



Promoting sustainability competences in education

An Innovative Hybrid
Participatory Approach

A practical Guide

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About this practical Guide



Our innovative hybrid participatory process is designed to support the work of educational communities in the co-design, co-implementation and evaluation of interventions aiming to promote sustainability competences.

It was designed, implemented and evaluated within the framework of the [ECF4CLIM project](#), which is funded by the EU and fosters participatory processes in schools and universities to enable education for sustainability.

This guide presents a brief, practice-oriented version of the hybrid participatory method to facilitate its uptake and implementation in schools and other educational institutions.

1.1. What is this method for?

- A tool that supports the development of **sustainability competences** within educational communities.
- A strategy that **encourages reflection and deliberation about the nature of sustainability competences** and their three interconnected spheres: individual, collective, and technical/material.
- A series of processes and techniques that raise **awareness of the current state of sustainability competences** in each specific educational centre (school or university), support the **collaborative design of interventions** to promote them, facilitate joint deliberation on their implementation and enable **participatory evaluation** of the potential impact of such interventions.

1.2. **What is unique** about our hybrid participatory approach?

Participants in the ECF4CLIM experience emphasize:



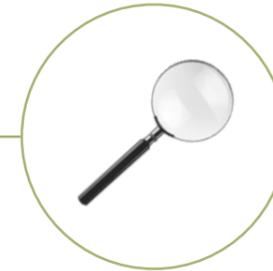
Culture of co-learning

New interpersonal relationships form between students and teachers, creating a culture of co-learning rather than top-down instruction.



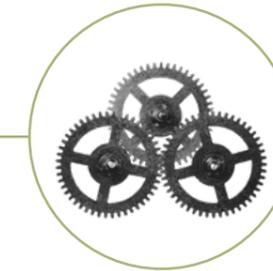
Equal voice

The process is designed to ensure equal voice among all roles, encouraging open and active participation. Students value the opportunity to speak freely and feel genuinely heard, while teachers report that engaging with students' perspectives fosters reflection, inspiration, and a renewed sense of awareness. This inclusive openness enhances self-efficacy and satisfaction.



Learning experience in itself

Students highlight that working in teams with diverse participants is a learning experience in itself, as they understand classmates' opinions and generate 'more and better ideas' through group debate.



Bridging the gap between theory and real-world application

The participatory process models the very competences of collaboration, critical thinking, and communication. It turns learning into an active, dialogic experience rather than a passive one.



Adjusting expectations

The participatory process helps align expectations among diverse stakeholders regarding the meaning and practical application of sustainability within academic life, supporting the design of long-term projects and the engagement of the educational community in a shared strategy.

1.3. **When** should I use it?

If you are a school or university interested in promoting sustainability competences within your educational community, our hybrid participatory method can support you at different stages of the process. Based on our experience in the ECF4CLIM project, it is especially useful when:



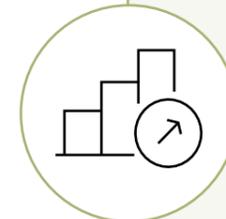
You don't have an intervention yet, and you want to create one.

You want to design meaningful and practical interventions to promote sustainability competences.



The intervention is underway, and you want participatory monitoring.

You are already implementing sustainability interventions and want to actively involve your community in monitoring their progress.



You want to assess what is working and what could be improved.

You need to evaluate ongoing or completed interventions to understand their impact.



You want a fully collaborative approach from start to finish.

You want the entire process to be participatory: co-designing, co-implementing and co-evaluating sustainability interventions together with your community.

These interventions can be individual, institutional or technical-material in nature.

1.4. Is it **suitable** for me?

To make the most of our hybrid participatory method, your school or university should be committed to engaging the entire educational community and working with a support team with social research skills in an interactive process of design and data appreciation.

Genuine institutional commitment to the hybrid participatory process

The ECF4CLIM experience underscores the critical role of school leadership and management in enabling sustainability transformations, as well as the necessity of broad teacher commitment beyond already engaged individuals. Sustainability initiatives should not depend on voluntary efforts but be institutionalized through integration into school routines and curricula, with dedicated time and resources. Furthermore, the outcomes of the hybrid participatory process need to be meaningfully considered when developing or revising educational programs.

Working with a support team with social sciences skills

Skills from social research need to be properly integrated into the participatory process, through a support team. Although the method may appear simple, it is also sophisticated and requires certain social research skills. A support team would be necessary for the complete and systematic implementation of the process.

You may also only be interested in certain parts of the process, such as co-designing, co-monitoring and/or evaluating interventions, and you may already have the necessary expertise at your school or university.

If you are interested in the process but lack the necessary support team, ECF4CLIM could provide specific training.

Redefining **sustainability competences**



Sustainability competences can be conceptualized as the abilities to act appropriately to achieve sustainability goals successfully and efficiently. This general concept can be broadened from an individual perspective to spheres of collective and technical-material competences. Therefore, three types of sustainability competences will be considered here.

- **By individual competences**, we mean the knowledge, skills, and attitudes that enable individuals to act for sustainability.
- **By collective competences**, we refer to the regulations, norms, and cultural-cognitive capacities of an organisation that support sustainability action.
- **By technical-material competences**, we refer to the equipment, infrastructure, and natural environment that enable or support sustainability efforts.

