



LOCAL ADULT EDUCATION POLICY II

TOOLKIT FOR LOCAL PRACTITIONERS

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Local Adult Education Policy II

Toolkit for Local Practitioners

The Toolkit for Local Practitioners is designed to support **small municipalities, educators, and community actors** in translating sustainability goals and learning strategies into **concrete, manageable local actions**. While the manual provides guidance, principles, and inspiration, the toolkit offers **hands-on instruments** that help practitioners move from intention to implementation.

The toolkit is not a rigid framework or a prescriptive model. Instead, it functions as a **flexible support system** that can be adapted to different local realities, capacities, and priorities. Each tool is intentionally lightweight and modular, allowing users to select and combine them according to their needs—whether they are launching a small pilot initiative, strengthening existing activities, or embedding green learning into local strategies.

The tools are particularly suited for contexts where:

- Resources and staff capacity are limited;
- Sustainability initiatives are emerging or fragmented;
- Lifelong learning takes place across **formal, non-formal, and informal settings**;
- Collaboration between municipalities, educators, civil society, and citizens is essential.

In line with the LEAP 2 approach, the toolkit supports **micro-learning on green skills**, community engagement, and reflective practice. It encourages practitioners to start small, learn by doing, and progressively build more structured and sustainable initiatives over time.

Ultimately, the toolkit aims to empower local actors to:

- Design relevant green learning initiatives;
- Engage diverse community groups;
- Monitor progress and reflect on impact;
- Strengthen the role of education as a driver of local sustainability and inclusion.

Structure of the Toolkit: 3 Complementary Phases

To reflect the natural lifecycle of a local learning initiative, the toolkit is organised into **three complementary phases**: Planning, Engagement & Delivery, and Monitoring & Reflection. While presented in a logical sequence, these phases are not strictly linear. Practitioners may move back and forth between them as initiatives evolve.

1 – Planning: From ideas to structured action

The planning phase helps practitioners clarify *why* an initiative is needed, *who* it is for, and *how* it can be realistically implemented within the local context. The tools in this phase support strategic thinking without overcomplicating the process, ensuring that initiatives are grounded in local needs, existing assets, and clear learning objectives.

This phase is particularly useful when:

- Starting a new green learning initiative;
- Aligning activities with local priorities or strategies;
- Building a shared understanding among partners.

2 – Engagement & Delivery: Activating the community and facilitating learning

The engagement and delivery phase focuses on **bringing learning to life**. The tools in this phase support practitioners in reaching citizens, creating inclusive learning experiences, and delivering micro-learning activities that are relevant, accessible, and motivating.

This phase emphasises:

- Outreach and participation;
- Learning formats adapted to different audiences;
- Interaction, feedback, and learning-by-doing.

It is especially relevant for practitioners working in non-formal or informal settings, where flexibility and responsiveness are key to sustained participation.

3 – Monitoring & Reflection: Learning from practice and strengthening impact

The monitoring and reflection phase encourages practitioners to look beyond immediate outputs and consider **what has changed** as a result of their actions. The tools in this phase help capture participation, reflect on learning outcomes, and assess alignment with green competences, without imposing complex evaluation systems.

This phase supports:

- Continuous improvement;
- Accountability towards communities and partners;
- Knowledge transfer and scaling of good practices.

It reinforces the idea that reflection is not an administrative burden, but a learning opportunity for practitioners themselves.

Overview of the Tools Included

The toolkit includes **nine practical tools**, grouped according to the three phases described above. Each tool can be used independently or in combination with others.

Phase 1 – Planning Tools

- **Tool 1. Local Green Learning Initiative – Project Design Template**
Supports practitioners in defining the purpose, target groups, learning objectives, and local relevance of a green learning initiative.
- **Tool 2. Community Mapping Worksheet**
Helps identify key stakeholders, learning spaces, existing initiatives, and potential partnerships within the local community.
- **Tool 3. Timeline Planner and Task Matrix**
[Tool 3 - Excel document](#)
Assists in translating ideas into concrete actions by clarifying roles, responsibilities, and timeframes.

Phase 2 – Engagement & Delivery Tools

- **Tool 4. Participant Engagement Checklist**
Guides practitioners in planning outreach, accessibility, and inclusion strategies to maximise participation.
- **Tool 5. Micro-Learning Session Templates**
Provides a simple structure for designing and delivering short, focused learning activities on green skills.
- **Tool 6. Feedback and Interaction Tools**
Offers ready-to-use formats for collecting participant feedback and encouraging interaction during or after learning activities.

Phase 3 – Monitoring & Reflection Tools

- **Tool 7. Basic Impact Tracking Form**
Supports the collection of simple data on participation, perceived change, and immediate outcomes.
- **Tool 8. GreenComp Alignment Checklist**
[Tool 8 - Excel document](#)
Helps practitioners reflect on which sustainability competences are addressed through their activities.
- **Tool 9. Facilitator Reflection Log**
Encourages facilitators to document lessons learned, challenges encountered, and ideas for improvement.

Tool 1.

Local Green Learning Initiative – Project Design Template

The Local Green Learning Initiative – Project Design Template is a practical planning tool created to help local practitioners transform an initial idea into a clear, realistic, and meaningful learning initiative. In many local contexts, sustainability actions begin with strong motivation but lack structure, which can make it difficult to move from intention to implementation. This template responds to that challenge by offering a simple way to organise thinking at an early stage, without requiring technical expertise or formal project-writing skills.

The tool is particularly suited to small municipalities and community-based environments, where time, staff capacity, and resources are often limited. It supports practitioners in clarifying what they want to achieve, who the initiative is intended for, and how it connects to the local reality. Rather than producing a complex plan, the template helps users focus on what is essential, enabling them to make informed choices and avoid overambitious or unclear initiatives.

