Intellectual Output 4

IO.4 EUSTEPs HEIs' Administrative Staff Teaching Module

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Material development:

- **BACELAR-NICOLAU, Paula,** Universidade Aberta
- **CAEIRO, Sandra,** Universidade Aberta
- **GALLI**, **Alessandro,** Global Footprint Network
- **NICCOLUCCI, Valentina,** University of Siena
- **NICOLAU Mariana**, University of Aveiro
- **MALANDRAKIS, George**, Aristotle University of Thessaloniki
- **MAPAR, Mahsa**, Universidade Aberta
- **MORENO PIRES, Sara**, University of Aveiro
- **PAPADOPOULOU, Athanasia**, Aristotle University of Thessaloniki
- **PATRIZI, Nicoletta,** University of Siena
- **PULSELLI, Federico Maria,** University of Siena
- **THEODOSIOU, Nikolaos**, Aristotle University of Thessaloniki
- **ZACHOS, Dimitrios,** Aristotle University of Thessaloniki

Coordination

- University of Aveiro, Portugal (UAV)

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Introduction to the EUSTEPs Project and Training

Enhancing Universities' Sustainability TEaching and Practices – **EUSTEPs** – is a project financed by ERASMUS+ program that features the collaboration among four European Universities and one Non-Governmental Organization. The team is coordinated by Aristotle University of Thessaloniki (AUTh), and is comprised of members from University of Siena (UNISI), Italy, University of Aveiro (UAv) and Universidade Aberta (UAb), both in Portugal, and Global Footprint Network (GFN), California, USA. The project aims to introduce a broader and holistic approach to sustainability within universities, having developed already one module dedicated to students and another for educators. In addition to this purpose, the project also envisions the development of a Footprint Calculator for Universities' campus, allowing Institutions to acknowledge the environmental dimension of sustainability and connect it to their everyday functioning. All the actors whitin HEIs (students, academic staff, administrative staff and management bodies) are called to embrace a more sustainable campus, developing a set of multidisciplinary skills and a necessary shift in attitudes.

This module is dedicated to the Administrative Staff of Higher Education Institutions (HEIs) and embraces a hands-on, experiential approach to sustainability understanding and Ecological Footprint concept. By presenting sustainability within the context of everyday life rather than through mere abstract theories and concepts around sustainability and, bridging with the 2030 UN Agenda Sustainable Development Goals, the administrative staff will be able to grasp how sustainability relates to not only the whole spectrum of daily life but also with their workplace and the administration of HEIs.

The core aspect of the EUSTEPs Module to HEIs Administrative Staff is:

1. To make the administrative staff **aware** of sustainability and Ecological Footprint concepts.
2. To **empower** them to affect the sustainability of their workspace, as well as their community, bringing sustainability knowledge and its associated skills (usually limited to academics, researchers and students).

Throughout this module, the administrative staff will not only be able to learn about sustainability and the human-environment relationship but also track their own individual Footprints; through discussing their results and behavior decisions with peers to shape a "learning by group discussion" process.

The EUSTEPs module is primarily intended for administrative staff with different degrees of expertise, as follows:

	Beginner	Innovator	Expert
University Staff Typologies	Low knowledge of sustainability issues and working in key operational areas (procurement)	Knowledge of sustainability issues and with responsibilities in key operational areas	High knowledge of sustainability issues and involvement in sustainability groups/commissions/departments

The structure of the module is summarized in the Table below. More information on the module and the overall project can be found at: www.eusteps.eu

Module overview: "Sustainability around us: transforming my University campus"

