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# Skill up Toolkit

**Empowering Workers for the Digital,  
Entrepreneurial, and Sustainable Future**



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# Overview

Welcome to the SKILL UP Toolkit, a powerful resource designed to empower educators and adult learners in developing essential digital, entrepreneurial, and sustainability skills. Created through a collaboration between Dare to Scale Academy, Framework, and Innovation Education Lab, this toolkit aims to motivate adult learners to seize upskilling and re-skilling possibilities, opening doors to new career opportunities.

## For Educators:

The SKILL UP Toolkit equips educators with the necessary tools to enhance their competences in fostering employability skills among adult learners. With comprehensive training modules, educators gain valuable insights into the latest methodologies and best practices for skill development. These modules are designed to strengthen educators' ability to provide tailored and high-quality guidance, ensuring adult learners receive the support they need to excel.

## For Adult Learners:

The SKILL UP Toolkit offers a variety of resources to unlock learners potential. Through self-assessment tools, they can evaluate their employability skills, identifying areas for improvement and charting progress. Engaging in short courses tailored to enhance critical skills like digital literacy, communication, problem-solving, entrepreneurship, and sustainability. The toolkit provides learners with the roadmap to thrive in the 21st-century labor market.

## Key Benefits:

- **Tailored Support:** Educators trained with the SKILL UP Toolkit can provide personalized guidance and support based on your specific needs and aspirations. They will help you navigate your unique journey towards success.
- **Open Access:** The resources offered in the SKILL UP Toolkit, including educators' modules and short courses, are freely accessible on the project's website. This allows professionals, stakeholders, unemployed individuals, and job seekers across the European Union to tap into standardized methods for fostering employability skills.
- **Unlock Opportunities:** With the support of the SKILL UP Toolkit, you can unlock new possibilities for personal growth, career advancement, and lifelong learning. Enhancing your employability skills opens doors to a world of opportunities.

## Partnering Organizations:

The development of the SKILL UP Toolkit is made possible through the collaboration of three innovative organizations: Dare to Scale Academy, Framework, and Innovation Education Lab. Their combined expertise and commitment to adult education have paved the way for this comprehensive resource that aims to transform lives and empower individuals to thrive in the evolving labor market.



**DARE TO SCALE** <https://dtsa-ngo.eu/>  
**ACADEMY**

Dare to Scale Academy is a youth organization focused on improving and developing young people. The organization has the main purpose to develop a mix of skills and qualities that are useful and help people to find their place in the European Communities.



**FRAMEWORK** <https://aframework.it/>

FRAMEWORK is a non-profit association based in Torino that promotes personal and professional development, sustainability, and inclusion through lifelong learning and European initiatives. They provide support, resources, and opportunities for individuals and communities to enhance their skills, contribute to society, and participate in international collaborations.



**innovation** <https://innoedulab.eu/>  
**EDUCATION**  
**LAB**

Innovation Education Lab is actively seeking proposals and ideas for partnerships, as they continue to grow and innovate in the field of education. Their actions include creating a physical space for non-formal education, connecting with communities for educational activities, promoting non-formal education in rural areas, developing a digital learning platform, implementing new learning methodologies, and researching organizational development methods.

Find the work of the whole project at:

<https://skillup-project.eu/>

Embrace the SKILL UP Toolkit and embark on a journey of growth, learning, and success. Let us guide you toward a future filled with endless possibilities.

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# Introduction to the SKILL UP Toolkit

SKILL UP Toolkit is an all-encompassing resource designed to equip workers with essential skills for the digital, entrepreneurial, and sustainable future. This toolkit consists of three key sections: Transversal Skills, Digital Skills, and Sustainability Skills. Each section provides valuable context about the skills and offers workshop outlines that utilize engaging non-formal education methods to effectively train workers.

## Section 1: Transversal Skills

In this section, we delve into the importance of Transversal Skills, which are essential abilities that can be applied across various domains and industries. These skills encompass critical thinking, problem-solving, communication, collaboration, adaptability, and creativity. Participants will engage in non-formal education activities that enhance these skills, enabling them to navigate challenges and excel in the ever-changing work environment.

## Section 2: Digital Skills

In the Digital Skills section, we recognize the increasing significance of technological competence in the modern workforce. Digital Skills encompass a range of proficiencies such as digital literacy, data analysis and online communication. The workshop outlines within this section employ non-formal education methods, combining hands-on activities and interactive sessions to develop participants' digital skills and boost their confidence in utilizing digital tools effectively.

## Section 3: Sustainability Skills

The Sustainability Skills section addresses the urgent need for workers to possess knowledge and competencies related to sustainable practices and environmental stewardship. These skills encompass areas such as sustainable development, resource management, renewable energy, circular economy, and ethical decision-making. Participants will explore sustainability challenges, engage in practical exercises, and develop actionable strategies for incorporating sustainability principles into their professional lives.

By integrating context and workshop outlines, the SKILL UP Toolkit provides a comprehensive learning experience. The context part deepens understanding of the skills' relevance, while the workshop outlines offer practical guidance for facilitators to deliver engaging and impactful training sessions. The non-formal education methods utilized promote active participation, experiential learning, and collaboration, fostering a dynamic and effective learning environment for workers.







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# Transversal Skills

## SKILLS SELECTION

# 1 Group 1 - Transversal skills

### LifeComp

The European framework for the personal, social and learning to learn key competence

### EntreComp

The Entrepreneurship Competence Framework

### LifeComp

The European framework for the personal, social and learning to learn key competence

P1. SELF-REGULATION	S1. EMPATHY	L1. GROWTH MINDSET
P2. FLEXIBILITY	S2. COMMUNICATION	L2. CRITICAL THINKING
P3. SELF-REGULATION	S3. COLLABORATION	L3. MANAGING LEARNING

These competences are fundamental to:

- Achieve personal fulfilment and satisfaction
- Develop ourselves and relate to others
- Learn how to learn and keep being employable.

### EntreComp

The Entrepreneurship Competence Framework

LEARNING THROUGH EXPERIENCE	SPOTTING OPPORTUNITIES	MOTIVATION & PERSEVERANCE
WORKING WITH OTHERS	CREATIVITY	SELF AWARENESS & SELF EFFICACY
PLANNING AND MANAGEMENT	VISION	FINANCIAL & ECONOMIC LITERACY
TAKING THE INITIATIVE	VALUING IDEAS	MOBILIZING OTHERS
COPING WITH AMBIGUITY, UNCERTAINTY AND RISK	ETHICAL AND SUSTAINABLE THINKING	MOBILIZING RESOURCES

### Final selection of Transversals skills in SKILL UP

#### EntreComp

#### LifeComp

1.3. VISION	3.2. PLANNING & MANAGEMENT	P1. SELF-REGULATION	S3. COLLABORATION	L1. GROWTH MINDSET
3.3. COPING WITH UNCERTAINTY, AMBIGUITY & RISK	3.5. LEARNING THROUGH EXPERIENCE	P3. WELLBEING	S2. COMMUNICATION	P2. FLEXIBILITY

### Conclusion

In order to create an impactful training course for employees it is important to clearly set out the abilities that are targeted, creating a modular space and easily adaptable to the individual needs.

The managers/HRs have visions about the situation, but they do not have a clear solution and never faced informal education methods.

## Preparation for Trainers

### Context

In today's rapidly changing world, individuals are facing complex challenges that require them to adapt and develop new competences throughout their lives. The COVID-19 pandemic has highlighted the importance of resilience, digital literacy, and social and emotional skills, among others. At the same time, demographic changes, climate change, and technological disruption are transforming the way we live, work, and learn. In this context, there is a growing recognition of the need for a holistic approach to learning and development that goes beyond traditional academic skills.

Entrepreneurship and key competences for lifelong learning are essential for individuals to thrive in their personal, professional, and social lives. The ability to create value, innovate, and adapt to changing circumstances is becoming increasingly important, as is the ability to communicate, collaborate, and think critically. The European Commission has developed two frameworks to define and assess these competences: EntreComp and LifeComp.

EntreComp is a framework that defines 15 entrepreneurial competences that individuals can develop to create value in their personal, professional, and social lives. It aims to support the development of entrepreneurial mindsets and skills among citizens, with the goal of improving their employability, social inclusion, and participation in society.

LifeComp is a framework that defines eight key competences for lifelong learning. It aims to support the development of competences that are essential for individuals to thrive in their personal, professional, and social lives. The framework recognizes that competences are interconnected and complementary, and promotes a holistic approach to learning and development.

In this context, it is crucial for individuals to develop a wide range of competences that enable them to adapt to changing circumstances and contribute to society. This requires a lifelong learning approach that goes beyond formal education and training, and includes informal and non-formal learning opportunities. EntreComp and LifeComp provide a common language and framework to support this process, and to promote the development of key competences for lifelong learning and entrepreneurial mindsets and skills across Europe and beyond.

## About Entrepreneurship and EntreComp:

EntreComp is a framework that promotes the development of essential entrepreneurial competences. It provides a common language and reference point for entrepreneurs, educators, and policymakers across Europe to facilitate the acquisition and recognition of entrepreneurial skills and knowledge.

EntreComp recognizes that entrepreneurship is a multifaceted phenomenon that involves a range of competences and skills, such as creativity, innovation, problem-solving, and financial literacy. By developing these competences, individuals can become more entrepreneurial and better equipped to succeed in the rapidly changing world of work and business.

## About Wellness and LifeComp:

LifeComp is a framework that promotes the development of essential personal competences for wellbeing. It provides a common language and reference point for individuals, educators, and policymakers across Europe to facilitate the acquisition and recognition of skills and knowledge that contribute to a fulfilling and healthy life.

LifeComp recognizes that wellbeing is a multifaceted phenomenon that involves a range of competences and skills, such as self-awareness, emotional regulation, physical activity, and social relationships. By developing these competences, individuals can enhance their personal wellbeing and lead more fulfilling lives.

EntreComp and LifeComp also emphasize the importance of developing a certain level of literacy to effectively navigate the challenges of their respective domains. In the case of EntreComp, entrepreneurial literacy involves having the knowledge, skills, and mindset to identify and seize opportunities, create value, and generate impact. Similarly, in the case of LifeComp, life literacy involves having the knowledge, skills, and mindset to navigate the complexities of modern life and achieve personal fulfillment.

## Literacy

A literate person in entrepreneurship will have the ability to recognize opportunities and understand the complexities of running a business. They will have the necessary knowledge and skills to make informed decisions, create a strong brand, and build relationships. Additionally, they will understand the importance of innovation and adaptability in the face of changing markets and technological advancements.

In the case of life literacy, a person will have the ability to make informed decisions about their own life and wellbeing. They will have the necessary knowledge and skills to manage their physical and mental health, build strong relationships, and navigate the complexities of modern society. They will understand the importance of personal growth, lifelong learning, and adaptability in the face of new challenges and experiences.

EntreComp and LifeComp literacy can be seen as essential competencies for individuals to thrive in the modern world. EntreComp literacy enables individuals to identify and pursue entrepreneurial opportunities, and to navigate the constantly changing landscape of the job market. LifeComp literacy, on the other hand, equips individuals with the knowledge and skills to make informed decisions about their health, well-being, and personal development, enabling them to lead fulfilling and meaningful lives. Both literacies are important for individuals to achieve personal and professional success, as well as for the wider social and economic benefit. Therefore, it is crucial for individuals to develop a certain level of proficiency in both EntreComp and LifeComp literacies to be able to navigate the complexities of the modern world and contribute to sustainable development.

Developing literacy in sustainability, entrepreneurship, and life is essential for individuals to make informed decisions and take action that positively impacts the world around them.

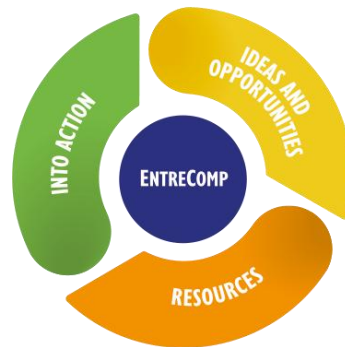
## EntreComp competences

The EntreComp study defines entrepreneurship as the act of turning opportunities and ideas into value for others, regardless of the type of value or context. It encompasses different types of entrepreneurship such as social, green, digital, and intrapreneurship. Entrepreneurship as a competence applies to all aspects of life and enables individuals to contribute to personal and social development, enter the job market, or start and grow ventures with cultural, social, or commercial motivations.