The template can be used at different moments in the life of a learning initiative. It is especially useful when an idea is still taking shape, but it can also be applied to rethink, adapt, or strengthen an existing activity. It can be completed individually as a personal reflection exercise or collaboratively as part of a planning meeting with colleagues, educators, or community partners. In both cases, it serves as a shared reference point that supports dialogue and alignment.

CONTEXT AND STRATEGIC FOUNDATIONS

These first sections help users clarify **why** the initiative exists, **who it is for**, and **what learning change it aims to generate**, grounding the project in local reality and sustainability objectives.

1. Strategic Rationale and Local Relevance

*This section asks users to clearly explain the **context and motivation** behind the initiative. Rather than providing a generic description, users should articulate the local sustainability challenge, opportunity, or priority that triggered the idea. The emphasis is on local relevance: references to community needs, local strategies, observed behaviours, or emerging environmental issues are particularly valuable. This section sets the overall direction and helps justify why a learning-based intervention is appropriate.*

Guiding questions:

1. What is the core idea of this initiative, and how does it relate to sustainability challenges or opportunities in your local context?
2. Which specific local needs, priorities, or policy objectives does this initiative respond to?
3. Why is this initiative timely or necessary at this moment for your community?
4. What added value does a learning-based approach bring compared to other types of local action?

2. Target Groups, Inclusion, and Beneficiaries

*This section focuses on **who the initiative is designed for** and how inclusion is addressed. Users should describe the primary target groups in concrete terms, considering social, cultural, educational, or economic factors that may influence participation. Particular attention should be given to groups that are less likely to engage in formal learning and to how barriers to access can be reduced. Users are also invited to reflect on indirect beneficiaries and wider community effects.*

Guiding questions:

1. Who are the primary target groups, and why are they strategically relevant for this initiative?
2. What characteristics, needs, or barriers (social, cultural, economic, educational) should be considered when engaging these groups?
3. How does the initiative ensure accessibility and inclusion, particularly for groups less likely to engage in formal learning?
4. Which additional actors or community members may benefit indirectly, and in what ways?

3. Learning Objectives and Sustainability Competences

*This section invites users to define **what participants are expected to learn or develop**. Learning objectives should go beyond awareness-raising and describe intended changes in knowledge, skills, attitudes, or behaviours related to sustainability. Objectives should be realistic, clearly linked to local practices, and appropriate to the scale of the initiative. While explicit reference to competence*

frameworks is optional, users are encouraged to think in terms of sustainability competences that support informed and responsible action.

Guiding questions:

1. What knowledge, skills, attitudes, or behaviours should participants develop through this initiative?
2. Which sustainability competences are most relevant to address, and why?
3. How are the learning objectives connected to real-life practices or decision-making at local level?
4. How will learning outcomes support participants' capacity to act more sustainably in their daily lives or professional roles?

DESIGN AND IMPLEMENTATION APPROACH

These sections focus on **how the initiative will be delivered in practice**, including learning design, partnerships, and operational planning.

4. Learning Design, Methodology, and Formats

*This section describes **how learning will take place**. Users should outline the learning formats and methods chosen, explaining why they are suitable for the target groups and objectives. The focus is on clarity and practicality: how the initiative is structured over time, how participants are engaged, and how interaction and reflection are encouraged. Overly technical descriptions are not required.*

Guiding questions:

1. What learning formats and methodologies are most appropriate for the target groups and objectives (e.g. micro-learning, experiential learning, peer learning)?
2. How is the learning experience structured over time (single session, series of activities, blended approach)?
3. How will participation, interaction, and reflection be encouraged during the learning process?
4. Which physical, digital, or community-based spaces will be used, and why are they suitable?

5. Key Activities and Work Plan

*This section helps users translate learning design into **concrete actions**. Users should briefly outline the main activities, milestones, or phases of the initiative, providing a clear picture of what will happen and when. The level of detail should remain light and flexible, focusing on sequencing rather than exhaustive planning.*

Guiding questions:

1. What are the main activities or phases planned within the initiative?
2. In what order will these activities take place, and over what timeframe?
3. Which activities are critical to achieving the learning objectives?
4. How does the proposed work plan remain realistic given local capacities and constraints?

6. Stakeholders, Partnerships, and Governance

This section supports reflection on **collaboration and coordination mechanisms**. Users should identify key stakeholders involved in design and delivery and clarify roles and responsibilities. Emphasis should be placed on existing relationships, local networks, and practical coordination rather than formal governance structures.

Guiding questions:

1. Which stakeholders or organisations are essential for the design and delivery of this initiative?
2. What roles and responsibilities will different actors assume throughout the process?
3. How does the initiative build on existing local networks, initiatives, or expertise?
4. What coordination or communication mechanisms are needed to ensure effective collaboration?

FEASIBILITY, IMPACT, AND CONTINUITY

These final sections focus on **realism, expected results, and future orientation**, helping users think beyond delivery towards learning, impact, and sustainability.

7. Resources, Capacity, and Feasibility

This section encourages a realistic assessment of **what is needed to implement the initiative**. Users should reflect on human resources, materials, infrastructure, and financial aspects, while also identifying constraints or risks. The aim is to support feasible planning rather than to limit ambition.

Guiding questions:

1. What human resources and competences are required to implement the initiative effectively?
2. What material, infrastructural, or logistical resources are needed?
3. What financial resources are available or required, and how will they be secured?
4. What risks, constraints, or capacity gaps should be anticipated, and how can they be mitigated?

8. Expected Results, Outcomes, and Local Impact

This section invites users to articulate **what success looks like**. Users should distinguish between immediate outputs, short-term outcomes, and broader potential impact, focusing on meaningful change for participants and the community. Quantitative indicators are not mandatory; qualitative signals of change are equally valuable.