		Mandatory			Optional
Session & Lenght	**Session Name/Topic**	**Group Exercise**	**Supporting Material**	**Task**	**Further reading**
1 **(2h)**	**Introduing Sustainability, Ecological Overshoot, and SDGs** ▪ Introduction to the concept of Sustainability ▪ Fisher for an hour Game ▪ Results discussion ▪ Introduction to Ecological Overshoot and connection with daily life ▪ SDGs introduction and application ▪ HEIs' opportunities to deal with SDGs	**Group Exercise 1.** - Groups identification - Two (2) rounds of 'Fisher for an hour' (Game) **Group Exercise 2.** SDGs and your Institution	- PPT Unit 1 - Group Exercises instructions - Game handout - Video(s) link(s)	**TASK 1.** Pre-questionnaire to assess sustainability and Ecological Footprint knowledge	- Overshoot Day site - Niccolucci et al., 2017 - Kitzes et al., 2008 - UNDP SDGs booklet - Waas et al., 2011 - Pulselli et al., 2015 - Kuhlman & Farrington, 2010
2 **(2h)**	**Ecological Footprint within everyday life** ▪ Basics of the EF methodology ▪ Global EF and biocapacity trends and results ▪ EF of HEIs (examples) ▪ Discussion	**Group Exercise 3.** Daily activities impacts on the EF of HEIs	- PPT Unit 2 - Group Exercise instruction	-	- Borucke et al., 2013 - http://data.footprintnetwork.org/#/ - Kitzes & Wackernagel, 2009 - Galli et al., 2007
3 **(2h)**	**Your personal Ecological Footprint** ▪ EF Calculator: Personal EF and resources availability ▪ Solutions for reducing personal EF ▪ Group discussion of the results	**Group exercise 4.** Two (2) rounds of the personal Footprint Calculator	- PPT Unit 3 - Calculator exercise (URL link to the calculator) - Video(s) link(s)	-	- Collins et al., 2020
4 **(2h)**	**Higher Education Institutions (HEIs) and Sustainability** ▪ Aspects of HEIs' Sustainability ▪ Methodologies/tools for sustainability assessment of University ▪ HEIs' EF Calculator and relation to HEIs' sustainability	**Group exercise 5.** Debate on: How to improve my University's sustainability?	- PPT Unit 4 - Group Exercise instructions	**TASK 2.** Post-questionnaire to assess sustainability and Ecological Footprint knowledge	- Caeiro et al., 2020

UNIT 1

Unit 1 - Introducing Sustainability, Ecological Overshoot, and SDGs

Expected learning outcomes (ELOs)	Leaners are expected to: ▪ Show their current (entry) level of understanding of the sustainability concept and related issues ▪ Define sustainability and identify the main aspects, especially regarding the institutional dimension ▪ Realize the concept of ecosystem boundaries/limits ▪ Learn the importance of knowledge and cooperation towards sustainability ▪ Understand the Sustainable Development Goals and how they apply to Universities
Lenght	▪ 2h
Competences	▪ Personal involvement ▪ Empathy and change of perspective
Group activities	▪ Group Exercise 1. 'Fisher for an Hour' (Fish Game) (see Appendix) ▪ Group Exercise 2. SDGs and your Institution (see Appendix)
Supporting material	▪ PPT of Unit 1 ▪ Group Exercise instructions ▪ Game handout ▪ Video(s) link(s)
Additional Task	▪ Assessment of staff's knowledge: Pre-questionnaire

Unit 2 - Ecological Footprint within everyday life

Expected learning outcomes (ELOs)	Leaners are expected to: ▪ Understand Ecological Footprint: definition, unit of measurement, factors affecting it, and utility ▪ Realize EF as a tool for environmental accountability ▪ Understand the usefulness of EF as a sustainability indicator ▪ Realize the relationship between SDGs and EF ▪ Know some previous attempt to calculate the EF in HEIs
Lenght	▪ 2h
Competences	▪ Personal involvement ▪ Empathy and change of perspective ▪ Systems-thinking and handling of complexity ▪ Normative competences ▪ Assessment and Evaluation
Group activities	▪ Group Exercise 3. Daily activities impacts in the EF of HEIs (see Appendix)
Supporting material	▪ PPT of Unit 2 ▪ Group Exercise instruction

Unit 3 – Your Personal Ecological Footprint

Expected learning outcomes (ELOs)	Leaners are expected to: ▪ Realize personal EF ▪ Realize the gap between personal EF and resources availability ▪ Identify possible solutions for reducing personal EF ▪ Understand how to implement these solutions and alternative choices ▪ Assess their impact on the planet
Lenght	▪ 2h
Competences	▪ Personal involvement ▪ Empathy and change of perspective ▪ Systems-thinking and handling of complexity ▪ Normative competences ▪ Critical thinking and analysis ▪ Assessment and evaluation
Group activities	▪ Group Exercise 4. Personal Ecological Footprint Calculator (see Appendix)
Supporting material	▪ PPT of Unit 3 ▪ URL link to the calculator ▪ Video(s) link(s)

