and flow.</p> <p>A list of participants' existing resources and capabilities will be created.</p> <p>Pairs or small groups will generate initial ideas about sustainability strategies.</p>
<b>MATERIALS:</b>	<p>Flip chart paper and board markers.</p> <p>A4 sheets of paper (1 per participant).</p> <p>Pens (1 per participant).</p>

<b>INSTRUCTIONS:</b>	<p><b>Meeting (15 minutes):</b></p> <ul style="list-style-type: none"> <li>• Gather the group and introduce the session, its goals, and its structure.</li> <li>• Ask participants to briefly introduce themselves and share one resource or skill they think is vital for sustainability. Document these on a flip chart.</li> <li>• Clarify expectations and emphasize collaborative learning.</li> </ul> <p><b>What is in My Hand? (10 minutes):</b></p> <ul style="list-style-type: none"> <li>• Distribute A4 sheets and pens.</li> <li>• Ask participants to individually list their current resources, skills, and knowledge related to sustainability or economic planning.</li> </ul> <p><b>How to Become Sustainable? (10 minutes):</b></p> <ul style="list-style-type: none"> <li>• Pair participants and have them discuss their lists with their partner.</li> <li>• Instruct them to identify one strategy for sustainability they could apply using their listed resources.</li> </ul>
<b>DEBRIEFING AND EVALUATION:</b>	<p>Facilitate a short group discussion (5 minutes) where pairs share their sustainability strategies with the group.</p> <p>Ask reflective questions:          „What common themes did you notice in the strategies?“          „Were there any surprising resources or ideas shared?“</p>
<b>TIPS FOR FACILITATORS:</b>	<p>Keep the introductions concise to ensure time for reflective and interactive activities.</p> <p>Encourage participants to focus on practical and actionable resources/ skills rather than abstract ideas.</p> <p>Use positive reinforcement to make participants feel comfortable sharing in pairs or groups.</p> <p>Prepare a list of examples or prompts in case participants struggle with identifying resources or strategies.</p>
<b>ONLINE FORM:</b>	

### **Planning and Development**

<b>TIME:</b>	40 Minutes
<b>OBJECTIVES:</b>	<p>Guide participants in creating initial action plans for sustainable economic strategies.</p> <p>Encourage collaborative feedback to refine and improve plans.</p> <p>Foster critical thinking about management techniques and planning approaches.</p>
<b>RESULTS:</b>	<p>Participants will draft actionable, preliminary plans for sustainability.</p> <p>Peer collaboration will help refine and enhance these plans.</p> <p>Participants will have a better understanding of management and strategic planning.</p>
<b>MATERIALS:</b>	<p>Flip chart paper and board markers.</p> <p>A4 sheets of paper (1 per participant).</p> <p>Pens (1 per participant).</p>

<b>INSTRUCTIONS:</b>	<p><b>How Can I Manage? (10 minutes):</b></p> <ul style="list-style-type: none"> <li>• Ask participants to brainstorm ways they could manage and execute sustainable strategies.</li> <li>• Let them work individually for 5 minutes to jot down their thoughts.</li> <li>• Then, have them pair up and share their ideas with a peer.</li> </ul> <p><b>Conducting an Action Plan (10 minutes):</b></p> <ul style="list-style-type: none"> <li>• Instruct participants to draft a simple action plan based on their brainstormed ideas.</li> <li>• The plan should include goals, steps, and expected outcomes related to sustainable economic strategies.</li> </ul> <p><b>Consultancy for Action Plan (15 minutes):</b></p> <ul style="list-style-type: none"> <li>• Pair participants or form small groups (3-4 participants per group).</li> <li>• Each participant presents their draft plan to their group for feedback.</li> <li>• Group members provide constructive suggestions for improvement.</li> </ul>
<b>DEBRIEFING AND EVALUATION:</b>	<p>Facilitate a short discussion (5 minutes) where groups share highlights from their discussions, such as innovative ideas or recurring challenges.</p> <p>Ask reflective questions:      „What insights did you gain from your peer feedback?“      „How did your draft plan evolve after feedback?“</p>
<b>TIPS FOR FACILITATORS:</b>	<p>Provide a simple template or example for the 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 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>
<b>ONLINE FORM:</b>	

### **Refinement and Evaluation**

<b>TIME:</b>	40 Minutes
<b>OBJECTIVES:</b>	<p>Help participants 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 participants' learning outcomes and gather feedback on the session.</p>
<b>RESULTS:</b>	<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 leave with a deeper awareness of strategic planning and peer collaboration.</p>
<b>MATERIALS:</b>	<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>

<p><b>INSTRUCTIONS:</b></p>	<p><b>Revision of the Action Plan (15 minutes):</b></p> <ul style="list-style-type: none"> <li>• Ask participants to individually review their action plans based on peer feedback.</li> <li>• Encourage them to refine the goals, steps, and expected outcomes to ensure alignment with sustainable practices and feasibility.</li> </ul> <p><b>Barriers and Risks for the Plan (25 minutes):</b></p> <ul style="list-style-type: none"> <li>• Individual Work (5 minutes): Participants identify at least three potential barriers or risks to implementing their plans.</li> <li>• Peer Work (10 minutes): Participants pair up to discuss their identified barriers and brainstorm solutions.</li> <li>• Group Work (10 minutes): In groups of 4-5, participants share their barriers and solutions, focusing on common challenges and innovative approaches.</li> </ul>
<p><b>DEBRIEFING AND EVALUATION:</b></p>	<p>Facilitate a group discussion (10 minutes): Ask participants to share one key insight or improvement made to their action plans during the session. Reflect on the strategies discussed for overcoming barriers and managing risks. Distribute a short evaluation form (if time allows) or conduct a quick verbal feedback round: „What worked well in this session?“ „What could be improved?“</p>
<p><b>TIPS FOR FACILITATORS:</b></p>	<p>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 all voices are heard. Use the evaluation to identify areas for improvement in future sessions.</p>
<p><b>ONLINE FORM:</b></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.