The EntreComp conceptual model consists of the three competence areas of 'Ideas and Opportunities,' 'Resources,' and 'Into Action,' as well as 15 interrelated and interconnected competences. The three competence areas emphasize entrepreneurship's ability to transform ideas and opportunities into action by mobilizing personal, material, and non-material resources like knowledge, skills, and attitudes. Although proficiency in all 15 competences is not required, they are considered as building blocks of entrepreneurship as a competence.

The 15 competences are depicted in Figure 2 of the EntreComp competences as slices of a pie chart, with different colors indicating the three competence areas. The three competence rings surrounding the competences emphasize their interconnectivity and interrelation. The representation of the competences underscores that the connection between competence areas and competences does not have taxonomic rigour, and the reader is encouraged to establish new links to expand the framework's elements and adapt them to their focus.

The EntreComp study aims to provide a reference framework for entrepreneurship as a competence that can help individuals and organizations develop their ability to participate actively in society, manage their careers, and initiate value-creating ventures. Entrepreneurship is regarded as a key transversal competence that can be applied by individuals and groups across all spheres of life.



EntreComp consists of 12 competences organised into the four areas below:

Areas	Competences
<b>Ideas and opportunities</b>	<ul style="list-style-type: none"> <li>● Spotting opportunities</li> <li>● Creativity</li> <li>● <u>Vision</u></li> <li>● Valuing ideas</li> <li>● Ethical and sustainable thinking</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>● Self-awareness and self-efficacy</li> <li>● Motivation and perseverance</li> <li>● Mobilizing resources</li> <li>● Financial and economic literacy</li> <li>● Mobilizing others</li> </ul>
<b>Into actin</b>	<ul style="list-style-type: none"> <li>● Taking the initiative</li> <li>● <u>Planning and management</u></li> <li>● <u>Coping with uncertainty, ambiguity and risk</u></li> <li>● Working with others</li> <li>● <u>Learning through experience</u></li> </ul>

Find the whole EntreComp Framework here:

<https://publications.jrc.ec.europa.eu/repository/handle/JRC101581>

## LifeComp competences

LifeComp competences aim to establish a shared understanding and a common language on personal, social, and learning competences. LifeComp was developed through a mixed-methods approach and expert consultations.

LifeComp comprises three interconnected competence areas: Personal, Social, and Learning to Learn. Each area includes three competences, with three descriptors that correspond to the awareness, understanding, and action model. These competences are not hierarchical and are considered complementary and necessary. LifeComp recognizes that these competences can be acquired through various types of education and are applicable to all spheres of life.

The aim of LifeComp is to identify teachable competences that allow citizens to become self-regulated, empathetic, and flexible agents in determining their learning and professional paths. The social dimension of these competences distinguishes LifeComp from other frameworks. Critical thinking and wellbeing are competences that can be taught in schools.

The COVID-19 pandemic has emphasized the importance of citizens developing their personal, social, and learning to learn competences. By developing these competences, citizens can unleash their dynamic potential, self-regulate their emotions, thoughts, and behaviors, build a meaningful life, and cope with complexity as thriving individuals, responsible social agents, and reflective lifelong learners.



LifeComp consists of 12 competences organised into the four areas below:

Areas	Competences
<b>Personal</b>	<ul style="list-style-type: none"> <li>● <u>Self-regulation</u></li> <li>● <u>Flexibility</u></li> <li>● <u>Wellbeing</u></li> </ul>

<p><b>Social</b></p>	<ul style="list-style-type: none"> <li>● Empathy</li> <li>● <u>Communication</u></li> <li>● <u>Collaboration</u></li> </ul>
<p><b>Learning to learn</b></p>	<ul style="list-style-type: none"> <li>● <u>Growth mindset</u></li> <li>● Critical thinking</li> <li>● Managing learning</li> </ul>

Find the whole LifeComp Framework here:

<https://publications.jrc.ec.europa.eu/repository/handle/JRC120911>

## TRANSVERSAL SKILLS in the SKILL UP program

The skills in this program were chosen after a study with a focus group composed of experts on the subject in the three countries of the project. This way we isolated the most important skills needed in today's society which are:

*Vision / Planning and management / Coping with uncertainty, ambiguity and risk / Learning through experience / Self-regulation / Flexibility / Wellbeing / Communication / Collaboration*

## Meditation activity preparation

### **Meditation techniques and the focus of the mind**

Meditation is a technique used to quiet the mind and increase mindfulness. It involves focusing the mind on a particular object, thought, or activity to promote relaxation and increase concentration. Meditation is a powerful tool for improving mental clarity and reducing stress and anxiety.

The focus of the mind is an important aspect of meditation. The ability to concentrate and focus the mind is essential for achieving the benefits of meditation. When the mind is focused, it becomes less cluttered and more calm, allowing for greater clarity and insight. This focus of the mind is also important in visualization and goal setting, as it allows one to concentrate on the desired outcome and bring it into focus.

The trainer must have knowledge and understanding of the different types of meditation and how to guide participants through the process of focusing their mind. This includes knowledge of mindfulness, guided meditation, and other forms of meditation that can be used to help quiet the mind and increase focus.



## ***Breathing techniques and how they can help clear the mind***

This refers to the knowledge and understanding of breathing techniques that the trainer needs to have in order to help clear the mind of the participants. Breathing is a powerful tool that can help to calm the mind and body, reducing stress and anxiety levels. The trainer should have a basic understanding of different breathing techniques and how they can be utilized to improve focus, concentration and clarity of the mind.

For example, the trainer should understand the difference between deep breathing and shallow breathing and how each affects the body and mind differently. They should also be able to explain how different types of breathing, such as diaphragmatic breathing, can help to improve focus and mental clarity.

Additionally, the trainer should be able to guide participants through breathing exercises, ensuring that they are breathing properly and using the correct techniques. This will allow the participants to fully experience the benefits of breathing for mental clarity and relaxation.

## ***Visualisation techniques and the importance of visualisation***

Visualisation is a technique where one creates an image in their mind of something they want to achieve, experience or acquire. This technique can be used to help create a vision, set goals and increase motivation. The trainer should be able to explain how visualization can be used to enhance the focus of the mind and help bring a sense of clarity and purpose to participants. They should also be able to explain the importance of visualization and how it can be used to increase motivation and help participants achieve their goals. Furthermore, the trainer should be able to guide the participants through a visualization exercise, helping them to create a vivid image in their mind of a lemon, and how this can be used to help create a vision for their life.

## ***The power of the mind and how it can be utilized to create a vision***

The mind is a powerful tool and can be used to shape our lives and create the reality we desire. Through visualization, we can tap into the power of the mind and create a vision of what we want to achieve in our lives.

What is a vision?

A vision is a clear, specific, and vivid image of what we want to achieve or create in our lives. It's a mental picture that gives us direction and purpose.

## ***How does visualisation work?***

Visualisation works by using the power of our imagination to create a vivid mental picture of what we want to achieve. This mental picture is then processed by the subconscious mind as if it is real. The subconscious mind then goes to work, guiding us towards making our vision a reality.

## Benefits of Visualisation

- Increases motivation and confidence
- Improves focus and clarity
- Creates a positive mindset
- Enhances performance
- Attracts opportunities and resources

## How to create a vision:

- Get clear on what you want to achieve
- Visualise the end result as vividly as possible
- Focus on the emotions and feelings associated with achieving your vision
- Make visualization a daily practice

## Conclusion:

The power of the mind is immense and through visualisation, we can tap into it to create a vision and shape our lives in a positive way. By incorporating visualisation into our daily routine, we can reap the benefits of this powerful tool and bring our vision to life.

## ***Knowledge on how to guide participants to create a safe and comfortable environment for meditation and visualization.***

The trainer's ability to create a safe and comfortable environment for meditation and visualization is crucial in helping participants to fully immerse themselves in the experience. This can be achieved through several ways:

**Introduction:** The trainer should start by welcoming the participants and setting the tone for the session. They should explain the purpose of the activity and what the participants can expect.

**Physical Space:** The trainer should ensure that the physical space is conducive for meditation and visualization. This may include adjusting the lighting, temperature, and making sure that there is minimal noise and distraction.

**Setting the Mood:** The trainer can create a relaxing atmosphere by playing soft music, lighting candles, or diffusing essential oils. This helps the participants to feel relaxed and in the right frame of mind.

**Empathy:** The trainer should have empathy and understanding of the participants' needs and concerns. They should be able to address any fears or anxiety that the participants may have and provide support if needed.

**Encouragement:** The trainer should encourage the participants to fully participate in the activity, without judgment. They should provide positive reinforcement and acknowledge the efforts of the participants.

By creating a safe and comfortable environment, the participants are more likely to fully engage in the experience and get the most out of the activity.

Reference materials, such as the quotes provided, can be used to design and facilitate the activities. The trainers should also be familiar with the goals, objectives, time requirements, materials needed, complexity, and the physical setting/location for each activity.

This knowledge should be supported by reading relevant articles and resources such as:

(article: The focused mind) <https://nesslabs.com/focused-mind>

(article: Breathing for focus) <https://breathtechnologies.com/breathing-practices-for-strengthening-attention-and-focus>

(article: How Breathing Calms)  
<https://www.psychologytoday.com/us/blog/neuronarrative/201712/how-breathing-calms-your-brain>

(article: Deep-breathing exercises) <https://www.gq-magazine.co.uk/article/deep-breathing-exercises>

# Workshop Outline

## 0. Icebreaker

Planing and manegment / Communication / Collaboration/  
Learning through experience / Flexibility

### The Paper Tower Challenge

**Theme:** Paper Tower Challenge

**Goal:** To build the tallest tower possible using only paper provided

**Objectives:** To promote teamwork, encourage creativity, and enhance problem-solving skills

**Time** required: Approximately 30 minutes to 1 hour, depending on the group size

**Overview:** The challenge involves giving each group a roll of paper and a set amount of time to build the tallest tower possible. The group must work together to plan and construct the tower, while considering factors such as stability and creativity. The group with the tallest tower wins, and bonus points may be awarded for other categories such as most creative, most elegant, most stable, or most eco-friendly.

**Materials needed:** Roll of paper (such as paper towel or construction paper), measuring tape or ruler, and a timer

**Complexity:** Beginner to intermediate level, depending on the group's experience and skill level

Reference: None.

### - Instructions

Provide each group with a roll of paper (such as paper towel or construction paper) and a set amount of time.

Explain that the challenge is to build the tallest tower possible using only the paper provided.

Allow the group to work together to plan and construct their tower. Encourage creativity and teamwork.

Once the time is up, have the groups present their towers and measure their heights.

The group with the tallest tower wins.

You can also give bonus points for most creative, most elegant, most stable, or most eco-friendly tower.

After the challenge, you can also have a group discussion on what worked well, what didn't work well, and what they learned from the experience.

Remember to have fun and enjoy the process! The goal is to energize the group and promote teamwork, not to find the perfect tower.

## - Debrief

- After the icebreakers activities the trainer has to check how is the energy of the participants and are they ecuredge to participate in the following activities. The trainer can use the following questions and they can be optional (free to answer):
- How are you feeling?
- Is there anything on your mind that you would like to share?
- Are you feeling comfortable participating in the activities?
- Are there any concerns or questions you have before we move forward?
- Useful for the education is for the trainer to make the participants to answer in a circle the following question:  
What do you want to learn from today's activities?

# 1. Meditation activity

## 1.1 What is vision, why is essential

**Communication / Flexibility / Collaboration / Growth mindset**

**Goal:** To choose one quote that represents the importance of vision and meditation

**Objectives:** To engage participants in a debate, to promote teamwork and collaboration, to enhance growth mindset and flexibility, to understand the importance of vision and meditation.