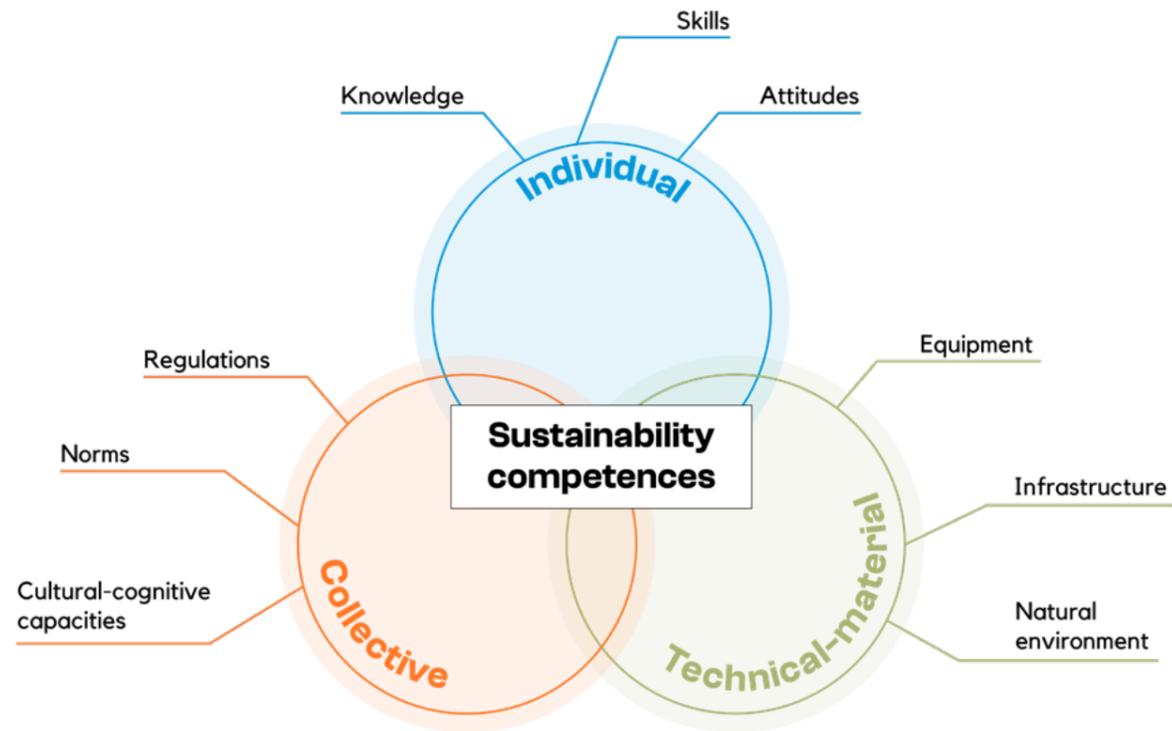


Figure 1. Overview of the three interconnected types of sustainability competences: individual, collective and and technical-material.

Notably, these three spheres of competence are deeply intertwined

The proposed hybrid participatory approach is unique in that it systematically explores individual, collective and technical-material factors that enable or constrain the desired change. It encourages students, teachers, staff and external stakeholders to work together to assess sustainability competences and reflect on the impact of actions. By emphasising creativity, transdisciplinarity and iterative reflection, it supports transformative change and enhances institutional capacity to address sustainability challenges.



The hybrid participatory approach in practice:

Sustainability Competence Teams (SCTs) and Committees (SCCs)



Two types of innovative organisational and deliberative structures/groups need to be established at each school or university:

Category	Sustainability Competence Teams (SCTs)	Sustainability Competence Committees (SCCs)
Participants	Students, teachers, and other staff from the educational community.	Representatives from SCTs, the wider educational community and external stakeholders.
Purpose	Promote deliberation and reflection on sustainability challenges and competences within each homogeneous group (students, teachers, staff).	Promote deeper reflection, broaden perspectives and encourage collaborative thinking across the whole educational community.
Composition (homogeneous/heterogeneous)	The SCTs allow for homogeneous group discussions, with students discussing with students, teachers discussing with teachers, and staff discussing with staff.	The SCCs allow for heterogeneous group discussions, integrating representatives from the entire educational community.

Category	Sustainability Competence Teams (SCTs)	Sustainability Competence Committees (SCCs)
Ideal group size	6–9 participants per SCT	8–15 participants in total.
Recommended Members	Students / teachers / staff	1–2 representatives per SCT profile (students, teachers, and administrative staff). If not feasible, invite additional students, student association members, demonstration site representatives (e.g. directors or sustainability/education experts). Representatives from local/regional authorities. Representatives from NGOs. Representatives from parents' associations. Any other relevant stakeholders.
Special cases	If few teachers or staff are available, a single mixed SCT for them can be created.	If SCT representatives are not available, other students, student associations, directors, sustainability/education experts, etc. may join.

Our participatory approach suggests that each team (SCT) and committee (SCC) should meet six times throughout the process.

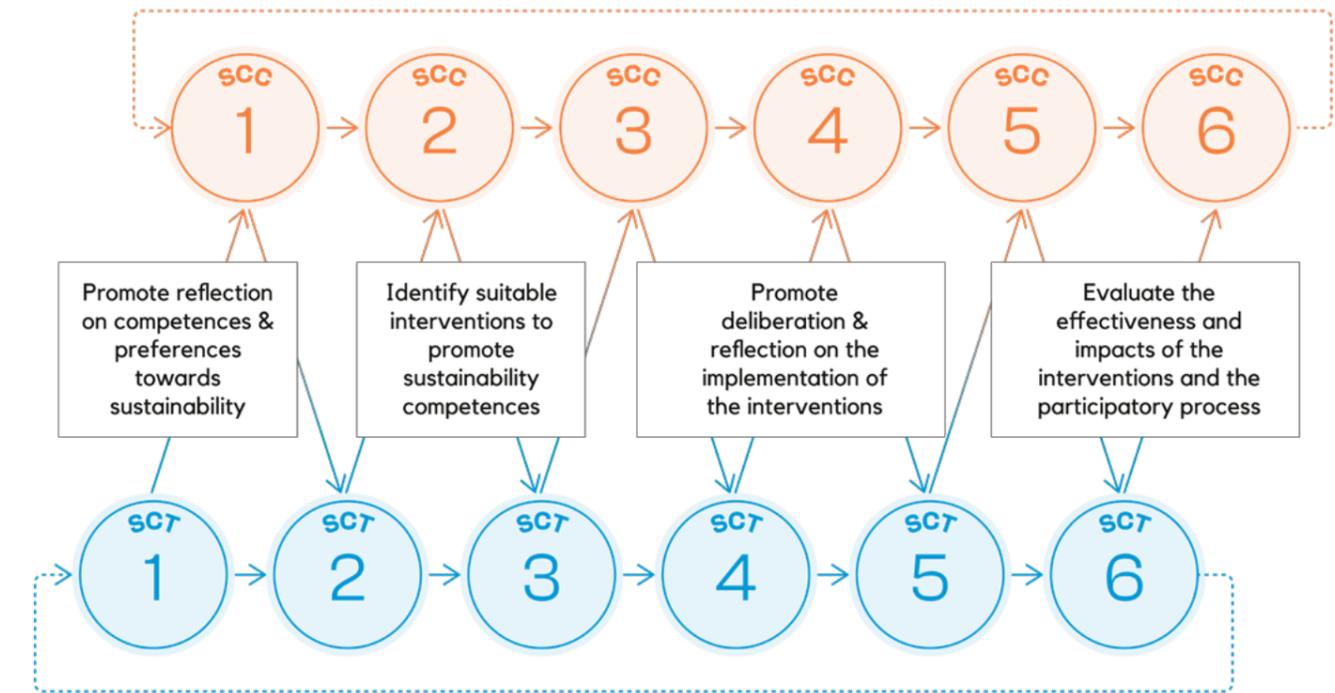


Figure 2. The sequence of how SCTs and SCCs interact.