Guiding questions:

1. What concrete outputs and short-term results are expected from the initiative?
2. What changes are anticipated in participants' awareness, skills, attitudes, or behaviours?
3. How might the initiative contribute to wider community-level or institutional change?

4. What indicators or signals would suggest that the initiative has achieved meaningful impact?

9. Follow-up, Learning, and Long-Term Sustainability

*This final section encourages users to consider **continuity and learning over time**. Users should reflect on how insights will be captured, how learning will inform future actions, and how the initiative could evolve or connect to longer-term strategies. This helps position the initiative as part of an ongoing learning journey rather than a one-off activity.*

Guiding questions:

1. How will feedback, reflections, or evidence of learning be collected and documented?
2. What lessons are expected to emerge from the implementation of this initiative?
3. How could the initiative be improved, replicated, or scaled in the future?
4. How can the initiative contribute to longer-term sustainability strategies or learning processes in the community?

This template is designed to support reflective, structured, and feasible planning. It is not intended to replace formal project proposals, but to help practitioners design local green learning initiatives with clarity, coherence, and purpose.

Tool 2.

Community Mapping Worksheet

The Stakeholder Power–Interest Mapping Tool is a reflective and visual instrument designed to help local practitioners identify, analyse, and prioritise stakeholders involved in or affected by a local green learning initiative. Instead of producing long descriptions, this tool encourages users to think strategically about *who matters*, *why*, and *how* different actors should be engaged.

In small municipalities, sustainability initiatives often depend less on formal structures and more on relationships, influence, trust, and motivation. This tool supports practitioners in recognising these dynamics and in making informed decisions about where to invest time and energy. It is especially useful when working with multiple partners, limited resources, or diverse community interests.

The tool can be used individually, but it is particularly effective when completed collaboratively during planning meetings or workshops, as it stimulates discussion and shared understanding.

How the Power–Interest Matrix works?

The matrix is built around two simple dimensions:

- **Level of Power / Influence:** the ability of a stakeholder to influence decisions, resources, visibility, or outcomes related to the initiative.
- **Level of Interest / Engagement:** the degree to which a stakeholder is interested in, affected by, or motivated to engage with the initiative.

By positioning stakeholders across these two axes, practitioners can better understand:

- which actors are critical partners,
- which need to be informed or motivated,
- which may require careful management,
- and which can be engaged more lightly.

In the context of community-based green learning initiatives, **power** refers to a stakeholder’s ability to influence decisions, resources, visibility, or participation. This influence may be formal (e.g. political authority, budget control) or informal (e.g. trust, reputation, social leadership). **Interest** refers to the degree to which a stakeholder is motivated, affected by, or aligned with the initiative’s goals. The matrix helps practitioners move beyond generic stakeholder lists and instead prioritise relationships strategically, especially in environments where time and capacity are limited.

High Power – Low Interest	High Power – High Interest
<p>Strategic Influencers to Keep Satisfied These stakeholders hold significant influence but may not be immediately interested in the initiative or may see it as peripheral to their priorities. Their support (or opposition) can nevertheless be decisive. They should be involved in:</p> <ul style="list-style-type: none"> ● kept informed, ● consulted selectively, ● engaged strategically rather than intensively. <p>Typical examples:</p> <ul style="list-style-type: none"> ● Municipal leadership not directly involved in education or sustainability ● Budget-holding departments ● Regional authorities or agencies ● Influential institutions with competing priorities <p>Typical interests and motivations:</p> <ul style="list-style-type: none"> ● Political stability or visibility ● Budget control and efficiency ● Risk avoidance ● Alignment with broader institutional agendas <p>Strategic approach: Communicate clearly, highlight relevance, minimise perceived risks, and demonstrate added value.</p>	<p>Key Partners and Co-Drivers Stakeholders in this quadrant have both the ability to influence outcomes and a strong interest in the initiative’s success. These actors are critical for strategic direction, legitimacy, and sustainability. They should be involved in:</p> <ul style="list-style-type: none"> ● co-design, ● decision-making, ● delivery, ● and follow-up activities. <p>Typical examples:</p> <ul style="list-style-type: none"> ● Municipal departments responsible for education, environment, or sustainability ● Adult education centres or lifelong learning coordinators ● Local authorities with explicit sustainability mandates ● Strong civil society organisations with both reach and expertise <p>Typical interests and motivations:</p> <ul style="list-style-type: none"> ● Advancing local sustainability strategies ● Strengthening community engagement and visibility ● Delivering tangible outcomes aligned with policy objectives ● Building long-term learning infrastructures <p>Strategic approach: Involve closely, share ownership, and maintain continuous communication.</p>
Low Power – Low Interest	Low Power – High Interest
<p>Actors to Monitor and Inform Lightly These stakeholders have limited influence and limited interest in the initiative. They are not a priority but should not be ignored entirely, as their position may change over time. They should be involved in:</p> <ul style="list-style-type: none"> ● monitored, ● informed when relevant, ● engaged only if circumstances change. <p>Typical examples:</p> <ul style="list-style-type: none"> ● General public not directly targeted ● Organisations unrelated to sustainability or learning ● Actors with limited presence or relevance in the community <p>Typical interests and motivations:</p> <ul style="list-style-type: none"> ● Neutral or passive stance ● Competing priorities ● Low perceived relevance of sustainability learning <p>Strategic approach: Maintain light communication and remain open to future engagement.</p>	<p>Supporters, Ambassadors, and Multipliers Stakeholders in this quadrant are highly motivated and engaged, but have limited formal influence. They are often essential for participation, outreach, and legitimacy at community level. They should be involved in:</p> <ul style="list-style-type: none"> ● actively engaged, ● empowered, ● recognised and supported. <p>Typical examples:</p> <ul style="list-style-type: none"> ● Teachers and educators ● Community volunteers ● Local NGOs or grassroots groups ● Citizens’ associations, youth groups, senior clubs <p>Typical interests and motivations:</p> <ul style="list-style-type: none"> ● Personal or professional commitment to sustainability ● Desire to contribute to community wellbeing ● Interest in learning and skill development ● Social recognition and belonging <p>Strategic approach: Empower, involve in delivery, and leverage their networks to amplify impact.</p>

1. Stakeholder Identification

This section focuses on identifying all relevant stakeholders connected to the initiative. Users should think broadly, including public authorities, educators, civil society organisations, informal groups, private actors, and influential individuals. At this stage, the emphasis is on inclusion rather than prioritisation.

