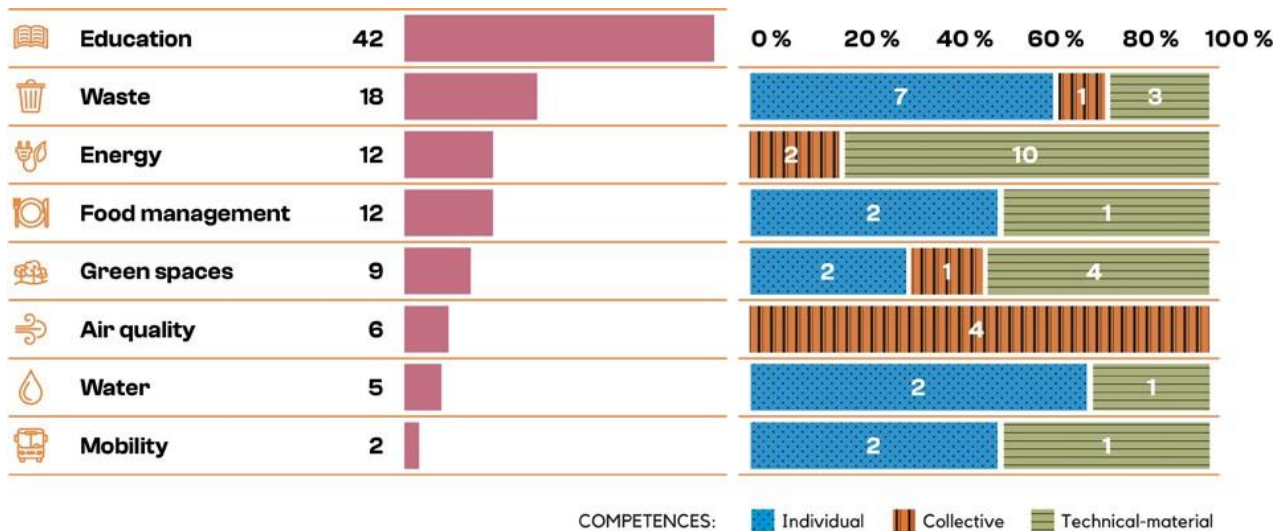


# The ECF4CLIM catalogue of interventions

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Through our innovative hybrid participatory process, involving Sustainability Competence Teams (SCTs) and Committees (SCCs), the ECF4CLIM project has co-designed, co-implemented and co-evaluated a high number of sustainability interventions to foster sustainability competences in our demonstration sites: **13 schools and universities from four EU countries over three school terms. A total of 159 interventions were initially designed, of which 87 were selected for implementation. Ultimately, 64 interventions were implemented during the project lifetime.**

The interventions address **a wide variety of sustainability-related topics**, ranging from energy and water consumption and food production to the installation of solar panels and water sensors, the organisation of second-hand clothing markets and the provision of better canteen food, including vegetarian options and the sale of surplus food. Community gardens and green spaces were also created with student participation, and university courses and modules dedicated to ecological transition and climate justice were launched. In terms of waste management, weekly flag systems were employed, and competitions were held between classes to encourage recycling, combining gamification with environmental awareness. Other interventions focused specifically on awareness campaigns, escape room games and the use of digital tools, such as WhatsApp groups, to reinforce communication. Educational talks and campaigns covered topics such as fast fashion, cycling, plant-based diets and nature-based activities, often supported by materials created by students and social media accounts managed by the school. New curricular units were also introduced to strengthen interdisciplinary learning, and dedicated teaching materials and cross-cutting learning spaces were designed to explore sustainability from diverse academic angles. Finally, educational visits provided hands-on experience of local environmental issues, reinforcing students' sense of responsibility.



Monitoring these interventions involved various methods and tools, such as the Sustainability Competence Teams and Committees meetings, the intervention templates, and a monthly reporting procedure. This reflective, iterative and systematic follow-up approach enabled a deeper understanding of the practicalities of the different interventions, including their goals, tasks, milestones, outputs as well as the associated challenges and opportunities.

To inspire and guide replication across other educational institutions, 22 **exemplary interventions** have been carefully selected by our demonstration sites in close collaboration with the research team. These interventions serve as practical models, demonstrating how educational communities can drive climate-related transformation. Each was chosen based on its: Impact on the educational community, Potential for replication in diverse contexts, Comprehensive coverage of the four dimensions outlined in the ECF4CLIM Roadmap: Engagement, Connections, Change, and Action, Representation across the three spheres of the ECF4CLIM Analytical Framework: individual, collective, and technical-material competences.

In short, the ECF4CLIM project co-designed, implemented, and evaluated a high number of interventions across 13 schools and universities in four EU countries. Systematic monitoring, evaluation and reflective follow-up allowed the project to assess practical outcomes, challenges, and opportunities, providing a replicable guide for fostering sustainability competences in other educational communities.



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