Ideally, the same participants should be involved throughout the entire participatory process.

The timing of the sessions – i.e. when to run them and how long to leave between them – depends on various factors, including the nature of your interventions and your available resources. You just need to consider how long it will take to design, run and analyse the outputs of one session before running the next one. It is essential to plan the whole process carefully in advance.

Although the hybrid participatory approach may seem simple, it is a sophisticated process that requires specific social research skills, including moderating discussions, collecting discursive data, and analysing outcomes. Readers are encouraged to consult the section “Is it suitable for me?” in this guide.

All these suggestions must be adapted to the particularities of each school or university.

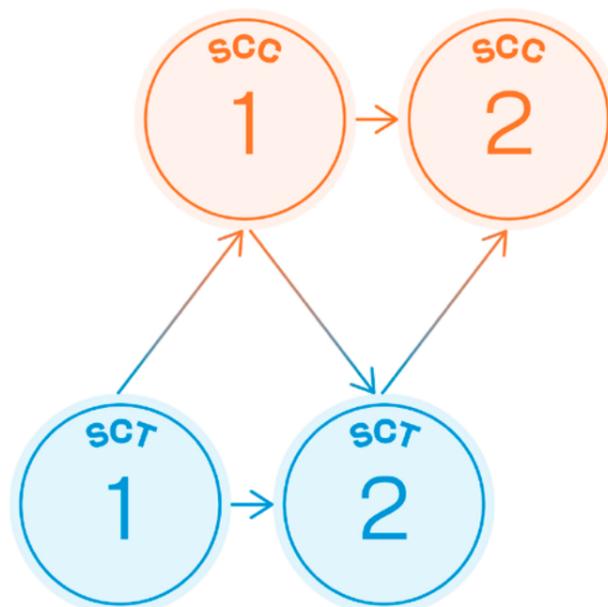
3.1. Meetings 1 & 2.

Assessing sustainability competences and co-designing interventions

SCT/SCCs 1 & 2 engage participants in reflection on the starting point of our schools in terms of sustainability competences:

- **How is sustainability understood?**
- **How is it integrated into school activities?**
- **What are the individual, collective and technical-material competences?**

From this starting point, participants engage in a co-design process to identify and define interventions to empower the educational community and promote sustainability competences.



Meeting 1

SCT-1 — Sustainability Competence Team meeting 1. Reflecting on sustainability competences

🕒 1:30 to 2 hours

- Welcome and introduction (5 min)
- EVOC & CAPA (10 min)
- Insights on sustainability competences at our school/university (15 min)
- Ice-breaker: first reactions to the insights (5 min)
- Oval mapping: drivers and barriers for sustainability (40 min)
- Evaluation questionnaire (5 min)
- Farewell and next steps (5 min)

Welcome and introduction

All participants, or their legal representatives for underage children, must sign an informed consent form. Ideally, we will be dealing with the same participants throughout the process, so the proposal is that a single consent will cover the whole process. The support team (moderators) briefly introduces the participatory process and the objectives of the first SCT. A round of introductions allows participants to introduce themselves.

EVOC (evoking and eliciting sustainability conceptions)

EVOC is the shorthand name given by researchers to a questionnaire-based free-association exercise that asks: 'What comes to your mind when you think about sustainability at your school/university?' Please, write down the five words or sentences that first come to your mind. (For primary schools, ask kids to write down three words or sentences).

CAPA short questionnaire (addressing personal implication with sustainability)

CAPA is a tool designed to address the participant's personal identification with "sustainability". Ask to students, teachers and administrative staff the three following questions. Each question was rated from 1 (no, not at all) to 5 (yes, absolutely).

- Q1. Compared to other issues, "sustainability" is an important issue at my school.
- Q2. How I am educated for sustainability at my school affects me personally.
- Q3. I can take action to enhance sustainability in my school.

Insights on sustainability competences (raising awareness)

Participants are presented with data and evidence on sustainability competences in their school or university, encompassing three types: individual, collective, and technical-material.

Ice-breaker (reflecting on our sustainability competences)

Each participant express his/her main reactions and impressions.

Oval mapping (identifying drivers and barriers for sustainability)

To facilitate the identification of real-life drivers and barriers to sustainability at your school or university, we rely on the "oval mapping" (or "concept mapping") technique.

- Participants are divided in small groups.
- Individually, each participant writes down 2 post-its with drivers and 2 post-its with barriers.
- Each small group debates the drivers and barriers and agrees the 3 most relevant drivers and barriers.
- The small groups go back to the big group, and the secretary presents the findings from each group, and debate their drivers and barriers.

Evaluation questionnaire (assessing the quality of the participatory process)

At the end of the meeting, participants are invited to complete a short survey to evaluate the quality of the session as a participatory and deliberative process

Farewell and next steps

SCC-1 – Sustainability Competence Committee meeting 1. Understanding our sustainability competences

 1:30 to 2 hours

- Welcome and introduction (10 min)
- Key findings from SCT1: drivers and barriers for sustainability at your school/university (15 min)
- Ice-breaker: first reactions to the insights (5 min)
- Oval map: rethinking drivers and barriers for sustainability (40 min)
- Evaluation questionnaire (5 min)
- Farewell and next steps (5 min)

Welcome and introduction

The moderator invites participants to introduce themselves, their roles and their expectations.

Key findings from SCT1

The moderator briefly introduces the key findings from SCT1 (drivers and barriers to sustainability).