Reflective prompts:

1. Which individuals, groups, or organisations are connected to sustainability, learning, or community life in your context?
2. Who may influence or be affected by this initiative, directly or indirectly?
3. Which actors represent different sectors (public, civil society, education, business)?
4. Are there informal or less visible actors who play an important local role?

2. Assessing Stakeholder Power

*This section invites users to reflect on the **level of influence** each stakeholder holds. Power may be formal (decision-making authority, funding) or informal (trust, visibility, leadership, social influence).*

Reflective prompts:

1. Which stakeholders have decision-making authority or control over resources?
2. Who can enable, accelerate, or block the initiative?
3. Who has strong influence over public opinion or participation?
4. How visible or recognised is this stakeholder within the community?

Section 3. Assessing Stakeholder Interest

*This section focuses on the **degree of interest or motivation** stakeholders may have regarding the initiative. Interest may vary depending on relevance, perceived benefits, or alignment with their mission.*

Reflective prompts:

1. Which stakeholders are already interested or active in sustainability or learning?
2. Who is likely to benefit directly from the initiative?
3. Which stakeholders may be sceptical or indifferent?
4. How might interest change over time or with better communication?

4. Power–Interest Matrix Mapping

*This is the core visual component of the tool. Stakeholders are placed into one of four quadrants based on their assessed level of power and interest. **Quadrants:***

- **High Power – High Interest:** key partners to involve closely and continuously
- **High Power – Low Interest:** stakeholders to keep satisfied and strategically engaged
- **Low Power – High Interest:** supporters and ambassadors to involve and empower
- **Low Power – Low Interest:** stakeholders to monitor with minimal effort

Reflective prompts:

1. Where does each stakeholder fall within the matrix?
2. Are there surprising placements or disagreements among partners?
3. Which stakeholders are most critical for success?
4. Which relationships require careful management?

5. Engagement and Communication Strategies

*This section helps translate the matrix into **practical engagement choices**. Users should reflect on how different stakeholders should be approached, informed, or involved.*

Reflective prompts:

1. How should you engage stakeholders in each quadrant?
2. Who should be actively involved in co-design or delivery?
3. Who mainly needs to be informed or consulted?
4. How can engagement strategies evolve over time?

6. Risks, Opportunities, and Power Dynamics

*This section supports deeper reflection on **potential tensions, risks, or opportunities** emerging from stakeholder relationships.*

Reflective prompts:

1. Are there power imbalances that could affect collaboration?
2. Which stakeholders could create resistance or conflict?
3. Where are opportunities to build new alliances?
4. How can trust and transparency be strengthened?

7. Key Insights from the Mapping Exercise

This section allows users to summarise what they have learned through the mapping process and to capture shared reflections.

Reflective prompts:

1. What are the most important insights from this exercise?
2. Which stakeholders should be prioritised moving forward?
3. What assumptions were challenged?
4. How does this mapping influence your planning decisions?

8. Implications for Initiative Design

This section links stakeholder analysis back to project design and delivery.

Reflective prompts:

1. How should the initiative design adapt based on stakeholder dynamics?
2. What support or approvals are essential before implementation?
3. How can learning activities be designed to increase buy-in?
4. What engagement gaps need to be addressed?

9. Review and Update

This final section reinforces the idea that stakeholder dynamics evolve over time.

Reflective prompts:

1. When should this matrix be reviewed or updated?
2. What changes in power or interest might occur?
3. Who is responsible for maintaining this overview?

4. How can updates inform ongoing learning and engagement?

*This tool is intended to be used visually and collaboratively. It works best when stakeholders are discussed openly and when different perspectives are encouraged. The matrix should be revisited as relationships, interests, and contexts evolve. To support partners in assessing **interest levels**, the following categories may be useful reference points:*

- **Policy and governance interest:** alignment with local strategies or mandates
- **Educational interest:** relevance to learning, training, or capacity-building goals
- **Environmental interest:** commitment to sustainability or climate action
- **Social interest:** community cohesion, inclusion, wellbeing
- **Economic interest:** cost savings, green jobs, local development
- **Reputational interest:** visibility, public image, recognition
- **Operational interest:** access to resources, infrastructure, or networks

Tool 4.

Participant Engagement Checklist

Participant engagement is a central condition for effective learning, especially in community-based, adult, and sustainability-oriented education. Engagement influences not only attendance and participation, but also motivation, learning depth, and the likelihood that learning will be applied beyond the classroom or training setting.

The Participant Engagement Checklist is designed to help teachers, educators, and facilitators intentionally plan for engagement, monitor it during delivery, and reflect on it afterwards. Rather than treating engagement as something that either “happens or does not happen”, this tool encourages users to consider engagement as a set of conditions that can be designed, supported, and improved.

Tool 4 complements other tools in the manual by focusing on the facilitator’s perspective. While feedback and impact tools capture learners’ views, this checklist helps teachers reflect on:

- whether engagement-enabling conditions were in place,
- how participants responded to learning opportunities,
- and what adjustments may be needed in future activities.

The checklist can be used at different moments:

- **before** an activity, as a planning and self-check tool;
- **during** delivery, as a quick mental or written reference;
- **after** an activity, as a reflective assessment tool.