**Time required:** 30-45 minutes

**Overview:** Participants are divided into groups and given quotes on vision and meditation. Each team debates on which quote is the most valuable, then two groups at a time defend their chosen quote. The activity ends with a debriefing where participants reflect on their experience and discuss the importance of vision and meditation.

Materials needed: Quotes on vision and meditation, paper and pen, a timer

**Complexity:** Medium

**Reference:** Quotes listed in the initial prompt.

More quotes: <https://www.goodreads.com/quotes/tag/vision?page=1>

## - Instructions

Participants are divided into even numbered groups of 3-5 people and given quotes on (meditation and) vision. Each team must debate on: Which is the most valuable quote? With the goal being to choose one quote. After each group has chosen a quote. Two groups at a time, they start debating the quote they have chosen. At the end of the debate, they merge and defend the chosen quote. This is repeated until there are 2 groups left who say their quote.

### Quotes:

"At the moment of vision, the eyes see nothing."

— William Golding, *The Spire*

"A vision we give to others of who and what they could become has power when it echoes what the spirit has already spoken into their souls."

— Larry Crabb

"The more boundless your vision, the more real you are."

— Deepak Chopra, *Life After Death: The Burden of Proof*

"He who looks through an open window sees fewer things than he who looks through a closed window."

— Charles Baudelaire

"Live the Life of Your Dreams: Be brave enough to live the life of your dreams according to your vision and purpose instead of the expectations and opinions of others."

— Roy T. Bennett, *The Light in the Heart*

"When I dare to be powerful, to use my strength in the service of my vision, then it becomes less and less important whether I am afraid."

— Audre Lorde

"The most pathetic person in the world is someone who has sight but no vision."

— Helen Keller

"Create a vision for the life you really want and then work relentlessly towards making it a reality."

— Roy T. Bennett, The Light in the Heart

## - Debriefing

The facilitator then arranges them in a circle and begins the debriefing

### Questions:

How do you feel about this activity?

Do you think you managed to pick the strongest quote?

What helped you? / What stopped you?

What is vision (What do you know about meditation) is it important?

How do we visualise? / How can vision serve us?

## 1.2 Meditation & Vision

### Vision / Self-regulation / Growth mindset

**Goal:** To help participants clear their mind and create a vision

**Objectives:** To teach participants a breathing technique for clearing their mind and to guide them in creating a vision through visualization

**Time required:** Approximately 30 minutes

**Overview:** The trainer will start with a brief presentation on how the focus of the mind works and then guide the participants in using a breathing technique to clear their mind. Then, the participants will be led through a visualisation exercise to create a vision. Finally, the trainer will lead a debrief session to reflect on the experience.

**Materials needed:** None

**Complexity:** Easy

**Reference:**

(article: The focused mind) <https://nesslabs.com/focused-mind>

(article: Breathing for focus) <https://breathtechnologies.com/breathing-practices-for-strengthening-attention-and-focus>

(article: How Breathing Calms) <https://www.psychologytoday.com/us/blog/neuronarrative/201712/how-breathing-calms-your-brain>

(article: Deep-breathing exercises) <https://www.gq-magazine.co.uk/article/deep-breathing-exercises>

## - Instructions

This activity contains 2 parts. In the 1st part *How to clear our mind* the trainer makes a brief lecture on how the focus works and meditation techniques. In the second part the trainer makes visualisation activities with the purpose of the participants to experience what they learn about vision.

### Part 1: How to clear our mind?

The trainer makes a brief presentation on how the focus of the mind works (check the article <https://nesslabs.com/focused-mind>) and breathing technique for clearing the mind.

Start the lesson by introducing the concept of meditation and why it is important. Explain that meditation is a practice of quieting the mind and focusing on the present moment. Discuss the benefits of meditation, such as reducing stress, improving focus, and increasing overall well-being.

### Understanding the Focus of the Mind

Write on the board or flipchart the following definition: "*The focus of the mind refers to the ability to direct our attention to a specific task, thought, or object.*" Ask participants to reflect on how often they find their mind wandering and how this affects their daily life.

Explain that the focus of the mind is a valuable skill that can be improved with practice. Discuss the difference between "surface focus" (where our attention is constantly shifting from one thing to another) and "deep focus" (where our attention is fully engaged on one task or thought). Emphasize the benefits of deep focus and how it can improve our productivity, creativity, and well-being.

### Breathing technique to calm the mind

Explain that the first step in meditation is to quiet the mind.

Teach the participants a simple breathing technique for clearing the mind:

#### Instructions for the participants:

- Sit in a comfortable position.
- Breathe in through the nose
- Use the lower part of the lungs (you can put one arm on the belly)
- Breathe out from the mouth
- Count: inhale for 5 seconds - hold for 4 seconds - exhale for 8 seconds - repeat
- Practice the breathing technique with the participants for a few minutes.



## Conclusion:

Wrap up the lesson by summarizing the key points and asking participants for feedback. Encourage participants to try incorporating the breathing technique into their daily routine and to continue learning about meditation and the focus of the mind.

## Assessment:

Observe the participants' participation and understanding during the lesson. Encourage them to share their thoughts and experiences during the debrief. Provide handouts with resources and additional information on meditation and the focus of the mind.

## Part 2: How to create vision

The trainer guides the participants to get into a comfortable position and to focus on their breathing. They have to feel in a safe environment and breathe slowly/calmly. As they focus on their breathing they have to clear their mind from every thoughts they may have and if some random thing appears they have to not give it attention in order to pass it and let it go. After some seconds of silence make them imagine they see a lemon. Try to give as many details of the visualisation of lemon. Such as: *What colour is it? How vivid is the colour? How big is it? What imperfections does it have? Start to rotate it and see it from all sides.*

After around 10 seconds of silence make the participants imagine they give a slow bite from the lemon and chew it 3 times. After that they are free to open their eyes and give them 20 second of silence time for them to reflect on their experience.

## - Debrief

In this activity the trainer have to ask the participants with questions on the VISION topic:

- What is vision? / Is it easy to visualise?
- How do you feel about visualising a lemon? How real it feels?
- Can you give another example for visualisation experience?
- How important is vision in our life? How can it survive us? etc.

## 2. Role play activity

Planning and management / Flexibility / Collaboration / Coping with uncertainty and risk / Communication

**Goal:** learn to be creative, think on their feet, and work effectively with others.

**Objectives:** participants to develop following skills:

- Planning and management: participants must plan and manage their character's preparations for a skill competition, including taking necessary items, making themselves presentable, and earning enough money to travel to the competition.
- Flexibility: Participants must adjust to the changes of exchanging their character papers and work with a new partner to create a presentation.
- Collaboration: Participants work in pairs to create a presentation and must collaborate and communicate effectively to achieve their goal.
- Coping with uncertainty and risk: Participants must cope with the uncertainty of having limited skills and resources and find creative solutions to make their character presentable and travel to the competition.
- Communication: Participants must communicate their ideas and plans effectively with their partner to create a successful presentation.

**Time required:** The time required for the Role Play activity is approximately 1 hour. This includes the character design (10-15 min), paper exchange (5-10 min), preparation for the audition (5-10 min), and the performance (15-20 min).

**Overview:** Participants first design their imaginary character by answering questions about their appearance, skills, and surroundings. Then they exchange papers and complete tasks with their new character, such as finding 3 items to present their skills, looking presentable, and making enough money to travel to a competition. Participants work in pairs to prepare for the competition and perform their show in front of the group. The goal is to win the prize of \$100k by making a creative and inspiring show.

**Materials needed:** A4 paper, pens/markers, sticky notes, board to put the voting at the end

**Complexity:** moderate

### - Instructions

The trainer explains the next activity as a Role play game where the participants have to design their imaginary character. They have to write all the details of their character in order.

Without spoiling the participants, the facilitator has to guide them to write clean and in order papers with character details, because they have to change the papers on the second stage of the game. As a suggestion after every main question (Who are you?; What are your 3 skills?), they have to put a horizontal limit line on the paper.

## 2.1 Character design

The trainer has to guide the participants into a meditative state in order to focus on their character creation. Create context for them being alone in a room, lost, with no money.

### Who are you?

The facilitator asks the following supporting questions to help participants visualize their character.

Who are you? How tall are you? What Do you look like? What kind of hair do you have? What clothes do you wear? What shoes are you wearing? etc.

All the characteristics of their character they must write on the papers.

### What are your 3 skills (you can do/ good at) ?

Trainers explain that the participants have to choose 3 skills for their character that will serve them in the game.

The facilitator can guide the participants with several examples such as *driving, cooking, cleaning, programming, arranging, selling, etc.*

All the skills they have to write on the papers.

### Where are you?

The trainer guides the participants to visualize a door in front of them and they have to go through this door in order to see where they are. After the participants visually go through the door, the facilitator helps them to describe where they are with a couple of questions.

Where are you? What is around you? What are your surroundings? What do you see?

### What possibilities exist?

The participants have to mark on the paper the possibilities that exist in their surroundings for them to start making money, place to live. Remind them they have no money and limited skills.

As guide questions you can use: What possibilities exist, under these conditions, to begin a normal life; to earn money, find a place to live? What job are you going to start? Why would they give it to you? What sets you apart from the competition?

## 2.2 Switch papers

The trainer set the participants to exchange their paper. Depending on the group dynamic the trainer can use different methods. It can be on a random basis. For example make the participants walk around the place with their paper then at a point they have to stop and exchange with someone. Another approach can be as they sit in a circle they have to pass their paper on the left. The trainer can add more movement, make them sit on a chair across the circle and pass papers on the left again.

### The trainer introduced the following game design:

The protagonist and their friend that they have known for a very long time have been preparing themselves for a long awaited big event. After 5 days there is a grand skill competition where the winner of the prize is fulfilling their dream for \$100k. The place of the event is 500km away and they have to find a way to get there at any cost. In order to be prepared for the event they have to be presentable and to have 3 items that will help them in front of the audition.

The trainer give task on the participants to use the character that they have with all the details on the papers and nothing more to complete the following tasks:

- Take 3 items with you that will help you to present your skills
- Be nice looking/ presentable
- Make enough money to travel 500 km to the event

They have 5 to 10 min to complete the tasks.

After they complete the tasks they have to make pairs.

### Suggested activity for splitting on pairs.

The participants have to line up by certain characteristics, Suitable for this is date of birth. The restrictions they have is that they are not allowed to talk, to show their dates directly on phone or paper. After they line up for the task, they have to split where the middle is and close the two lines like scissors face to face. The participants that are face to face make a pair.

## 2.3 Meet your friend and prepare for the audition

The trainers instruct the participants to work together in pairs in a creative way with the characters and tools they have to make inspiring showups in front of the jury within 1-2min time in order for them to win the prize of \$100k to fulfill their dream. The trainer explains that after this the pairs will show what they prepared on stage in front of the others. Additionally the pairs have to give their team a name.

After 5 to 10 min

The trainer gives the participants something that they have to write on. Best solution is sticky notes. One by one the pairs stand out in front of the group on a staged design place and perform what they prepared. Every other pair has to vote for them on a separate sticky note with the number of the team and their name. After everyone presents, the trainer instructs the participants to put all the notes on a board in rows by teams so the trainer can analyze them.

The trainer can give them guided questions to answer: What are my character's strong and weak sides? How did I survive for 5 days with the skills I have? Why did I choose those 3 items?

### - Debrief

In this activity the participants have to sit on a circle and the trainer guide them for reflection of the activities with questions like:

- How was your experience in this role play activity?
- What do you think about vision? Is it easy to use it? Does it feel more imaginary or more realistic? How can vision help you?
- Were you flexible with your choices? What is the role of flexibility in situations like this?
- Do you think you can get better results with your own character design?
- What if you are in this situation, can you do it and what will it take?