Ice-breaker

Each participant shares their main reactions and impressions on drivers and barriers to sustainability.

Oval mapping (rethinking drivers and barriers for sustainability)

The group is split into two smaller groups. Each group nominates a secretary to take notes and share the outputs with the larger group.

- Individually, each participant writes the main barriers (2 post-its) and drivers (2 post-its).
- Each small group debates the drivers and barriers and agrees on the 3 most relevant ones. The secretary writes down the selected main drivers and barriers.
- The small groups go back to the large group, and the secretary presents the findings from each small group.
- Final debate on drivers and barriers in the large group.

Evaluation questionnaire (assessing the quality of the participatory process)

Farewell and next steps

Meeting 2

SCT-2 – Sustainability Competence Team meeting 2. Co-designing interventions to promote sustainability competences

 1:30 to 2 hours

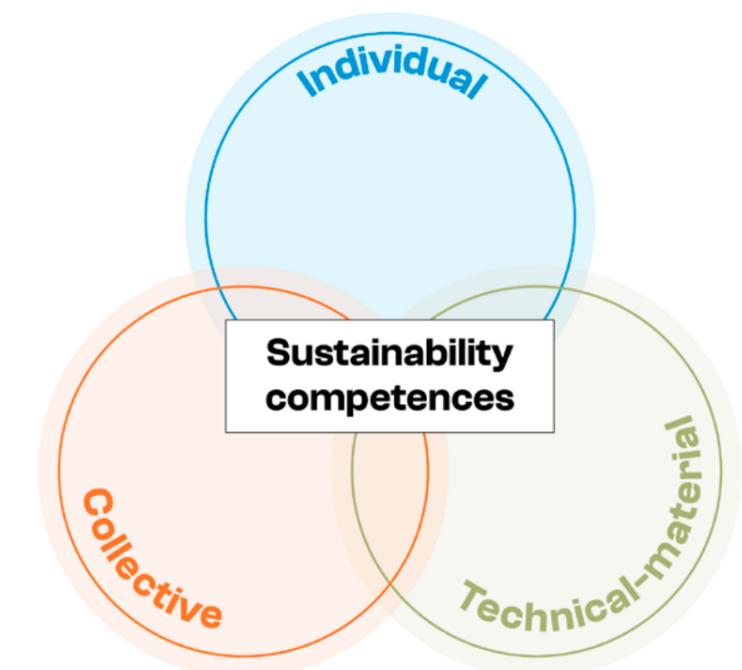
- Welcome and introduction (5 min)
- Setting the scene (15 min)
- Feedback from the SCT/SCC sessions 1: deliberation & reflection (30 min)
- Resource allocation exercise: discussion of proposed interventions (60 min)
- Evaluation questionnaire (5 min)
- Farewell and next steps (5 min)

Welcome and introduction

If there is someone new, brief round of introductions. The support team introduce the details of the session.

Setting the scene (raising awareness on sustainability competences)

The support team summarizes the main findings from the initial assessment of the individual, the collective, and the technical-material competences.



Feedback from SCT1/SCC1

The support team introduces the results from EVOC/CAPA exercises and participants share their first reactions.

The support team introduces a provisional list of interventions to promote sustainability competences, based on the identified drivers and barriers from the first sessions of the SCT and SCC.

The moderator invites participants to deliberate on the list, considering which options may be more contextually relevant and suggesting new interventions or disregarding others. After adding items and suggesting rewordings, participants agree on the final list of interventions.

Resource allocation exercise (ranking the interventions)

Participants are told that they are responsible for investing in the school and are given a budget of 100 points for the next academic course. Each participant receives three dots of different colours (50, 30, and 20 points). They then rank the final list of co-designed interventions."

Measure	Resources
1.	
2.	 
3.	

Evaluation questionnaire

Farewell and next steps

SCC-2 — Sustainability Competence Committee meeting 2. Co-designing interventions to promote sustainability competences

 1:30 to 2 hours

- Welcome and introduction (5 min)
- Icebreaker: top interventions to promote sustainability competences (15 min)
- How, Now, Wow: co-deciding (40 min) and raking the interventions (15 min)
- Open debate: from theory to practice (30 min)
- Evaluation questionnaire (5 min)
- Farewell and next steps (5 min)

Welcome and introduction

Icebreaker: top interventions to promote sustainability competences

The support team introduces the top interventions identified in the different SCTs (those for students, teachers and staff), specifying who suggested what.

The moderator then tries to group these interventions into categories in line with individual, collective, and technical-material competences, such as:

- Raising awareness on ... (individual competence)
- Supporting organizational changes to ... (collective competence)
- Developing curricula interventions to incorporate sustainability in ... (collective)
- Improving environmental performance related to ... - waste/energy/air quality/...(technical-material)
- Any other

The moderator drafts a new list with a maximum of 10 – 12 interventions.

How, Now, Wow (co-designing and ranking the interventions)?

The HOW; NOW; WOW technique is applied to prioritize the new list of interventions.

The aim is rethinking the interventions from a new perspective in order to finally identify the ones that participants would really like to be implemented at the school/university.

Two dimensions are considered: originality (i.e. the transformative capability) and easiness of its implementation.