It is intentionally lightweight and flexible. Not all items will be equally relevant in every context, and users are encouraged to adapt the checklist to the scale, format, and target group of their learning initiative.

How to Use the Checklist and Assessment Grid

For each checklist item, teachers can assess the extent to which the condition was met using the following **simple assessment scale**:

Assessment level	Meaning
Definitely	The condition was clearly met and positively supported engagement
Enough	The condition was partially met, with room for improvement
Not enough	The condition was weakly addressed or inconsistently applied
Not at all	The condition was not addressed

Teachers may optionally add **brief notes or examples** to support reflection.

A. Engagement Before the Learning Activity – *Creating motivation, clarity, and access*

Engagement condition	Definitely	Enough	Not enough	Not at all
Purpose and relevance were clearly communicated , helping participants understand why the activity matters for them personally or professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Target groups were clearly identified and addressed , with communication adapted to their profiles, needs, and expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical barriers to participation were minimised , including timing, location, language, accessibility, and digital access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expectations were realistic and transparent , including learning objectives, format, and level of commitment required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A welcoming and trust-building tone was established early , encouraging participants to feel comfortable joining	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information was communicated in clear and accessible language , avoiding unnecessary jargon or assumptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participants were informed in advance about how they could actively contribute , not only attend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Logistical details were shared in a timely and organised manner , reducing uncertainty or confusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participants' motivations and potential concerns were anticipated , based on prior knowledge of the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initial contact created positive expectations , fostering curiosity and willingness to engage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Engagement During the Learning Activity – Fostering participation, interaction, and inclusion

Engagement condition	Definitely	Enough	Not enough	Not at all
A safe and inclusive learning environment was created , where participants felt respected and listened to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning activities actively encouraged participation , rather than passive listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Different learning styles and needs were taken into account , through varied methods and pacing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitation supported dialogue and exchange , not just content delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participants' experiences and existing knowledge were valued , not treated as secondary to expert input	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participants were encouraged to ask questions and express doubts , without fear of judgement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group dynamics were actively managed , ensuring balanced participation and inclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning content was clearly connected to real-life contexts , making it meaningful and concrete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The pace of the activity was appropriate , allowing time for reflection and interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitators remained attentive and responsive to participants' reactions , adjusting when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Engagement After the Learning Activity – *Supporting continuity, ownership, and follow-up*

Engagement condition	Definitely	Enough	Not enough	Not at all
Opportunities for reflection were provided, allowing participants to process learning meaningfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participant feedback was actively collected, not only passively requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow-up opportunities or next steps were clearly communicated, even if optional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participants were encouraged to apply learning in real-life contexts, with concrete examples or suggestions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participants felt their contribution mattered, and that their voices were acknowledged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning outcomes were summarised or revisited, reinforcing key messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participants were encouraged to continue learning independently or collectively, beyond the activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connections to broader initiatives or community actions were highlighted, where relevant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participants were invited to stay connected or informed, if they wished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A sense of closure was provided, helping participants recognise what they achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Reflection and Adjustment – *Using engagement insights to improve practice*

Engagement condition	Definitely	Enough	Not enough	Not at all
Levels of engagement were reviewed systematically after the activity , not only intuitively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differences in engagement across participant profiles were analysed , considering possible causes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engagement challenges were clearly documented , rather than forgotten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback and engagement insights were discussed with colleagues or partners , when relevant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concrete adjustments for future activities were identified , based on evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitation practices were critically reflected upon , not taken for granted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time and space were dedicated to reflection , despite operational pressures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engagement insights informed future design decisions , not just documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lessons learned were recorded for future reference , supporting institutional memory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engagement reflection contributed to professional learning , not just activity evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This checklist is intended to support reflective practice and continuous improvement. Users are encouraged to focus on patterns and priorities rather than on individual scores.

Tool 5.

Micro-Credential–Based Training Curriculum Template

The term micro-credential is used freely in this text. It is not strictly observing the the EU Recommendation on microcredentials. However, the process described can definitely vbe very inspirations in designing a training programme.

Designing a training curriculum is usually a clear, intentional, and structured process. In local and community-based contexts, learning initiatives are often developed quickly and pragmatically, which can lead to valuable experiences but also to fragmented or hard-to-articulate learning offers. This tool responds to that challenge by helping practitioners give shape, coherence, and visibility to their training activities, without compromising flexibility.

The purpose of this tool is to guide users through a sequence of practical design steps that transform a sustainability-related learning idea into a coherent, structured, and recognisable micro-credential. By working step by step, users are supported in clarifying what the learning is about, what learners are expected to gain, and how learning is organised into meaningful modules and units. This process helps ensure that micro-learning activities are not isolated events, but part of a clear learning pathway that can be communicated, delivered, and potentially recognised.

Rather than approaching the template as a form to be completed all at once, users are encouraged to follow the steps below in a logical order, allowing decisions taken at one stage to inform and strengthen the next. Each step builds on the previous one and helps ensure consistency between learning purpose, learning objectives, learning outcomes, and curriculum structure. Users may revisit earlier steps as their thinking evolves, but the overall sequence provides a reliable roadmap for designing micro-credential–based training that is both rigorous and locally grounded.

1. Defining the Identity and Purpose of the Micro-Credential

Before designing content, it is important to clearly define **what this micro-credential is and why it exists**.

This step helps users focus the learning offer, avoid overly broad topics, and ensure local relevance. A clear identity makes the micro-credential easier to communicate to learners, partners, and stakeholders.

Guiding questions:

- *What is the core idea behind this micro-credential, and how would you describe it in simple, accessible terms?*
- *Which sustainability theme, challenge, or opportunity does it address?*
- *Who is this micro-credential primarily designed for, and why?*
- *What makes this learning offer relevant or valuable in your local context?*

2. Clarifying the Learning Intentions

Once the identity is clear, users should articulate **what the training aims to achieve overall**.