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# Digital Skills

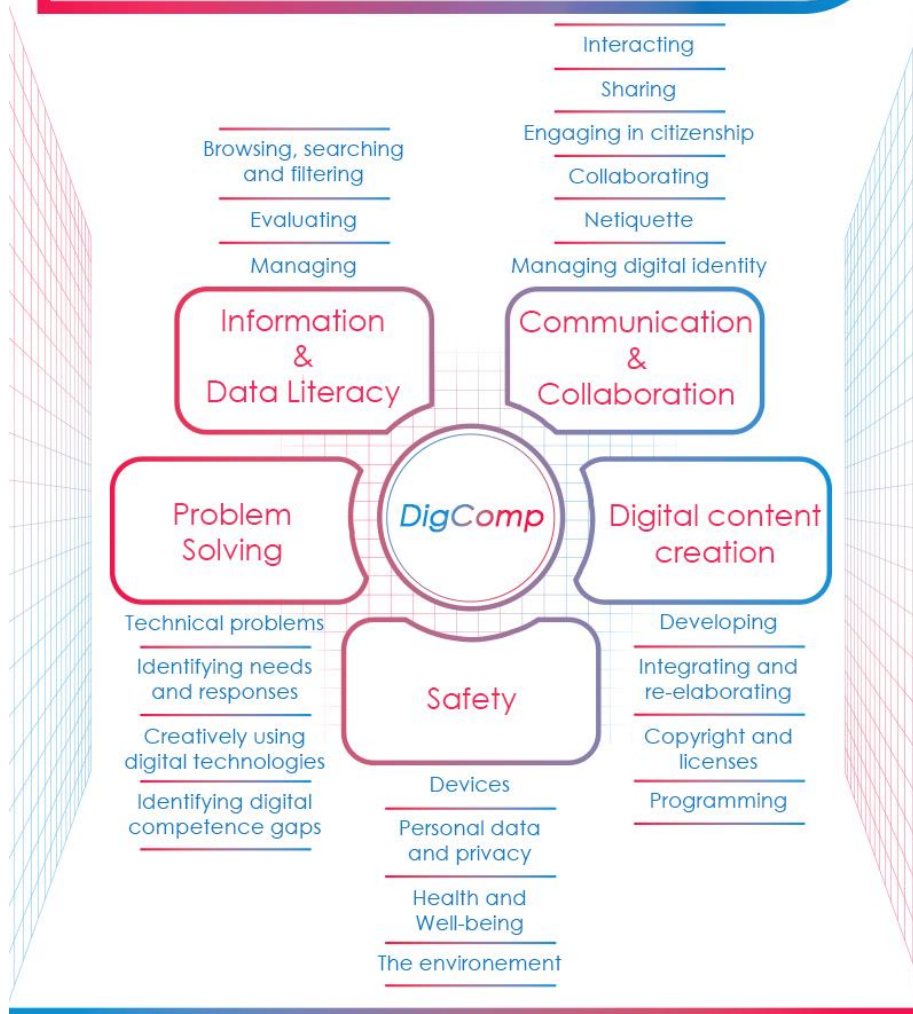
## SKILLS SELECTION

# 2 Group 2 - Digital skills

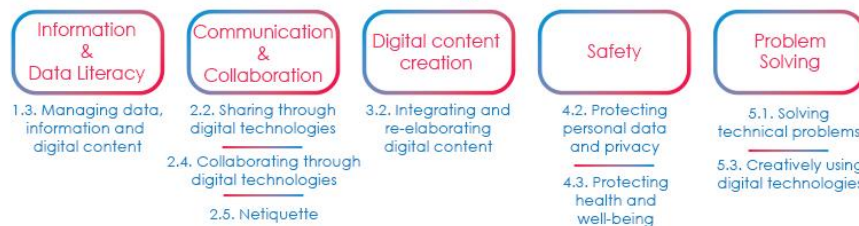
### DigComp 2.1

#### The Digital Competence Framework for Citizens

The European Digital Competence Framework, also known as DigComp, offers a tool to improve citizens' digital competence. Today, being digitally competent means that people need to have competences in all areas of DigComp.



### Final selection of Digital Skills Cluster



### Conclusion

Clear is the confusion that exists in the distinction of some skills, especially digital (eg. Interacting through digital technologies Vs Sharing information through digital technologies Vs Collaborating through digital technologies) which have similar definitions but which are not so clear and which would also require training from entrepreneurs.



## Preparation for Trainers

### Context

Digital competences, also known as digital skills or digital literacy, refer to the knowledge, skills, and attitudes required to effectively and responsibly use digital technologies. These competences encompass a wide range of abilities that enable individuals to navigate, utilise, and interact with digital tools, devices, and platforms in various contexts.

Digital competences are essential in today's increasingly digitised world, as they empower individuals to participate fully in the digital society, access information and services, communicate effectively, and succeed in education, work, and daily life.

This part of the toolkit is related to the relevant skills from the DigiComp. The European Digital Competence Framework, also known as DigiComp, offers a tool to improve citizens' digital competence. In DigiComp, digital competence involves the "confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It is defined as a combination of knowledge, skills and attitudes." (Council Recommendation on Key Competences for Life-long Learning, 2018).



The DigiComp framework identifies the key components of digital competence in 5 areas .

## The areas in DigiComp

**Information and data literacy:** To articulate information needs, to locate and retrieve digital data, information and content. To judge the relevance of the source and its content. To store, manage, and organise digital data, information and content.

**Communication and collaboration:** To interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity. To participate in society through public and private digital services and participatory citizenship. To manage one's digital presence, identity and reputation.

**Digital content creation:** To create and edit digital content To improve and integrate information and content into an existing body of knowledge while understanding how copyright and licences are to be applied. To know how to give understandable instructions for a computer system.

**Safety:** To protect devices, content, personal data and privacy in digital environments. To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies and their use.

**Problem solving:** To identify needs and problems, and to resolve conceptual problems and problem situations in digital environments. To use digital tools to innovate processes and products. To keep up-to-date with the digital evolution.

There are 21 competences that are pertinent to these 5 areas.



Resource:

<https://www.schooleducationgateway.eu/en/pub/resources/tutorials/digital-competence-the-vital-.html>

## Digi comp competences

Areas	Competences
<b>Information and data literacy</b>	<ul style="list-style-type: none"> <li>● Browsing, searching and filtering data, information and digital content</li> <li>● Evaluating data, information and digital content</li> <li>● Managing data, information and digital content</li> </ul>
<b>Communication and collaboration</b>	<ul style="list-style-type: none"> <li>● Interacting through digital technologies</li> <li>● Sharing through digital technologies</li> <li>● Engaging in citizenship through digital technologies</li> <li>● Collaborating through digital technologies</li> <li>● Netiquette</li> <li>● Managing digital identity</li> </ul>
<b>Digital content creation</b>	<ul style="list-style-type: none"> <li>● Developing digital content</li> <li>● Integrating and re-elaborating digital content</li> <li>● Copyright and licence</li> <li>● Programming</li> </ul>
<b>Safety</b>	<ul style="list-style-type: none"> <li>● Protecting devices</li> <li>● Protecting personal data and privacy</li> <li>● Protecting health and well-bein</li> <li>● Protecting the environment</li> </ul>
<b>Problem solving</b>	<ul style="list-style-type: none"> <li>● Solving technical problems</li> <li>● Identifying needs and technological responses</li> <li>● Creatively using digital technologies</li> <li>● Identifying digital competence gaps</li> </ul>

Resources: [https://joint-research-centre.ec.europa.eu/digcomp/digcomp-framework\\_en](https://joint-research-centre.ec.europa.eu/digcomp/digcomp-framework_en)

## Workshop preparation

The workshop is focusing on building digital competences: essential skills for the digital era and it has the following objectives:

- Introduce participants to essential digital skills and concepts.
- Enhance participants' proficiency in using digital tools.
- Develop an understanding of the digital competences presented in the framework

### The workshop has the following agenda

- Getting to know each other activities - Warm ups - Icebreakers - Energizers
- Getting to know yourself and your digital skills
- Communication and collaboration using digital tools in a team
- Digital content creation presenting your results
- Protecting data and privacy while using digital tools
- Using digital tools creatively for problem solving

Every section of the workshop is covering one or more of the competences from the DigiComp framework.

### **The following workshop is using non-formal education techniques.**

**Non-formal education** is a type of education that takes place outside of the traditional formal education system, such as schools, colleges, and universities. It typically includes organized learning activities and programs that are designed to meet the learning needs of individuals who may have missed out on formal education, need to update their skills or learn new ones, or who wish to engage in lifelong learning. It is often experiential and participatory, and it may involve hands-on learning activities, problem-solving, and group work.

Examples of non-formal education include vocational training programs, adult literacy classes, workshops, seminars, short-term courses, and community-based learning programs. Non-formal education can provide individuals with opportunities to develop new skills, gain knowledge, and increase their confidence, leading to personal and professional growth.

**Resources:** <https://www.youtube.com/watch?v=Xm7PioKwkGo>

## Tips for the facilitator:

1. Know your audience: Before the workshop, take time to learn about the background, experience, and knowledge level of the participants. This will help you tailor the workshop to their specific needs and interests.
2. Set expectations: At the beginning of the workshop, be clear about what participants can expect to learn, what activities they will be engaging in, and what the workshop objectives are.
3. Use interactive and engaging methods: To keep participants engaged and motivated, use interactive and engaging methods such as hands-on activities, group discussions, and real-life examples. Use a variety of methods to suit different learning styles.
4. Demonstrate digital skills: Demonstrate digital skills as you go through the workshop so participants can observe how things work and how they can apply these skills in real-life scenarios.
5. Encourage participation: Encourage participation from all participants and ensure everyone has an opportunity to contribute. Use techniques like active listening and feedback to create a safe space where participants feel comfortable sharing their thoughts.
6. Provide resources: Provide participants with resources such as tutorials, videos, and links to websites or digital tools that they can use after the workshop. Ensure they are provided with material to refer to in case they need to refresh or review after the workshop.
7. Check for understanding: Periodically check for understanding to make sure participants have understood the concepts and ideas you have presented. Clarify as necessary.
8. Follow up: After the workshop, follow up with participants to see how they are doing and offer additional support and resources if necessary. This will help them continue to build on the skills they learned during the workshop.

# Workshop Outline

## 0. Energizers

### Line-up

In the short group challenge, participants must organize themselves in a line according to certain criterias (like height, age, month of birth, etc.) without speaking. The activity promotes non-verbal communication and teamwork. Simpler versions of the activity can be used in early stages of group development while more complex versions can be used to challenge more established groups.

**Goal:** The activity promotes non-verbal communication and teamwork

### - Instructions

#### Step 1:

Give the group the task to line-up in order of height (tallest-shortest) without talking.

#### Step 2:

Repeat the challenge two or three times with progressively more challenging tasks, such as:

Line up by hair colour or eye colour (lightest-darkest)

Line up by date of birth (youngest to oldest)

Line up by where you were born (farthest-closest)

## Sync Claps

This circle exercise is simple, but challenging and very effective for generating focus and alignment in a group. Participants stand in a circle and send a clap around the circle. Each clap involves two members of the group clapping their hands at the same time. The group tries to move the clap around the circle faster and faster with as much synchronization as possible. The exercise gets even more challenging when the “double clap” is introduced and the clap can change direction.

**Goal:** Generate focus and alignment in a group

### - Instructions

#### Step 1:

The group stands in a circle.

**Facilitator notes:** Step 3 is very challenging for unfocused, stressed or very new groups. If the group struggles to pass the clap in step 3, consider using the opportunity to debrief by asking the group: “why was it such a challenge to pass the clap when the task became more complex? What would you need as a group to master it?”

#### Step 2:

One person starts (person A). They turn to the person next to them (person B) and the two clap at the same time while making eye contact, as synced as possible. Person B then turns to person C and they clap at the same time. The clap continues like this around the circle. The group should try to pass the clap more and more quickly with as many perfectly synchronized claps as possible.

#### Step 3:

When the group has mastered the above, introduce the double clap. When a pair claps twice, the direction of the clap reverses. This presents a challenge, as pairs must non-verbally agree whether to clap once or twice. The group must be highly focused and attentive to each other for the clap to continue smoothly around the circle in this step.