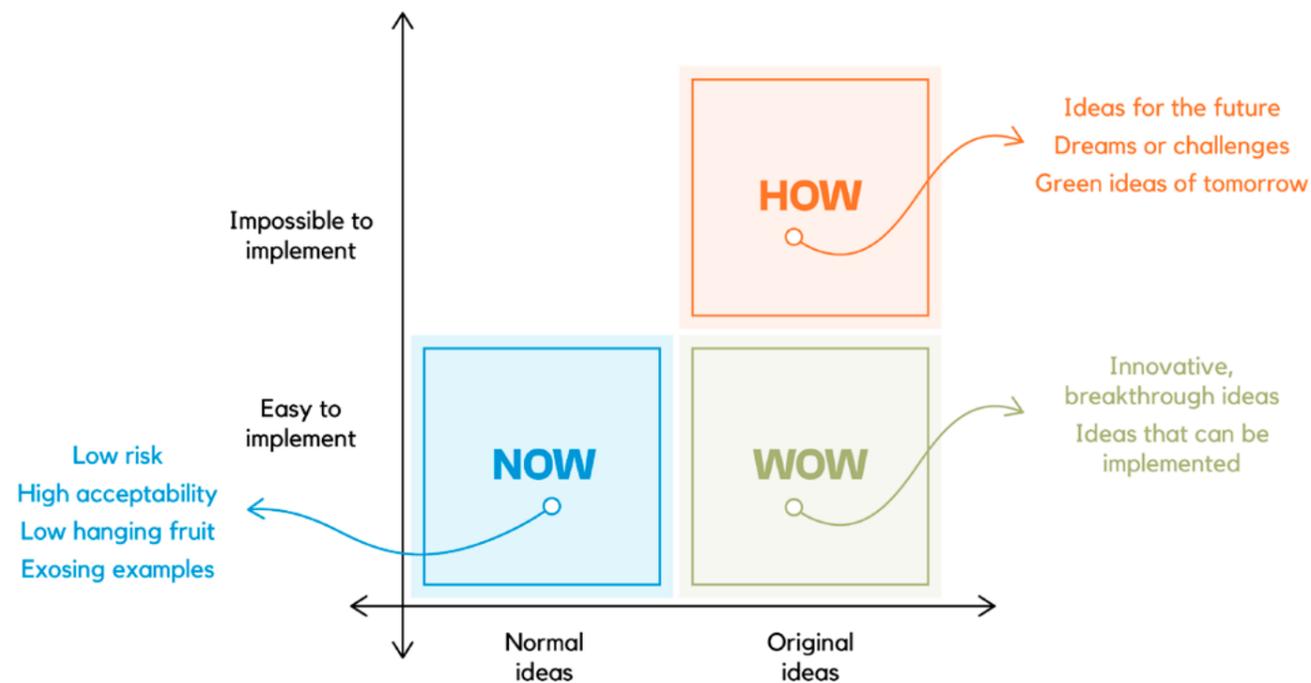


Figure 3. Innovation matrix (HOW–NOW–WOW) used to prioritize the new list of interventions.

- **HOW/Orange ideas: original ideas, impossible to implement.** Breakthrough ideas in terms of impact, but impossible to implement right now given the existing (technological, institutional, individual, economic...) constraints.
- **NOW/Blue ideas: normal ideas, easy to implement.** Typically, the most feasible options to fill existing gaps. They normally result in incremental benefits.

- **WOW/Green ideas. Original ideas, easy to implement.** Potential for orbit-shifting change and possible to implement within the current reality.

The moderator explains the steps to be followed in the exercise as follows:

- An empty matrix is placed on the wall or a pin board.
- Participants are given six post-its: Two blue, two yellow and two green.
- Participants write down their six preferred interventions on the post-its (two HOW, two NOW, and two WOW) and place them in the matrix.
- Participants then explain the reasons/arguments for their decisions.
- The moderator makes a synthesis of the final matrix.

Open debate

For the selected interventions, participants generate ideas and proposals regarding:

- Who should be involved (human resources)?
- What is needed (economic resources)?
- How (technical and/or organizational viability)?
- When (timing)?
- And... Institutional commitment.

Evaluation questionnaire (assessing the quality of the participatory process)

Farewell and next steps

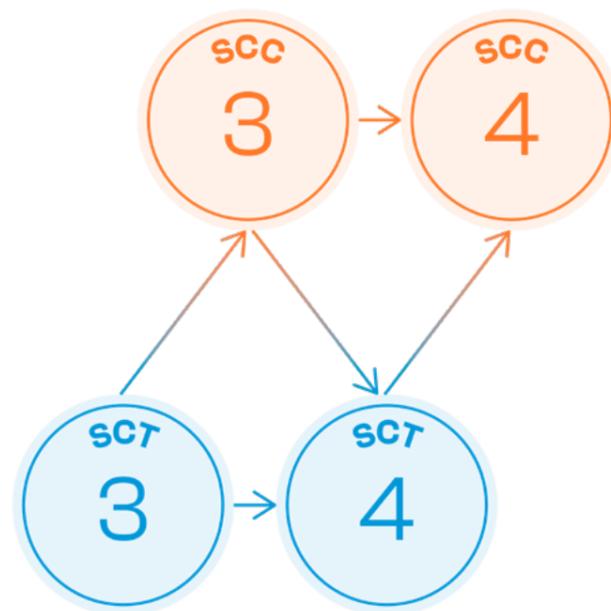
3.2. Meetings 3 & 4.

Implementing and tracking the interventions

SCT/SCCs 3 & 4 promote reflection on ongoing interventions in the DS:

- **How are the interventions evolving?**
- **Is there a need for modifications?**

From this reflection, preliminary insights on the impact of the interventions on individual, collective and technical-material competences are gathered.



Meeting 3

SCT-3 — Sustainability Competence Team meeting 3. Monitoring the interventions

🕒 1:30 to 2 hours

- Welcome and introduction (5 min)
- Sustainability conceptions survey (optional) (10 min)
- Ice-breaker: First impressions on the on-going interventions (10 min)
- Oval mapping 1: barriers and enablers for on-going interventions (25 min)
- Oval mapping 2: further improvement of on-going interventions (25 min)
- Evaluation questionnaire (5 min)
- Farewell and next steps (5 min)

Welcome and introduction

Sustainability conceptions survey (optional)

Participants are invited to complete a short survey on sustainability conceptions. This helps in reflecting on how different people understand this concept, which allows for the resolution of possible misunderstandings.

Ice-breaker

The support team introduces the selected interventions and opens the discussion by asking the participants how involved they were in designing and implementing them.

Oval mapping 1 (identifying drivers and barriers to the interventions)

Participants engage in a discussion about the drivers and barriers they encounter when implementing interventions in their school or university, and how these relate to sustainability competences (individual, collective, and/or technical-material).

Oval mapping 2 (envisioning ways for improvement)

The moderator invites participants to reflect on ways to improve and write down up to three proposals for each intervention.

Evaluation questionnaire

Farewell and next steps

SCC-3 — Sustainability Competence Committee meeting 3. Monitoring the interventions

 1:30 to 2 hours

- Welcome and introduction (5 min)
- Oval mapping: reflecting on the interventions (70 min)
- Evaluation questionnaire (5 min.)
- Farewell and next steps (5 min.)