Learning intentions describe the purpose of the micro-credential from the perspective of the organiser or provider and guide all subsequent design choices.

Guiding questions:

- *What is the overall purpose of this micro-credential?*
- *What do you want learners to gain from completing it?*
- *How does this training contribute to the development of green skills or sustainability competences?*
- *What real-life, professional, or community needs does it aim to respond to?*

3. Defining Learning Outcomes: Knowledge

Learning outcomes translate intentions into **concrete expectations for learners**.

This step focuses on the knowledge learners should acquire, helping ensure that learning is meaningful and relevant rather than abstract.

Guiding questions:

- *What key concepts, principles, or information should learners understand by the end of the micro-credential?*
- *What sustainability-related knowledge is essential for this topic?*
- *How does this knowledge connect to everyday practices or local realities?*
- *How could learners demonstrate that they have acquired this knowledge?*

4. Defining Learning Outcomes: Skills

In sustainability education, knowing is not enough; learners must also be able to **apply what they have learned**.

This step focuses on practical abilities that support informed and responsible action.

Guiding questions:

- *What practical skills or abilities should learners develop through this micro-credential?*
- *What actions, tasks, or decisions should learners be able to carry out more effectively?*
- *How do these skills support sustainable behaviours or practices?*
- *In which personal, professional, or community contexts can these skills be applied?*

5. Defining Learning Outcomes: Attitudes

Sustainability learning also aims to influence **values, mindsets, and dispositions**.

This step helps users articulate realistic attitudinal outcomes that support long-term behavioural change.

Guiding questions:

- *What attitudes, values, or mindsets should this micro-credential help foster?*
- *How should learners' perceptions of sustainability or responsibility evolve?*
- *What sense of agency or empowerment do you want learners to develop?*
- *How might these attitudes influence future choices or behaviours?*

6. Structuring the Curriculum into Modules

With learning outcomes defined, users can now decide **how learning is organised**.

Structuring the curriculum into modules helps create clarity, progression, and balance, especially in micro-learning contexts.

Guiding questions:

- *How many modules are needed to cover the learning outcomes effectively?*
- *What is the focus or theme of each module?*
- *How do the modules relate to one another and build progression?*
- *How much time or effort is required for each module?*

7. Breaking Modules into Training Units

Modules are then broken down into **training units**, which represent the smallest coherent learning components.

This step supports practical planning and delivery.

Guiding questions:

- *How many training units does each module include?*
- *What is the specific focus of each training unit?*
- *Which learning outcomes are addressed in each unit?*
- *What formats or approaches are most suitable for delivering each unit?*

8. Selecting Learning Activities and Methods

This step focuses on **how learning will take place in practice**.

Users should select methods that suit adult learners, local contexts, and sustainability topics, while encouraging active participation.

Guiding questions:

- *What types of learning activities best support the intended learning outcomes?*
- *How will learners be actively involved in the learning process?*
- *How are local examples, real-life situations, or practical tasks integrated?*
- *How do the chosen methods support engagement and reflection?*

9. Defining Assessment and Evidence of Learning

Micro-credentials require clarity about **how learning achievement is demonstrated**, even when assessment is informal.

This step helps ensure transparency and credibility.

Guiding questions:

- *How will learners demonstrate achievement of the learning outcomes?*
- *What forms of evidence will be collected (e.g. tasks, reflections, projects)?*
- *How is assessment proportionate to the size and scope of the micro-credential?*
- *Who is responsible for validating or recognising learning achievement?*

10. Clarifying Recognition and Use of the Micro-Credential

This step encourages users to think about **what completion means** for learners and how the micro-credential can be used or communicated beyond the training itself.

Guiding questions:

- *What does successful completion of this micro-credential represent?*
- *How can learners communicate or use this achievement?*
- *Is the micro-credential linked to further learning, community initiatives, or professional development?*
- *How will the micro-credential be documented or issued?*

11. Planning for Review and Continuous Improvement

Finally, users are encouraged to view the micro-credential as a **living learning offer** that can evolve over time.

Reflection and feedback help maintain relevance and quality.

Guiding questions:

- *How will feedback from learners be collected and analysed?*
- *What indicators suggest that the micro-credential is effective and relevant?*
- *How might the curriculum be adapted or improved over time?*
- *Who is responsible for reviewing and updating the micro-credential?*

Final reflection for users

Before finalising the curriculum, users may wish to reflect on the micro-credential as a whole:

- Does the structure feel coherent and balanced?
- Are the learning outcomes realistic given the duration and scope?
- What could be simplified, clarified, or strengthened?

Tool 6.

Feedback and Interaction Tools

Feedback and interaction are not only mechanisms for evaluation, but also learning moments in themselves. In sustainability-oriented and community-based education, learning is deeply connected to reflection, dialogue, and shared meaning-making. Tool 6 is designed to help educators and facilitators create structured spaces for reflection, while also collecting insights that can be used to improve learning design, facilitation approaches, and future initiatives.

This tool serves a dual function. On the one hand, it supports the collection of feedback in a systematic yet proportionate way, aligned with micro-learning and short training formats. On the other hand, it actively encourages interaction and discussion, helping participants and educators articulate their experiences, challenge assumptions, and connect learning to real-life contexts.

The templates included in Tool 6 are intentionally ready to use, adaptable to both digital and face-to-face settings, and suitable for individual reflection as well as group discussion.

They can be applied:

- immediately after a learning session,
- at the end of a module or micro-credential,
- or as part of a facilitated debrief or peer exchange.

Two complementary templates are provided:

1. **Participant Feedback and Interaction Form**, designed for learners;
2. **Peer Feedback and Reflection Form**, designed for teachers, trainers, and educators.