**Resources:** <https://www.sessionlab.com/library/energiser>

<https://www.salto-youth.net/tools/toolbox/tool/games-activities-for-youth-exchanges.357/>

[https://sswm.info/sites/default/files/reference\\_attachments/CAMPUUS%20ny%20Icebreaker%20Energizer%20Resource%20Guide%20for%20Team%20Leaders.pdf](https://sswm.info/sites/default/files/reference_attachments/CAMPUUS%20ny%20Icebreaker%20Energizer%20Resource%20Guide%20for%20Team%20Leaders.pdf)

# 1. Digital Skills Workshop

**Materials needed:** papers, laptop/tablet, pen, projector (not mandatory).

**Indications for the facilitator:** Facilitator will start by setting the space (temperature, proper light, music for concentration, etc.).

## - Instructions

A national tech company is hosting a contest for everyone that is interested to showcase their digital skills and creativity. The theme of the contest was **"Innovative Solutions for a Sustainable Future."**

The participants formed a team and decided to participate in the contest. They knew that winning the contest would give them a great opportunity to showcase their skills and potentially land a job at the company.

### Rules of the contest:

1. Teams must consist of 3-5 participants.
2. Each team must submit a proposal for their innovative solution, including a detailed description of the problem they are addressing and how their solution addresses it.
3. Submissions must be sent to the commission via email.
4. The top 5 teams will be selected to move on to the final round and will be required to give a presentation of their solution to a panel of judges.
5. The final round will be held virtually via video conferencing.
6. The winning team will be awarded an internship opportunity with the tech company and a cash prize.

### Challenges:

1. The contest aims to find the most innovative and sustainable solutions, so teams should be prepared to think outside the box and come up with unique ideas.
2. Teams will have to research and gather information about the problem they are trying to solve, and use that information to design and develop their solutions.
3. Teams will need to use digital tools and platforms effectively to collaborate and communicate with each other, and to create and present their solutions.
4. Teams will need to be able to present their solutions effectively, both in writing and verbally, to a panel of judges.



## 1.1 Character design

**Materials needed:** papers, pen, flipchart, laptop/tablet.

**Time required:** 30-45 minutes

**Complexity:** Easy

**Objective:** The participant will describe and define its character design in the simulation. The trainer explains during the next activity, the participants have to design their imaginary character.

### - Reflect on yourself

Who are you? What can you do? What digital skills do you have?

1. Introduce the activity - Begin by explaining the purpose of the activity, which is to reflect on oneself and create a unique character that represents who they are and what they can do.
2. Reflect on oneself - Ask participants to take some time to reflect on themselves. Who are they? What are their strengths and weaknesses? What are their passions and interests? What are their career aspirations? What are their digital skills?

Encourage them to take notes or make a list of their reflections.

### Guidance for the facilitator:

- Who are you?

Invite the participants to take a couple of minutes to reflect on themselves. Then, the facilitator can ask the following supporting questions to help participants visualize their character.

- Who are you?
- What are your interests and passions?
- What are your strengths and weaknesses?
- What are your unique skills and abilities?
- What are your goals and aspirations for the future?

As a facilitator, you can guide the participants through the activity by asking them these questions, and then encouraging them to think about how they can incorporate their answers into their character design. For example, if a participant identifies a weakness in their digital skills, you can suggest that they include a learning or growing aspect to their character design.

- What are your 3 digital skills?

As a facilitator, you can guide the participants in this activity by asking them to reflect on their own digital skills and abilities. Here are some indications that may help you facilitate this activity:

- Explain to the participants what is the definition of a digital skill. "Digital skills are defined as the ability to find, evaluate, use, share, and create content using digital devices, such as computers and smartphones"
- Clear the purpose of the activity and the importance of reflecting on one's own digital skills.
- Ask the participants to take a few minutes to think about their digital skills and abilities. Encourage them to consider both technical and non-technical skills, such as problem-solving, creativity, and communication.
- Once the participants have had time to reflect, ask them to share their top three digital skills with the group. Encourage them to be specific and provide examples of how they have used or demonstrated these skills in the past.
- As the participants share their skills, you can create a list of all the digital skills represented in the group, highlighting the diversity and variety of skills that are present.
- As the facilitator, you can also share your own digital skills and experiences as a way of modelling and encouraging participation.
- Encourage the participants to think about how they can use and build on their digital skills in their future careers, both in the tech industry and in other fields.
- Finally, remind the participants that their digital skills are always evolving and that it's important to continue learning and developing new skills throughout their lives.
- Share and receive feedback - Once the characters are complete, ask participants to share their designs with the group and receive feedback from others. Encourage them to be constructive in their feedback and to think about the design elements that make the character unique and relatable.

Conclusion - Sum up the activity by highlighting the key takeaways, such as the importance of reflection and understanding oneself, the use of digital tools to create and showcase one's character and skills and the use of the character in real-world context.

Note to facilitator: Overall, this activity is a fun and engaging way to reflect on oneself and one's digital skills. It allows participants to create a unique and relatable character that represents who they are and what they can do.

## 1.2 Think of a name for your team and design your character in the simulation

**Materials needed:** papers, pen, flipchart, laptop/tablet.

**Time required:** 30 - 45 minutes

**Complexity:** Easy-Medium

### -Instructions

After the exercise for designing and defining the character, the participants will be split into teams. Put together their papers and decide the name of your team and the strengths that you have together based on the skills of every individual.

- Begin by reminding participants of the importance of working in a team, and how their individual skills and characteristics can contribute to the success of the team.
- Ask participants to share their character details and digital skills with the group. Encourage them to think about how their skills and characteristics can complement those of their teammates.
- Once everyone has shared their information, have participants form small groups of 3-5 people. Encourage them to choose a team name that reflects their skills and the theme of the contest.
- Provide time for the teams to discuss and brainstorm potential ideas for their project. Encourage them to think about how they can use their digital skills to develop an innovative solution for a sustainable future.
- Once the teams have formed, have them present their team name, team members and the brief idea of what they want to present.
- Before the final presentation, conduct a debrief with the team to evaluate the process, the outcome and the performance of each team member.

### **Note:**

As a facilitator, provide guidance and support to the teams as they work on their project, and remind them that they need to keep a time track.

## 2. The contest begin: Research and presentation

### 2.1 Research on a specific topic (it can be choose as an interest for the organization)

**Materials needed:** papers, pen, flipchart, laptop/tablet.

**Time required:** 45 minutes

**Complexity:** Medium

**Resources:** <https://www.youtube.com/watch?v=X8acnIYKJ9g>  
[https://www.youtube.com/watch?v=z9i\\_h-WMQ68](https://www.youtube.com/watch?v=z9i_h-WMQ68)

**Activity:** Creating a Group Report

For the job interview, the importance of digital skills, the job market, what are cookies, terms of service, protection data and privacy, wellbeing in a digital life, research on platforms and for what they can be used.

#### - Instructions

- Create a Google Docs document and share it with all group members.
- Assign different sections of the report to each group member
- Each group member should use their assigned section to research and gather information on the topic.
- Use Microsoft Word or any other word processing software to write their section of the report and format it with appropriate headings, subheadings and bullet points.
- Once all sections are completed, each member should use the "Comment" feature in Google Docs to provide feedback and suggestions on the report.
- Use Adobe Acrobat or any other PDF editor software to combine all sections and create a final version of the report.
- Share the final report with the group and present it to the audience.

This activity demonstrates how digital document creation and editing tools can be used to collaborate and efficiently create a group report. The use of different software in different steps of the process (Google Docs for collaboration, Microsoft Word for writing and formatting, Adobe Acrobat for merging and creating the final version) illustrates the versatility of these tools.

At the end of the activity, every team will have a research of a 1pg document about the chosen topic.

## 2.2 Create a presentation (infographic)

**Materials needed:** papers, pen, flipchart, laptop/tablet.

**Time required:** 45 minutes

**Complexity:** Medium

**Resources:**

Canva tutorial: <https://www.youtube.com/watch?v=WL-WbHwsbs8>

How to make an infographic: <https://www.canva.com/learn/how-to-make-an-infographic/>

Infographics example: <https://www.canva.com/infographics/templates/>

How to create a handout in PPT: <https://slidelizard.com/en/blog/powerpoint-handouts>

### - Instructions

Participants will be asked to create a presentation (infographic) using digital tools.

Objective: To learn how to create a visually appealing and informative handout or infographic using digital tools.

Guidance for the facilitator:

- Provide an overview of the activity and explain the importance of handouts and infographics in communication and collaboration.

“Handouts and infographics are important because they can help to present information in a clear, concise, and visually appealing way. They can be used to supplement a presentation or report, providing additional information or data in a format that is easy to read and understand. Handouts and infographics can also be shared online or printed and distributed, making it easy for others to access and review the information. The use of such tools can help to make complex information more accessible and engaging for the audience.”

- Introduce a few popular platforms for creating handouts and infographics, for example, Canva. Show examples of handouts and infographics created using these platforms.
- Divide the participants into small groups (3-5 participants/ group) or keep the groups formed prior to this activity.
- Provide time for research and brainstorming for every team. Encourage participants to gather ideas from the previous activity and to think creatively about how to present the information in a visually appealing way.
- Using the information they have gathered in the previous activity, the team should then create a handout or infographic that clearly and effectively communicates their project idea and research findings. Platforms such as Canva, PPT can be used to create the handout or infographic. Encourage

participants to think creatively about how to present the information in a visually appealing way.

- The team should also prepare a short explanation of the handout or infographic for the judges to understand the context of the project and the research behind it.
- The handout or infographic should be attractive and well-organized, easy to understand and can be shared on social media as a teaser for the project.
- Allow time for peer review and feedback. Encourage participants to share their handouts or infographics with their group and provide constructive feedback on areas for improvement.

By incorporating this activity, the team will be able to effectively communicate their project idea and research findings in a clear and visual way.

**Note:** The facilitator can present some tutorials or examples at the beginning of the activity.

## 2.3 Inform the commission of the contest

**Materials needed:** papers, pen, flipchart, laptop/tablet.

**Time required:** 20 - 30 minutes

**Complexity:** Easy

The facilitator will announce to the participants, as the context is in the last phase, that they need to send an official email to the commission, presenting the results and schedule a virtual meeting with the team and the commission of the contest.

Some indications for facilitators to guide this activity include:

- Explain the importance of effective email communication in the digital workplace.
- "Email communication and collaboration refers to the use of email as a tool for communication and teamwork. This can include sending and receiving emails, organizing and responding to emails, and using email to collaborate on projects and tasks."
- Demonstrate how to compose a professional email, including the use of proper formatting and language.  
Example: <https://www.wikihow.com/Write-a-Professional-Email>
- Provide examples of common email communication scenarios, such as requesting information or updating team members on a project.
- Encourage participants to practice sending and responding to emails in a simulated work environment.
- Discuss the use of email collaboration tools, such as shared inboxes and calendars, and how they can be used to improve teamwork.

- Encourage participants to reflect on their own email communication and collaboration habits and identify areas for improvement.
- Explain to the participants how to schedule a meeting in the calendar for the jury meeting.  
Example: [https://www.youtube.com/watch?v=4oVM\\_mGKA\\_o](https://www.youtube.com/watch?v=4oVM_mGKA_o)

## 2.4 Presentation of the results

**Materials needed:** papers, pen, flipchart, laptop/tablet.

**Time required:** 15 minutes

**Complexity:** Easy

**Resources:** <https://support.zoom.us/hc/en-us/articles/201362413-Scheduling-meetings>  
<https://support.google.com/meet/answer/9302870?hl=en&co=GENIE.Platform%3DDesktop>

### - Instructions

The teams will present their final products to the whole group. They will present the research and the infographic, the tools and the skills that they used.

**Activity:** Virtual Meeting with the juries of the contest

- Schedule a video conference call with all members of the team using a video conferencing tool (e.g. Zoom, Google Meet, Microsoft Teams).
- Examples: Zoom, Google Meet, and Microsoft Teams are some of the popular video conferencing platforms that can be used to schedule and conduct virtual meetings.
- They all have similar features such as screen sharing, breakout rooms, and recording capabilities. Zoom also has a feature called "Zoom games" that allows you to play games like Trivia, Kahoot, and more, making it more engaging.
- Divide the participants into small groups (3-5 participants/ group) or keep the groups formed prior to this activity - This allows for more interaction and collaboration within smaller groups.
- Assign a facilitator for each group - This person will be responsible for leading the group through the activity and keeping the team on track.
- Each group should present the results within a set time limit. - Having a time limit ensures that the activity stays focused and on track.
- Have a debrief and discuss, how was the experience and any lessons learned during the whole activity and how to apply them to the team's work. - This step allows the team to reflect on the activity and how it can be applied to the team's work.