Welcome and introduction

Oval mapping (reflecting and deliberating on the intervention)

The support team introduces the selected on-going intervention(s), including its objectives, status and implementation, and preliminary findings.

Participants are invited to an open debate about their preliminary impressions and expectations, writing down up to three concrete suggestions for improving each intervention.

Evaluation questionnaire (assessing the quality of the participatory process)

Farewell and next steps

Meeting 4

SCT-4 — Sustainability Competence Team meeting 4. Monitoring the interventions

 1:30 to 2 hours

- Welcome and introduction (5 min)
- Introducing the interventions (10 min)
- Ice-breaker: what is the problem? (10 min)
- Mind map: understanding the systemic nature of sustainability competences (30 min)
- Open debate: reflecting on sustainability conceptions (optional) (20 min)
- Evaluation questionnaire (5 min)
- Farewell and next steps (5 min)

Welcome and introduction

Introducing the interventions

Ice-breaker

Participants discuss the various issues that impact or interfere with the intervention and its objectives (e.g., infrastructures, service providers, cultural habits, rules, resources, people's competences such as knowledge, skills, and attitudes, etc.).

Mind map (understanding the systemic nature of sustainability interventions)

Participants collaboratively create a mind map with the help of the facilitator's questions: How do they have an impact? Why? How are the interventions and their aims interconnected and connected to different challenges and stakeholders? How does the intervention relate to or connect with sustainability in your school or university? What aspects facilitated the intervention? What did not work?

Open debate (optional)

The support team presents the results of the short survey on sustainability conceptions applied in SCT3 and the facilitator engages participants in an open debate on their impressions and reactions to the results.

At the end of the discussion, and in order to track possible changes in sustainability conceptions, participants are asked to repeat the short survey.

Evaluation questionnaire (assessing the quality of the participatory process)

Farewell and next steps

If the intervention would take place again in the next school term, what would you change? What would you do differently? Who else should be involved? How? What would you do the same? Why?

Evaluation questionnaire

Farewell and next steps

SCC-4 – Sustainability Competence Committee meeting 4. Monitoring the interventions

 1:30 to 2 hours

- Welcome and introduction (5 min)
- Ice breaker: main findings from SCT3 (30 min)
- Oval mapping: how to improve further (25 min)
- Evaluation questionnaire (5 min)
- Farewell and next steps (5 min)

Welcome and introduction

Ice-breaker

Brief presentation of the selected mind maps by the support team, followed by an open discussion of initial impressions and expectations.

Oval mapping (practical ways to improve the interventions)

Participants engage in a new concept-mapping exercise (oval mapping) focused on practical ways to improve the interventions.

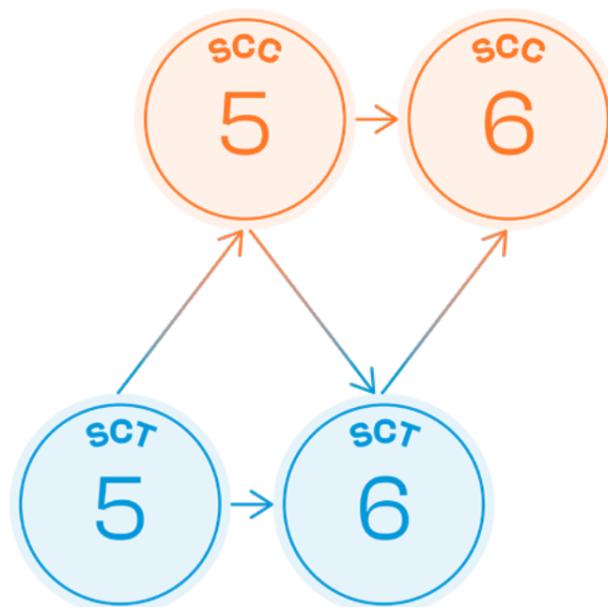
3.3. Meetings 5 & 6.

Co-evaluating the interventions and the participatory process

SCT/SCCs 5 & 6 engage all involved actors in the participatory evaluation of a selected set of interventions. These interventions are identified a priori by the support team and the school/university for their particular relevance according to a defined set of criteria. In addition, the participatory process itself is evaluated.

Participants explore and possibly revisit their 'intervention theories' in light of the experience gained:

- **Did the intervention operate as expected?**
- **Which unanticipated factors constrained or facilitated the improvement of sustainability competences?** (Theory-based stakeholder evaluation).



Meeting 5

SCT-5 — Sustainability Competence Team meeting 5. Evaluating the interventions

1:30 to 2 hours

- Welcome (5 min)
- Presentation of the selected interventions (15 min)
- Role-play on the selected intervention(s) (35 min)
- Final discussion on the key questions (20 min)
- Evaluation questionnaire (5 min)
- Farewell and next steps (5 min)

Welcome

Presentation of the selected interventions

The support team presents the selected interventions, outlining their objectives and main characteristics, the observed impacts after its implementation (including intended, unintended, and unanticipated consequences). They also share the experience gained regarding the obstacles encountered and the factors that have facilitated their development.

Role-play on the selected interventions

Participants simulate the roles and perspectives of various stakeholders in the field of sustainable education (teacher, a student, a school principal, a cleaning company representative, a parents' association member, or a town hall representative, among others).

Additionally, a set of 'factors' that influence the promotion of sustainability at the school or university are identified (such as time, resources, the educational project, planning and logistics, and legislation, etc.).

All of these factors are represented on cards that are distributed among the participants.