Both templates combine closed questions, which help identify patterns and trends, and open-ended questions, which foster deeper reflection and dialogue. For each open-ended question, facilitation prompts are included to help educators guide discussion smoothly and inclusively.

Template 6.1 – Participant Feedback and Interaction Form

(For learners / participants)

This template supports reflection on learning experience, relevance, engagement, and application. It can be used individually or as the basis for a short, facilitated discussion.

	Disagree	Neutral	Agree
The learning activity was clear and well structured.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The topics addressed were relevant to my everyday life or work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learning methods used helped me stay engaged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel more confident in my understanding of topic addressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend this learning activity to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Open-ended questions (with facilitation prompts)

What was the most useful or meaningful part of this learning activity for you?

- Was there a moment, example, or activity that stood out for you?
- Did anything connect particularly well with your personal or professional experience?
- What do you think you will remember most from this session?

Was there anything that felt unclear, difficult, or less relevant?

- Were there any concepts or terms that need further explanation?
- Did any part feel too abstract or disconnected from reality?
- What could have helped make this part clearer or more engaging?

How do you think you could apply what you learned in your daily life or community?

- Can you think of a concrete situation where this learning could be useful?
- What small change could you realistically try in the short term?
- Who else could benefit from this learning if you shared it?

What would you change or improve in this learning activity?

- Would you adjust the content, the format, or the timing?
- Was there something you wanted more or less of?
- How could this activity better fit your needs or expectations?

Is there any topic or question you would like to explore further?

- What related issue would you like to learn more about?
- Is there a practical skill you feel you need next?
- Would you prefer deeper learning on this topic or a new one?

Template 6.2 – Peer Feedback and Reflection Form

(For teachers, educators, trainers, or facilitators)

This template supports **professional dialogue, peer learning, and reflective practice**. It can be used after joint delivery, observation, or collaborative design of learning activities.

	Disagree	Neutral	Agree
The learning objectives were clearly defined and understood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learning activities were aligned with learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The facilitation methods encouraged active participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learning content was appropriate for the target group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concepts were addressed in a meaningful and practical way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Open-ended questions (with facilitation prompts)

What aspects of the learning activity worked particularly well?

- Which elements contributed most to learner engagement?
- Were there specific methods or moments that were especially effective?
- What would you keep unchanged in future deliveries?

What challenges or constraints emerged during delivery?

- Were there time, resource, or group-related challenges?
- Did any unexpected issues arise?
- How were these challenges addressed in practice?

How did learners respond to the learning methods used?

- Which activities generated the most interaction or discussion?
- Where did engagement seem to drop, and why?
- How did different learner profiles respond?

What insights did this experience generate for your own teaching practice?

- Did this activity confirm or challenge your assumptions as an educator?
- Did you discover a new approach or method you might reuse?
- How has this experience influenced your view on teaching sustainability topics?

What suggestions would you offer for improving or adapting this activity in the future?

- What small adjustments could increase impact?
- How could this activity be adapted for a different audience or context?
- What support or resources would improve future delivery?

Practical guidance for facilitators (optional box)

- Open-ended questions can be discussed in small groups or plenary settings.
- Prompts can be used selectively, depending on time and group dynamics.
- Silence is acceptable—give participants time to reflect before intervening.
- Feedback discussions should be framed as **learning opportunities**, not evaluations of individuals.

Tool 7.

Basic Impact Tracking Form

Impact tracking is a critical step in understanding whether learning initiatives lead to meaningful and lasting change, beyond immediate satisfaction or engagement. While **Tool 6 (Feedback and Interaction Tools)** focuses on participants' perceptions and experiences during or immediately after learning activities, **Tool 7** invites a more reflective assessment of what has changed as a result of the learning.

In the context of community-based, sustainability-oriented, and micro-learning initiatives, impact often emerges gradually. It may be visible through:

- increased awareness or understanding,
- greater confidence to act or speak,
- shifts in attitudes or values,
- small but concrete behavioural changes,
- or new forms of engagement within the community.

Tool 7 is designed to help practitioners capture these early and emerging signs of impact in a structured yet realistic way. It does not aim to measure long-term societal impact or produce formal evaluation data. Instead, it supports learning-oriented monitoring, helping educators and organisers reflect on whether learning objectives are being met and how initiatives can be strengthened over time.

This tool builds directly on:

- feedback collected through **Tool 6**,
- evidence generated during learning activities (tasks, discussions, reflections),
- observations made by educators, trainers, and facilitators.

Two complementary versions are provided to capture impact from **both perspectives**:

- the **learner's perspective** (self-reported change),
- the **educator's perspective** (observed and inferred change).

Used together, these perspectives provide a **balanced and credible picture of learning impact**, suitable for internal learning, adaptation, and sustainability planning.

Tool 7.1 – Learner / Student Impact Tracking Form

This form is ideally completed **sometime after the learning activity** (for example, one to three weeks later), allowing learners to reflect on how the learning has influenced their thinking, confidence, or actions.

	Not at all	To scarce extent	To high extent	To excellent extent
My understanding of the sustainability topic has increased as a result of this learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel more confident expressing my views on sustainability-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am more aware of how sustainability issues relate to my own life or community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This learning has influenced how I think about everyday choices or behaviours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel better equipped to make informed decisions related to sustainability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have applied something I learned in my daily life or work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have discussed or shared what I learned with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have sought additional information or learning on this topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This learning experience has had a meaningful impact on me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Open-ended questions *(Educators may select 2–3 open questions if time is limited.)*

- What is the most important change (small or large) that this learning has triggered for you?
- Can you describe a concrete situation where this learning influenced your actions or thinking?
- What helped you most in applying or reflecting on what you learned?
- What barriers, if any, made it difficult to apply this learning?
- What kind of follow-up or support would help strengthen the impact of this learning?