**Note:**

By dividing the team into smaller groups and having them participate in pre-approved activities, it allows team members to collaborate and interact with each other in a fun and engaging way. It also allows the team to reflect on the activity and how it can be applied to their work, in this way it helps to improve the team's performance and cohesiveness.

## 3. Final Phase: Sharing through digital technologies

**Materials needed:** papers, pen, flipchart, laptop/tablet.

**Time required:** 15 minutes

**Complexity:** Easy

### - Instructions

Share your presentation on social media and get as many likes as possible, share what you learn and how was the experience for you.

Activity: Social Media Group Challenge

Guidance for the facilitator

- Divide the participants into small groups (3-5 participants/ group) or keep the groups formed prior to this activity - This allows for more interaction and collaboration within smaller groups.
- Each group member should choose a different social media platform (e.g. Facebook, Instagram, Twitter, LinkedIn)
- Each group member should create content (e.g. text, image, video) on their chosen platform related to the theme and should post it every day for a week.
- Use hashtags to make it easier to follow the challenge
- Use a group chat or messaging app to discuss and share ideas for content
- At the end of the week, review the analytics of each member's posts to see which one performed the best and had the most engagement.

This activity demonstrates how social media tools can be used in a more engaging and collaborative way. The use of a specific theme and hashtags, and the daily posts with a review at the end allows the group to create a campaign together and see the results of their work, and also allows them to learn from each other.



## 4. Debrief

**Materials needed:** papers, pen, flipchart, laptop/tablet.

**Time required:** 20 minutes

**Complexity:** Easy

**Resources:** <https://blog.trainerswarehouse.com/debrief-tools-for-processing-and-memory>

### - Instructions

The facilitator will invite the participants to an open discussion about the experience and the learning outcomes.

- Review the contest theme "Innovative Solutions for a Sustainable Future" and discuss how the team's solution aligns with this theme.
- Have each team member reflect on their individual contributions and discuss their digital skills that they used during the contest.
- Review the character design activity and discuss how it helped the team to understand their own strengths and weaknesses as well as the strengths and weaknesses of their team members.
- Review the research and presentation process and discuss any challenges that were encountered and how they were overcome.
- Discuss the impact of social media on the team's solution and how it was used to share their results with a wider audience.
- Reflect on the overall experience of the contest and discuss any lessons that were learned or areas for improvement.
- Encourage participants to share their thoughts on how the skills and knowledge gained from the contest can be applied in their future careers or personal projects.
- Provide feedback to each participant on their performance and participation in the contest.
- Suggest next steps for participants, encourage them to continue developing their digital skills.
- Close the debrief with a final reflection on the importance of digital skills in today's world and the role that they played in the contest.





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# Sustainability Skills

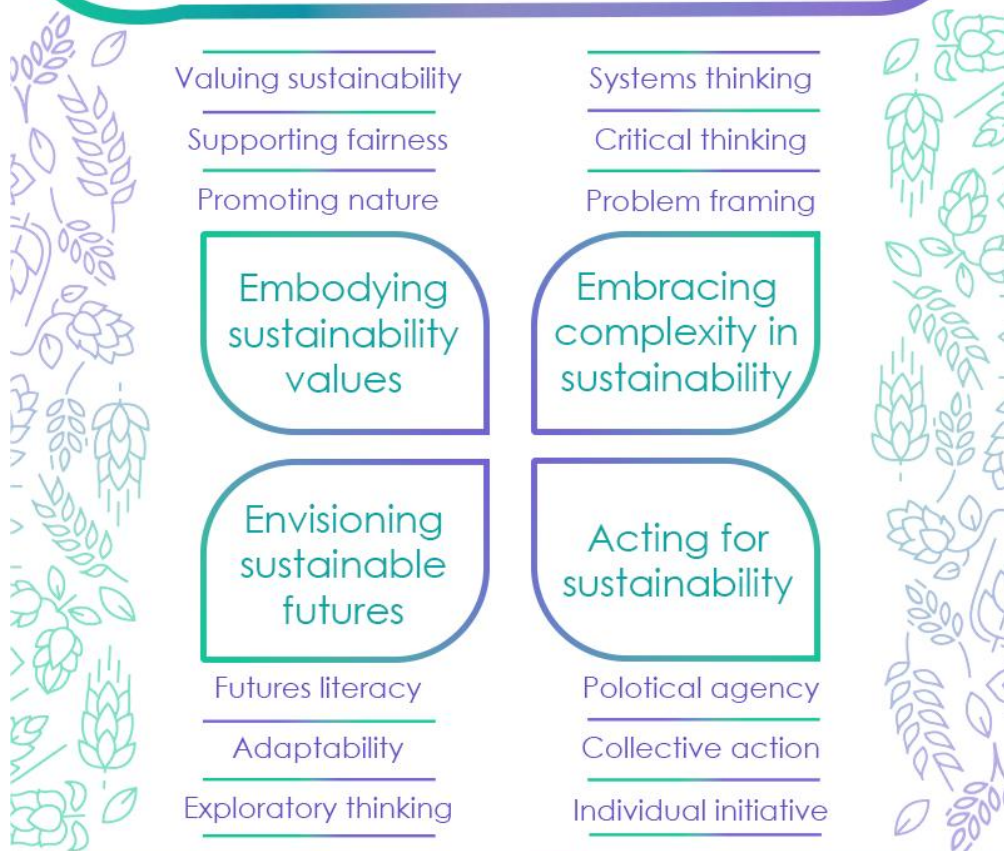
## SKILLS SELECTION

# 3 Group 3 - Green skills

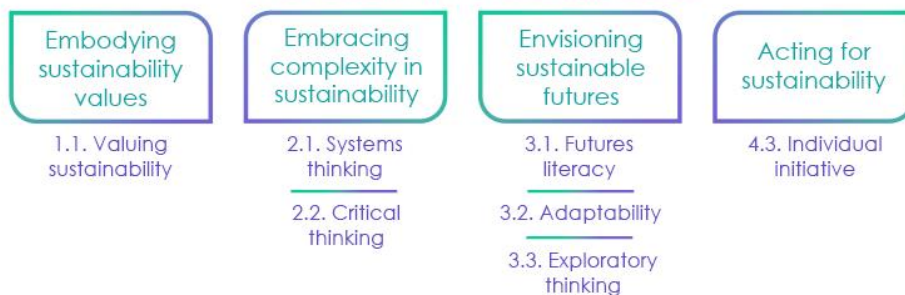
### GreenComp

The European sustainability competence framework

Cedefop defines green skills as "the knowledge, abilities, values and attitudes needed to live in, develop and support a sustainable and resource-efficient society" (Cedefop, 2012). Green skills will be needed by all sectors and at all levels in the workforce. New jobs will be created, while some jobs will be replaced and others redefined.



### Final selection of Green Skills Cluster



### Conclusion

The analysis of sustainability skills highlighted the importance of systemic thinking as the correlation between events, thoughts in the green field and the relationship of different processes. It is not the knowledge of one of the many problems but the correlation of all the problems that then determine the problems.

## Preparation for Trainers

### Context

Climate change and environmental degradation are an existential threat to Europe and the world. To overcome these challenges, the European Green Deal will transform the EU into a modern, resource-efficient and competitive economy, ensuring:

- no net emissions of greenhouse gases by 2050
- economic growth decoupled from resource use
- no person and no place left behind

The European Commission has adopted a set of proposals to make the EU's climate, energy, transport and taxation policies fit for reducing net greenhouse gas emissions by at least 55% by 2030, compared to 1990 levels.

The Transition to Green Economy is one of the drivers that will affect the skills required of the present and future workforce is climate change and the shift to a green economy. The green shift is influencing current employment, where reskilling or upskilling is necessary, as well as producing new green vocations, such as those in energy capture and storage, carbon emissions, energy auditing, and energy engineering. The green transition is not only creating new green occupations – for instance, careers in the capture and storage of energy and carbon emissions, energy auditors and energy engineers – but also affecting existing jobs, where reskilling or upskilling is needed.

The position taken by public institutions and international organisations towards the green transition is an important driver of changes in demand of services and products, and standards to be followed. To maximise the positive impact of the transition to a greener economy, companies must develop and integrate into their businesses the skills, knowledge and competences required by resource-efficient processes and technologies (Cedefop, 2019).

1. **Forecast the impact of green investments on the skills needed by the company.** As companies are called to reduce greenhouse gas emissions and minimise the use of resources, businesses need to ensure their workforce can follow the changes in processes, machines, rules, and possess new knowledge.
2. **Invest in the development of green transversal skills.** Transversal skills are highly demanded by companies, and different studies demonstrated that they could improve the outcomes of workers. Which is the aim of the present document.

### About sustainability and sustainable literacy

Sustainability is "the strategy for successful business of the future" (Danciu, 2013). Sustainability can only become the very model of development at the present stage if all responsible actors in all countries and all areas realise the importance of adapting to the present for the future of future generations.

Sustainability in business generally addresses two main categories: the effect on the environment and the impact on society. Currently, researchers have

concluded that emotional intelligence can play an important role in achieving economic sustainability simultaneously with the sustainability of the physical and social environment to maintain human well-being to ensure the continuity of life on earth. Economic performance cannot be achieved without that of employees and good management.

The concept of eco-efficiency for sustainable management refers to increasing productivity efficiency by minimising environmental damage, thus leading to sustainable development. The concept of eco-efficiency has been recognized by the Organisation for Economic Co-operation and Development (OECD) and the European Environment Agency (EEA).

Eco-efficiency aspects are the ones that the EU is insisting on these days for many reasons, the aim being to ensure sustainable development: reduction of energy, water and material consumption; reduction of waste and pollution levels; extension of the life span of the product/service offered; usefulness of recycling products or services.

## Sustainable development

The term “sustainable development” gained currency after the 1992 Earth Summit in Rio de Janeiro. In effect, over 170 governments agreed that human development aspirations and the capacity of the environment to support them were on a collision course. Sustainable development became the overarching policy framework within which governments would seek to address the challenges of unsustainable development patterns. At the time, the most widely used definition described sustainable development as “*development that meets the needs of the present without compromising the ability of future generations to meet their own needs*”.

We are not in the habit of thinking about the economy, the sort of society we would like, or the sort of environment we would like to live in at the same time. In higher education institutions, each is taught as different subjects, in different departments. Sustainable development is not a political fad that is likely to pass. Despite living in a world that is richer than ever before, environmental damage escalates and poverty and inequality persist (over a quarter of the world's countries are poorer than they were in 1990 and the total income of the richest 1 percent of people is more than that of the poorest 57 per cent). Similar trends are evident in individual countries as well as globally.

## What is sustainability literacy?

Expressed at the highest level, a sustainability literate person would be expected to:

- understand the need for change to a sustainable way of doing things, individually and collectively
- have sufficient knowledge and skills to decide and act in a way that favours sustainable development

- be able to recognise and reward other people's decisions and actions that favour sustainable development

Understand the need for change to a sustainable way of doing things, individually and collectively.

Most people do have some rudimentary understanding of what sustainable development means. However, a sustainability literate person will have sufficient knowledge and understanding to talk to others in a positive and engaging way about matters relating to sustainable development. They will be able to make a coherent argument for why change in behaviour is needed and how it might happen in practice, drawing examples from their own sphere of influence and operation and linking that to their own values and to the wider context in which they live. They will be able to make links between the social, environmental and economic aspects of sustainability and make connections between their neighbourhood, their workplace and what is happening globally.

Have sufficient knowledge and skills to decide and act in a way that favours sustainable development.

A sustainability literate person will be equipped with a number of intellectual and practical tools that enable them to make decisions and act in a way that is likely to contribute positively to sustainable development. They will be able to make decisions on specific matters, such as advising on financial investment, buying food or writing new policy for prisons, by applying the 'at the same time' rule - that is, taking environmental, social and economic considerations into account simultaneously, not separately.