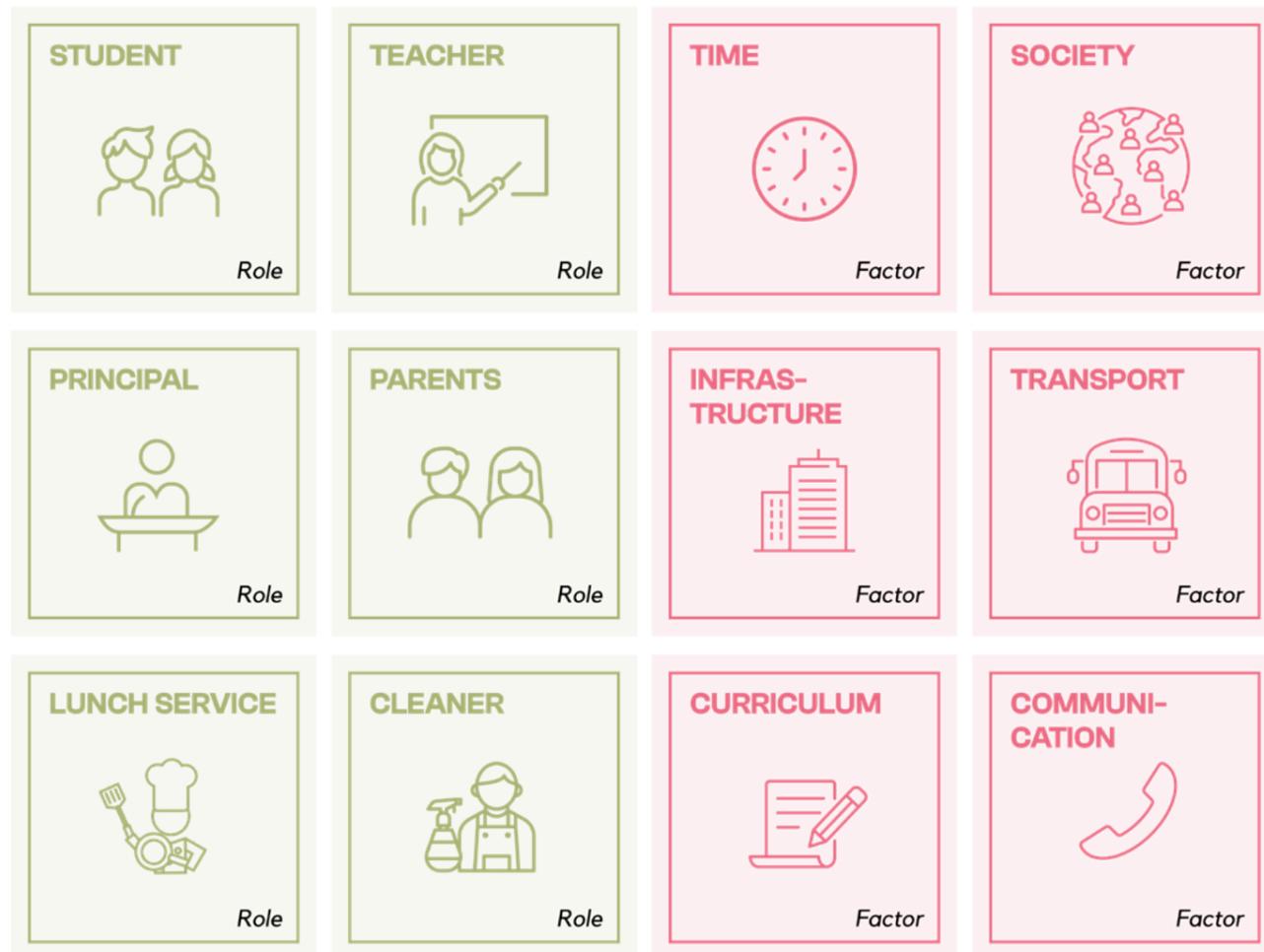


Figure 4. Role and factor cards used to explore different perspectives

Each participant is then invited to choose a role.

The role-playing activity is divided into two parts. In the first part, the group reflects on 'failure stories' and pathways to failure. The second part focuses on 'success stories' and visions for the future.

Final discussion on the key questions

The final debate focuses on the following key questions:

- Why did the intervention reach/not reach its objectives? (Explaining success/failure).

- Why and how did the intervention generate unanticipated outcomes, both positive and negative?
- What were the surprises and key learnings? Did the intervention operate as expected, or did some initial assumptions turn out to be erroneous?
- How would you improve the intervention(s) if you were to start again?
- Which other factors, beyond the intervention itself, might have contributed to the observed positive or negative outcomes?

The support team takes notes on points of agreement and disagreement, identifying areas of consensus as well as divergent views on the ideas discussed.

Evaluation questionnaire

Farewell and next steps

SCC-5 — Sustainability Competence Committee meeting 5. Evaluating the interventions

 1:30 to 2 hours

- Welcome and introduction (5 min)
- Presentation of the intervention(s) (15 min)
- Presentation of the SCT5 role-play outcomes (10 min)
- Discussion 1: Reflection on their own role and responsibilities (20 min)
- Presentation of the SCT5 outcome on the evaluation questions (10 min)
- Discussion 2: Collective reflection on how to improve the interventions (20 min)
- Evaluation questionnaire (5 min)
- Farewell and next steps (5 min)

Welcome and introduction

Presentation of the intervention(s)

Presentation of the SCT5 role-play outcomes

The results of the SCT5 role-play activities (separately for students, teachers and staff, if applicable) are presented, focusing on the “failure factors” that lead to or could lead to failure, and on the “success factors” that ensure the intervention succeeds or could be improved.

Discussion 1: Reflection on their own role and responsibilities

From their own perspective, each participant explains to what extent they agree or disagree with the actor responsibilities identified in SCT5 as crucial for their actor group. Participants also reflect on what might be missing.

Presentation of the SCT5 outcome on the evaluation questions

The support team presents the outcomes on the evaluation questions regarding the achievement of the intervention’s objectives, the reasons behind its success or failure, the unanticipated positive and negative outcomes, the surprises and lessons learned throughout the process, and how the intervention(s) could be improved if it were to be started again.

Discussion 2: Collective reflection on how to improve the interventions

Participants collectively reflect on the transformative action leading to success.

- What could be done to improve the intervention(s), if it/they were to start again?
- Which other factors than the intervention may have engendered change?
- What is the role of the intervention(s) within the broader picture, i.e. the efforts towards sustainability at the school/ university?

Evaluation questionnaire (assessing the quality of the participatory process)

Farewell and next steps

Meeting 6**SCT-6 — Sustainability Competence Team
meeting 6. Evaluating the whole process** **1:30 to 2 hours**

- Welcome (5 min)
- Presentation of the findings from the whole process (20 min)
- Discussion 1: Project contributions in terms of outcomes and processes (30 min)
- Discussion 2: Interactions between the three spheres of sustainability competences (10 min)
- Final discussion (10 min)
- Evaluation questionnaire (5 min)
- Farewell and next steps (5 min)

Welcome**Presentation of the findings from the whole process**

The objectives and results (in terms of individual competences, collective competences and techno-material competences).