Tool 7.2 – Teacher / Trainer / Facilitator Impact Tracking Form

This form supports educators and facilitators in reflecting on **observed and emerging impact**, drawing on learner feedback, interaction, and professional judgement. It can be completed individually or collectively as part of a debrief or review meeting.

	Not at all	To scarce extent	To high extent	To excellent extent
Learners demonstrated increased understanding of the sustainability topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners engaged critically with the content rather than passively receiving it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners were able to relate learning content to real-life or local contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners showed increased confidence in expressing ideas or opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learning objectives were achieved at an appropriate level for the target group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners expressed intentions to change behaviours or practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners shared personal experiences or reflections linked to sustainability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners initiated discussion or action beyond the planned activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, the learning initiative generated meaningful learning impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Open-ended questions (*Educators may use these questions for individual reflection or group discussion.*)

- What forms of impact were most visible among learners (knowledge, skills, attitudes, behaviours)?
- What concrete evidence supports your assessment of impact (e.g. discussions, tasks, actions)?
- Were there differences in impact across learner profiles or groups? If so, why?
- What unexpected or unintended outcomes emerged during or after the learning activity?
- What adjustments to learning design or facilitation could increase impact in the future?

Tool 9.

Facilitator Reflection Log

The Facilitator Reflection Log is designed to support trainers, educators, and facilitators in systematically reflecting on their learning experience as practitioners, immediately after completing a learning programme, module, or series of sessions. While feedback and impact tracking tools focus on learners and outcomes, this tool centres on the facilitator's professional perspective.

In community-based and sustainability-oriented learning, facilitators play a critical role not only in delivering content, but also in shaping participation, dialogue, and meaning-making. Capturing reflections shortly after delivery helps ensure that insights, challenges, and ideas for improvement are not lost, but instead contribute to continuous professional learning and programme quality.

This tool is intentionally designed as a reflection diary, not as an evaluation form. There are no right or wrong answers. Facilitators are encouraged to be honest, specific, and reflective, focusing on what actually happened in practice rather than on what was planned. Entries can be brief or detailed, depending on time and preference.

Overall Experience

How would you describe your overall experience of facilitating this programme?

Consider your level of comfort, confidence, energy, and engagement throughout the delivery.

Guiding questions:

- At which moments did you feel most confident or energised as a facilitator?
- Were there moments where you felt uncertain, stretched, or less comfortable? Why?
- How did your own mindset or emotional state evolve over the course of the programme?

Alignment Between Design and Reality

To what extent did the programme unfold as planned, and where did reality differ from the original design?

Reflect on unexpected changes, adaptations made, or assumptions that were challenged.

Guiding questions:

- Which elements of the programme worked exactly as expected, and which did not?
- What assumptions did you have at the design stage that were challenged during delivery?
- How did these differences affect the learning experience, positively or negatively?

Learner Engagement

How did participants engage with the learning activities?

Think about levels of participation, interaction, motivation, and moments of strong or weak engagement.

Guiding questions:

- Which activities generated the highest level of participation or discussion?
- Were there moments when engagement dropped? What might explain this?
- How did different learner profiles (backgrounds, confidence levels, roles) engage differently?

Learning Outcomes in Practice

Which learning outcomes were most clearly achieved, and which were less evident?

Base your reflection on observations, discussions, tasks, or participant behaviour.

Guiding questions:

- What concrete signs suggested that certain learning outcomes were achieved?
- Which outcomes were harder to observe or assess in practice? Why?
- Were there outcomes that emerged unexpectedly, beyond those originally planned?

Facilitation Strategies

Which facilitation approaches or methods worked particularly well, and why?

Reflect on techniques, activities, or moments that supported learning and dialogue.

Guiding questions:

- Which facilitation techniques felt most effective with this group?
- How did your facilitation style influence participation and interaction?
- Were there methods you would be more confident using again in future programmes?

Challenges and Difficult Moments

What challenges, constraints, or difficult moments did you encounter during delivery?

Consider time management, group dynamics, content difficulty, or external factors.

Guiding questions:

- What was the most challenging moment during the programme, and why?
- How did you respond to this challenge in the moment?
- Looking back, would you respond differently if the same situation occurred again?

Adaptation and Responsiveness

How did you adapt your facilitation in response to participants' needs or emerging situations?

Reflect on flexibility, improvisation, and decision-making during the programme.

Guiding questions:

- What adjustments did you make during delivery, and what prompted them?
- How comfortable did you feel making real-time adaptations?
- What did these moments teach you about flexibility in facilitation?

Sustainability and Real-Life Relevance

How effectively did the programme connect sustainability concepts to participants' real-life contexts?

Consider examples used, discussions generated, and perceived relevance.

Guiding questions:

- Which examples or discussions helped make sustainability concepts tangible?
- How did participants relate learning content to their own contexts or experiences?
- Were there missed opportunities to strengthen real-life relevance?

Personal Learning as a Facilitator

What did you learn from this experience about your own facilitation practice?

Reflect on new insights, skills, or areas where you would like to grow further.

Guiding questions:

- What did this experience reveal about your strengths as a facilitator?
- What areas of your practice would you like to develop further?
- Did this programme change how you view your role as an educator or facilitator?

Ideas for Improvement and Next Steps

If you were to deliver this programme again, what would you keep, change, or improve?

Think about content, structure, methods, pacing, or support needed.

Guiding questions:

- Which elements would you definitely keep unchanged, and why?
- What would you modify to improve learner engagement or impact?
- What support, resources, or preparation would help you deliver the programme more effectively?

Further Considerations

What is one key insight or lesson from this experience that you want to carry forward into future learning activities?

Guiding questions:

- What did this programme teach you about learning, facilitation, or sustainability education?
- How might this insight influence your future practice?
- What is one concrete change you want to make as a result of this experience?