Be able to recognise and reward decisions and actions that favour sustainable development.

A key principle of reinforcing good practice or behaviour is to recognise when it is taking place and to acknowledge if not reward it. This principle applies from childcare to major publicity campaigns. A sustainability literate person will know the importance of encouraging and reinforcing behaviour that favours sustainable development. Some people argue that a generic minimum of knowledge, skills or competencies is required to be sustainability literate, just as there is a basic level of reading and mathematical skills needed to get through life. Others argue that for sustainability literacy, as for word and number literacy, there is no real definable minimum, but the search for it can be illuminating nevertheless. There is probably truth in both views.

## Sustainability Competences

Competences go beyond understanding particular issues, such as the global water cycle, consumption trends, or unequal distribution of wealth in underdeveloped nations. The definition of competencies allows for the inclusion of all subject-specific knowledge necessary for effective problem-solving in a given situation. The knowledge, skills, and attitudes that enable successful task performance and problem-solving in relation to current sustainability issues, challenges, and opportunities are referred to as sustainability competencies.

The term "competency" refers to excellent performance and high drive and focuses on behaviour, motives, and other personal attributes. This characterization is attribute-based because it is based on the individual's personal characteristics. The British phrase competence, which has a connection to job performance, refers to practical abilities, knowledge, and a grasp of the workplace. Competency-based education focuses on helping people interact effectively in various circumstances and places so they can help reform their institutions, which makes it outcome-focused.

Despite the conceptual difference between sustainability and sustainable development, the terms are frequently used synonymously. According to the UNESCO definitions<sup>1</sup>, sustainability is best described as a long-term objective, such as creating a more sustainable world, while sustainable development, as the name suggests, refers to the various processes and avenues for achieving progress or development in sustainable ways, such as through sustainable forestry and agriculture, production and consumption, appropriate government actions, research and technology transfer, education, and training.

Wiek et al. (2011) synthesised *sustainability competences* as "complexes of knowledge, skills, and attitudes that enable successful task performance and problem solving with respect to real-world sustainability problems, challenges, and opportunities" (p. 204). Eleven years later, developing the previous work, Bianchi et al. (2022) published the European sustainability competence framework – *GreenComp* -, which is organised in four main areas.

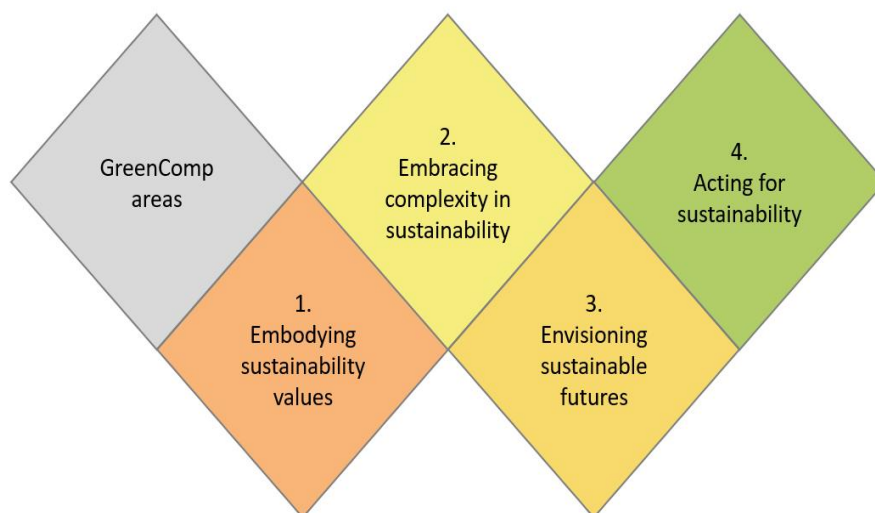


Figure 5. Areas of the GreenComp( Bianchi et al., 2022)

<sup>1</sup><https://www.unesco.org/en/education/sustainable-developmen>



## GREEN SKILLS in the SKILL UP program

In this section of the SKILL UP program, we are focusing on developing the following competences, as described by the GREEN COMP framework.

*GreenComp* responds to the growing need for people to improve and develop the knowledge, skills and attitudes to live, work and act in a sustainable manner.

*GreenComp* is a reference framework for sustainability competences. It provides a common ground to learners and guidance to educators, providing a consensual definition of what sustainability as a competence entails. It is designed to support education and training programmes for lifelong learning. It is written for all learners, irrespective of their age and their education level and in any learning setting – formal, non-formal and informal. Sustainability competencies can help learners become systemic and critical thinkers, as well as develop agency, and form a knowledge basis for everyone who cares about our planet's present and future state.

*GreenComp* consists of 12 competences organised into the four areas below:

Areas	Competences
Embodying sustainability values,	<ul style="list-style-type: none"> <li>● <u>valuing sustainability</u></li> <li>● supporting fairness</li> <li>● promoting nature</li> </ul>
Embracing complexity in sustainability	<ul style="list-style-type: none"> <li>● <u>systems thinking</u></li> <li>● <u>critical thinking</u></li> <li>● problem framing</li> </ul>
Envisioning sustainable futures	<ul style="list-style-type: none"> <li>● <u>futures literacy</u></li> <li>● <u>Adaptability</u></li> <li>● <u>exploratory thinking</u></li> </ul>
Acting for sustainability	<ul style="list-style-type: none"> <li>● political agency</li> <li>● collective action</li> <li>● <u>individual initiative</u></li> </ul>

# Workshop Outline

## 1.1 Valuing sustainability

### Introduction

Sustainability improves the quality of our lives, protects our ecosystem and preserves natural resources for future generations.

While attitudes towards sustainability and the environment vary from person to person, there is evidence to suggest that many people do value sustainability in their day-to-day lives. Surveys and studies have found that a significant percentage of consumers prioritise sustainability when making purchasing decisions, with many preferring eco-friendly products and companies that prioritise sustainability and social responsibility. Additionally, many individuals make efforts to reduce their environmental impact in various ways, such as conserving water and energy, reducing waste, and using alternative transportation.

However, it's important to note that sustainability is not always the top priority for everyone, and many factors can influence behaviour and decision-making, such as cost, convenience, and cultural norms. Additionally, not everyone has equal access to sustainable options, which can create disparities in environmental impact and sustainability practices.

### Aims and Objectives

GIVEN the apparent tensions between sustainability and consumerism based on the use of natural resources, everybody should be able to contemplate what impact buying fast fashion or taking a flight for a weekend getaway would have at system level (SDG 12).

This module aims at a reflection of personal values; where participants can identify and explain how values vary among people, across nations and over time, while critically evaluating how they personally align with sustainability values.

### Task 1 Calculate your Carbon Footprint

The Consumer Footprint Calculator allows EU citizens to calculate the environmental impacts of their consumption patterns and to evaluate how changes in their lifestyle may affect their personal footprint.

<https://knowsdgs.jrc.ec.europa.eu/cfc>

The assessment of the consumption patterns is performed for five areas of consumption, namely food, housing, mobility, household goods, and appliances. The tool follows a life cycle-based approach that considers the impacts occurring along the entire life cycle of the consumed products, i.e. all the resources used and emissions to the environment taking place from the raw materials extraction to the end of life. The environmental impacts of the consumption patterns are evaluated with the 16 environmental impact indicators of the Environmental Footprint method and the resulting single weighted score, compared to planetary boundaries, and compared to the environmental burdens of the consumption pattern of the average EU citizen.

## Task 2

Brainstorm ways to decrease your footprint – discuss strategies to help one another.

There are many ways to decrease your ecological footprint and reduce your impact on the environment. Here are some ideas:

1. Reduce your energy consumption: Use energy-efficient appliances and light bulbs, turn off lights and electronics when not in use, and adjust your thermostat to save on heating and cooling costs.
2. Use alternative transportation: Walk, bike, or take public transportation instead of driving alone. If you must drive, consider carpooling or using a fuel-efficient vehicle.
3. Conserve water: Fix leaks, take shorter showers, turn off the tap while brushing your teeth, and use a low-flow toilet.
4. Reduce waste: Recycle and compost as much as possible, use reusable bags and containers, and avoid single-use products like straws and water bottles.
5. Eat a plant-based diet: Reduce your consumption of meat and dairy products, as the production of these foods has a significant impact on the environment.
6. Choose eco-friendly products: Look for products that are made from sustainable materials, use minimal packaging, and are produced in an environmentally friendly way.
7. Support renewable energy: Consider investing in renewable energy sources like solar or wind power, or support policies that promote the use of renewable energy.
8. Practice conservation: Support efforts to protect biodiversity and endangered species.
9. Educate yourself and others: Learn about environmental issues and share your knowledge with others to promote awareness and action.

## 2.1 Systems thinking

### Introduction

How does the circular economy help to reduce waste?

The circular economy is a model of production and consumption, which involves sharing, leasing, reusing, repairing, refurbishing and recycling existing materials and products as long as possible. In this way, the life cycle of products is extended. **In practice, it implies reducing waste to a minimum.**

### Aims and Objectives

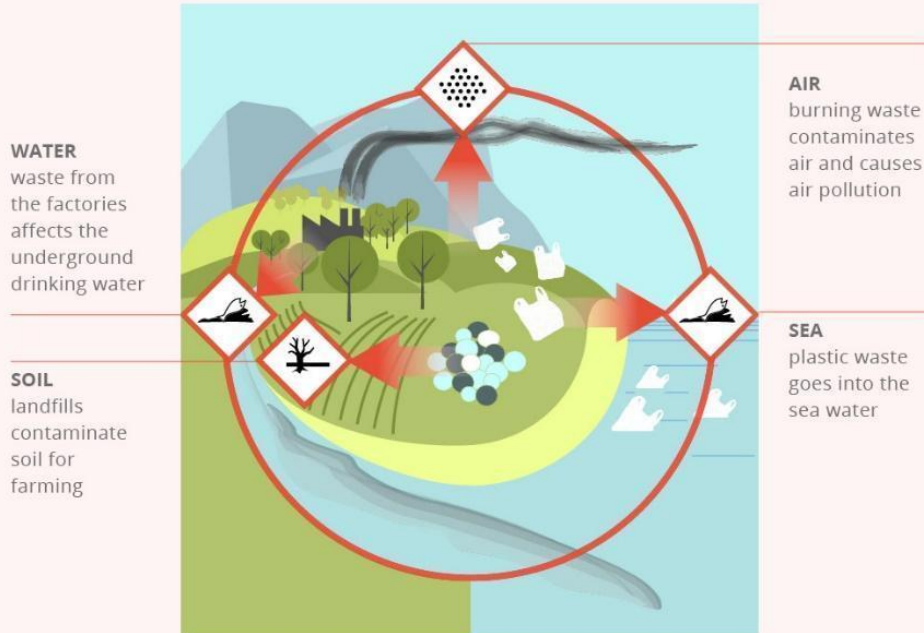
To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems.

The primary objective here is to awaken awareness concerning the impacts of our lifestyle on the planet, evidencing the existing relationships between garbage, health, ecology, and regional integration. In a broader sense the aim is to sensitise people especially in the waste matter and reflect on consumption habits, based on the understanding of the indissociable link between personal and environmental health, and health with the mode of current production.