The methods and tools.

The "success and failure factors": drivers and obstacles (in implementation).

Discussion 1. Project contributions in terms of outcomes and processes

Each participant is asked to write 2-3 ideas on contributions on post-it notes. Then the group discuss on the contributions described on the post-its until achieve a consensus on a list of key contributions of the project.

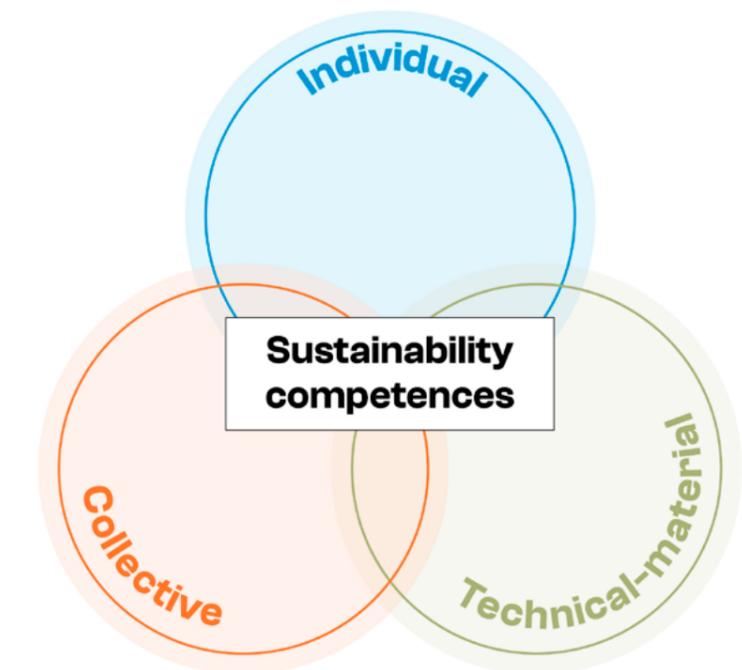
Once this is completed, each participant, individually, ranks the contributions in order of importance using sticky dots.

Finally, a final debate is proposed on which they think they are the main contributions of the hybrid participatory process. Once again, each participant writes 2-3 ideas on contributions on a post-it.

Discussion 2: Interactions between the three spheres of sustainability competences

The discussion begins by showing on a whiteboard the figure illustrating the three spheres, together with the lists of contributions generated during the first group discussion.

Each participant is then asked to write the three main contributions on post-its and place them on the figure. This is followed by a brief final discussion in which participants reflect on which spheres they consider the most important and why.

**Final discussion**

Final group discussion on plans and ideas for the future regarding sustainability, both in the school or educational field, and in the personal sphere of daily life.

Evaluation questionnaire (assessing the quality of the participatory process)**Farewell and next steps**

SCC-6 – Sustainability Competence Committee meeting 6. Evaluating the whole process

 1:30 to 2 hours

- Welcome (5 min)
- Presentation of SCT6 outcomes, followed by a discussion (30 min)
- Debate to prepare recommendations for further action (20 min)
- Final discussion (10 min)
- Farewell, thanks, and next steps (10 min)

Presentation and discussion of SCT6 outcomes

The session begins with a presentation summarising the rankings established at the SCT6 sessions, indicating the project's most significant contributions.

Each participant then asked to write on a post-it note the most important contribution they would prioritise.

Next, a brief presentation summarising SCT6 views on the interconnections is given, followed by short debate. Finally, there will be a discussion about the importance of the project as a whole, considering the participants' experience and views.

Debate to prepare recommendations for further actions

The session begins with a presentation summarising the rankings established during the SCT6 sessions and highlighting the project's most significant contributions. Participants are then asked to write on a post-it note the contribution they consider most important to prioritise. Finally, a discussion addresses the overall importance of the project, taking into account participants' experiences and views.

Final discussion

- Who should engage students, teachers and headmasters in action towards sustainability, and how should this be done to foster understanding of its importance?
- Who should take responsibility for improving the school's/ university's processes and structures (educational system, daily schedules, curriculum, cleaning services, canteen, procurements, etc.) to foster sustainability?
- Who should take responsibility for reducing the environmental impact of schools and universities?

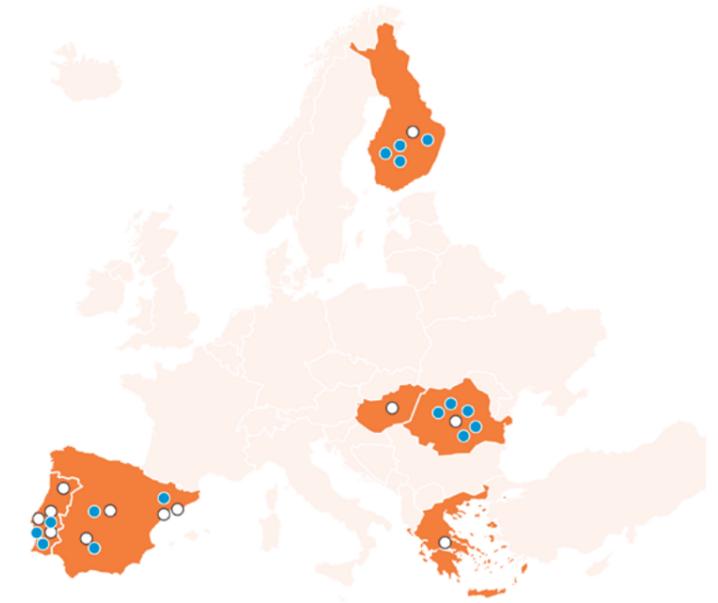
Evaluation questionnaire (assessing the quality of the participatory process)

Farewell and tanks

The ECF4CLIM project team



- Partners
- Demonstration sites



4.1. Coordinators



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Scientific researcher and Head of the Socio-technical Research Centre (CISOT/CIEMAT)



Yolanda Lechón

Research profesor at Energy Systems Analysis Unit of CIEMAT

4.2. Partners



CIEMAT

Coordinator
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**Universitat
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**Instituto Superior
Técnico Lisboa**



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Meda Research



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