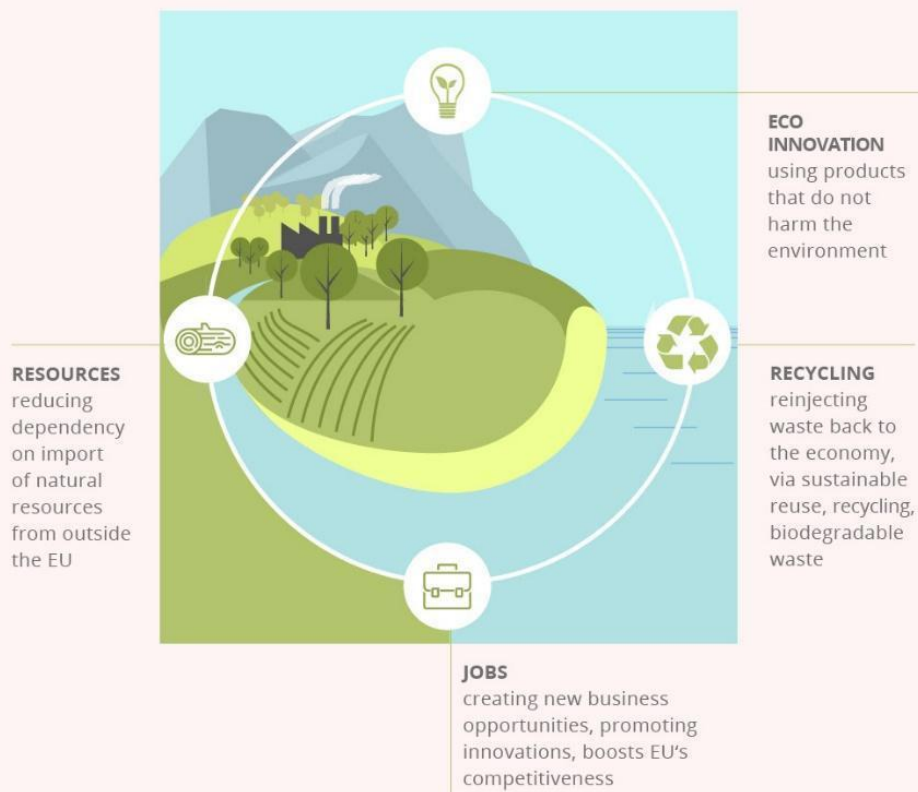
### TASK 1

Have a look at the normal waste model and the circular economy model. What are some of the practices you see around you? Do they manage waste in a traditional way or minimise it in a traditional way?

### WASTE IN TRADITIONAL MODEL



### MINIMISING WASTE: CIRCULAR ECONOMY



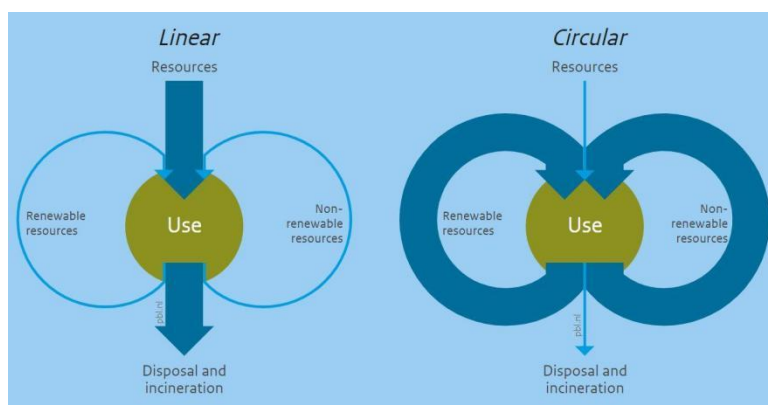
## TASK 2 Discuss the Linear Economy Model

*How is a circular economy different from a linear economy?*

A circular economy is fundamentally different from a linear economy. Simply stated, in a linear economy we mine raw materials that we process into a product that is thrown away after use. In a circular economy, we close the cycles of all these raw materials. Closing these cycles requires much more than just recycling. It changes the way in which value is created and preserved, how production is made more sustainable and which business models are used. These aspects are explained in more detail below.



VIDEO: <https://www.youtube.com/watch?v=zCRKvDyyHml>



## TASK 3 CASE STUDY

*The Xerox pay per copy business model*

<https://www.strategyzer.com/business-model-examples/xerox-business-model>

An example of a model that facilitates the transition to the circular economy is a product-service combination (Product-As-A-Service System), which is seen as a model to integrate products and services (Michelini, Moraes & Cunha et al., 2017). A widespread example of a product-service combination is the Xerox printer system, in which companies receive a printer free of charge and pay per copy. This system fits well within the circular economy, because as a manufacturer, Xerox has an interest in ensuring that the printer will last a long time, by being able to repair and update it. In the linear sales system, the manufacturer often benefits if the product breaks down quickly so that it can sell a new product.

## 2.2 Critical thinking

### Introduction

Recycling and material recovery rates do not only differ among countries, but also among waste streams. Glass, paper and metal packaging commonly achieve the highest recycling rates as they are used in relatively simple product groups or easily recyclable. Recycling rates of more complex product groups are significantly lower.

### Aims and Objectives

To assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions.

### TASK 1

Build a critical understanding of how fast fashion works (SDG 12), poor labour conditions (SDGs 8, 10), solid waste accumulation (SDGs 11, 12) and pollution (multiple SDGs) are interrelated.

Research and then i) define the class of problems they need to deal with, ii) identify those involved, iii) adopt different perspectives, and iv) identify paths for possible solutions.

Focus on a specific sector, and have participants find out information and come up with common solutions. Especially if they are connected with their profession or something that is important to them personally.

For example, if the industry chosen is fast fashion, then here are the environmental impacts:

The fast fashion industry has significant negative impacts on multiple SDGs, highlighting the urgent need for more sustainable and responsible production and consumption practices.

### Some of the SDG issues related to fast fashion are:

**SDG 12:** Responsible Consumption and Production: Fast fashion contributes to overconsumption and wastefulness. By producing low-quality, cheap clothing that is quickly discarded, the fast fashion industry encourages unsustainable consumption patterns.

**SDG 13:** Climate Action: The fast fashion industry is a significant contributor to greenhouse gas emissions, particularly through the production and transportation

of clothing. The industry also contributes to deforestation, water scarcity, and soil degradation.

**SDG 8:** Decent Work and Economic Growth: Fast fashion often relies on low-wage labour and unsafe working conditions, particularly in developing countries. This contributes to poverty and inequality, and undermines efforts to achieve decent work and economic growth.

**SDG 14:** Life Below Water: The fast fashion industry contributes to water pollution through the use of toxic chemicals in textile production, which can harm aquatic life and ecosystems.

**SDG 15:** Life on Land: The fast fashion industry contributes to deforestation through the production of wood-based fabrics like rayon and viscose, which are made from trees.

**SDG 16:** Peace, Justice and Strong Institutions: The fast fashion industry has been criticised for its lack of transparency and accountability in its supply chains, particularly in relation to human rights abuses and environmental damage.

## TASK 2:

Consider any one of the SDG's from your chosen industry and research ways in which they can become more sustainable and environmentally friendly.



## 3.1 Futures literacy

### Introduction

Futures literacy can be a valuable life skill for promoting more sustainable futures, including the achievement of multiple SDGs, such as SDG 6 (Clean Water and Sanitation), SDG 7 (Affordable and Clean Energy), and SDG 2 (Zero Hunger).

**Encouraging 'futures literacy' as a life skill can help individuals and communities imagine more sustainable futures in several ways:**

**Enhancing Creativity and Innovation:** Futures literacy can help individuals and communities come up with innovative solutions to complex challenges, such as providing clean water, clean energy, and healthy food to all.

**Building Resilience:** Futures literacy can help individuals and communities anticipate and prepare for future challenges, including climate change, population growth, and resource depletion.

**Fostering Collaboration:** Futures literacy can facilitate collaboration among diverse stakeholders, including scientists, policymakers, businesses, and communities.

**Promoting Sustainability:** Futures literacy can help individuals and communities imagine more sustainable futures by promoting long-term thinking and planning. By considering the potential impacts of their actions on future generations, individuals and communities can make more informed decisions that prioritise sustainability and the well-being of people and the planet.

### Aims and Objectives

To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.

Encouraging 'futures literacy' as a life skill helps us to imagine more sustainable futures, where, for example, communities have access to clean water, clean energy and healthy food (multiple SDGs including 6, 7, 2).

### TASK 1

Check out these videos and discuss your vision of the future and how you could contribute to its improvement. <https://oneresilientearth.org/growing-your-own-resilience-with-futures-literacy/>

### TASK 2

If you were to come up with one aspect of a sustainable future for your community, what would it be?

## 3.2 Adaptability

### Introduction

Adapting to complex sustainability issues in our communities requires a multidisciplinary approach that involves various stakeholders, including government officials, community leaders, businesses, and individuals. A good way is to get involved by attending community events, participating in local initiatives, and engaging in conversations about sustainability, making plans to address issues and supporting local businesses that prioritise sustainability.

### Aims and Objectives

To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.

For example: Young people play a central role in driving the adaptation agenda. On 22 January

2021, young people from over 115 countries launched 'Adapt for our Future' a global youth call to action on adaptation. This initiative aims to prepare younger generations for the transition towards green and climate resilient development (SDG 13).

A specific problem that comes with an environmentally friendly product such as an electric car is the disposal of car batteries. To reduce harmful battery disposal and wastage, "EcarACCU" a company based in the Netherlands specialises in the recycling and refurbishment of batteries used in electric vehicles. Their services include the collection, testing, refurbishment, and resale of used EV batteries, as well as the recycling of batteries that are no longer usable.

EcarACCU helps to promote sustainability by extending the lifespan of EV batteries and reducing the environmental impact of battery disposal. By refurbishing and reselling used batteries, they enable the reuse of valuable materials and reduce the demand for new batteries, which require significant energy and resource inputs to produce.

Thus, EcarACCU manages to run a profitable business that also helps environmental goals.

## 3.3 Exploratory thinking

### Introduction

Sustainability transitions are often framed as a matter of “learning by doing” and “doing by learning” (Loorbach 2007). We have to “learn our way out of unsustainability” (Finger and Asún 2001), it is argued, and in doing, so change agents play a key role.

When it comes to solving complex sustainability problems an “out of the box” approach requires looking at processes and business models in multiple ways.

### Aims and Objectives

To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods

**For example:** ‘Reduce, reuse, recycle’ is a well-known concept for the circular economy, and an exploratory thinking approach can help turn waste into a precious resource. The Eco-Schools programme has developed a number of trash hack ideas that can help explore the issue of waste from different perspectives (SDG 12).

Some of these practices include:

**Upcycling Textiles:** Used clothing and textiles are being upcycled into new products, such as rugs, bags, and even furniture. This is done through processes such as shredding and reweaving fabric, as well as repurposing clothing into new designs.

**Composting:** Organic waste such as food scraps, yard waste, and paper can be composted to create nutrient-rich soil. This soil can be used for gardening and farming, reducing the need for chemical fertilisers.

**Electronic Waste Recycling:** Electronic waste, or e-waste, is being recycled to recover valuable metals such as gold, silver, and copper. These metals can be used to make new electronic components and products.

### TASK

How can you reuse some of the waste produced in your community - what are some of the products or upcycled products that can be created from them?

## 4.3 Individual initiative

### Introduction

It is difficult to assess the extent to which we, as individuals, are contributing to the carbon emissions and other waste issues plaguing our environment. We may also be inadvertently supporting unsustainable business practices by not doing our part in choosing products, services and organisations that make sustainability an important part of their economic activities. Educating ourselves to be more aware of sustainable practices and getting involved in community efforts can be a step in the right direction.

### Aims and Objectives

To identify their own potential for sustainability and to actively contribute to improving prospects for the community and the planet.

**For example:** Courses, such as 'Knowledge to Action' as part of the International Master's programme in Environmental and Sustainability at Lund University, offer learners a hands-on opportunity to interact in real-world settings with those at societal level such as municipalities, organisations, companies and third sector organisations while taking part in a project that promotes sustainability (SDGs 16, 13).

### TASK

Reflect again on your own carbon footprint. If you are not part of the solution, you are part of the problem. With this knowledge, what are the ways in which you personally see yourself changing in a sustainable way?

### Resources

<https://kenniskaarten.hetgroenebrein.nl/en/knowledge-map-circular-economy/how-is-a-circular-economy-different-from-a-linear-economy/>

<https://www.researchgate.net/publication/312993596> Exploration of critical thinking in environmental sustainability subjects

<https://www.teachthefuture.org/video>

[https://en.unesco.org/futuresliteracy/about#:~:text=What%20is%20Futures%20Literacy%20\(FL,and%20invent%20as%20changes%20occur](https://en.unesco.org/futuresliteracy/about#:~:text=What%20is%20Futures%20Literacy%20(FL,and%20invent%20as%20changes%20occur)





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