Unit 4 – Higher Education Institutions and Sustainability

Expected learning outcomes (ELOs)	Leaners are expected to: ▪ Be aware of the various tools assessing Universities' Sustainability ▪ Understand the different aspects of HEIs' sustainability ▪ Assess sustainability dimensions in one's institution ▪ Understand main sustainability features inside a HEIs Footprint Calculator ▪ Realize the many ways in which HEIs can and are dealing with sustainability issues
Lenght	▪ 2h
Competences	▪ Personal involvement ▪ Systems-thinking and handling of complexity ▪ Normative competences ▪ Critical thinking and analysis ▪ Assessment and evaluation ▪ Anticipatory thinking or future thinking
Group activities	▪ Group Exercise 5. Debate guidelines: How to improve my University's sustainability? (see Appendix)
Supporting material	▪ PPT of Unit 4 ▪ Group Exercise instruction

CONTRIBUTORS *(in alphabetical order)*

BACELAR-NICOLAU, Paula. Assistant Professor in the Department of Sciences and Technology, University of Aberta, PORTUGAL. e-mail: pnicolau@uab.pt CV: https://www2.uab.pt/departamentos/DCT/detaildocente.php?doc=59.

CAEIRO, Sandra. Associate Professor with Habilitation I Environmental Sciences, Department of Science and Technology, University of Aberta, Portuguese Distance learning University, PORTUGAL. e-mail: scaeiro@uab.pt, CV: https://www2.uab.pt/departamentos/DCT/detaildocente.php?doc=64

GALLI, Alessandro. Global Footprint Network, Director, Mediterranean-MENA Program, SWITZERLAND. e-mail: alessandro.galli@footprintnetwork.org, CV: https://www.footprintnetwork.org/about-us/people

NICCOLUCCI, Valentina, Administrative Staff member at the Department of Physical Sciences, Earth and Environment, University of Siena, ITALY. e-mail: valentina.niccolucci@unisi.it, CV: http://www.ecodynamics.unisi.it/?page_id=120&lang=en

NICOLAU, Mariana. MSc in Political Science, Department of Social, Political and Territorial Sciences, University of Aveiro, PORTUGAL, mariananicolau@ua.pt.

MALANDRAKIS, George. Assistant Professor in Environmental Education, School of Primary Education, Aristotle University of Thessaloniki, GREECE. e-mail: gmalandrakis@eled.auth.gr, CV: https://qa.auth.gr/en/cv/gmalandrakis.

MAPAR, Mahsa. Postdoctoral researcher. Department of Science and Technology and Distance Education and Elearning Laboratory (LE@D), University of Aberta PORTUGAL, m.mapar@fct.unl.pt.

MORENO PIRES, Sara. Assistant Professor in Public Policies, Department of Social, Political and Territorial Sciences, University of Aveiro, PORTUGAL. e-mail: sarapires@ua.pt, CV: https://www.ua.pt/govcopp/profile 160

PAPADOPOULOU, Athanasia. Ph.D., Agriculturalist, Primary School Teacher, School of Primary Education, Aristotle University of Thessaloniki, GREECE. e-mail: papath55@yahoo.gr.

PATRIZI, Nicoletta. Post-doc fellow in Environmental and Cultural Heritage Chemistry, Sustainability, Indicators, Environmental assessment, Department of Physical Sciences, Earth and Environment, University of Siena, Italy. e-mail: patrizi@unisi.it, CV: http://www.ecodynamics.unisi.it/?page_id=123&lang=it

PULSELLI, Federico Maria. Associate Professor in Environmental and Cultural Heritage Chemistry, Sustainability, Indicators, Environmental assessment, Department of Physical Sciences, Earth and Environment, University of Siena, ITALY. e-mail: federico.pulselli@unisi.it, CV: http://www.ecodynamics.unisi.it/?page id=107&lang=en

THEODOSIOU, Nikolaos. Professor Division of Hydraulics and Environmental Engineering, Department of Civil Engineering, Aristotle University of Thessaloniki, GREECE. e-mail: niktheod@civil.auth.gr, CV: https://qa.auth.gr/en/cv/niktheod .

ZACHOS, Dimitrios. Assistant Professor of Pedagogy - Intercultural Education, School of Primary Education, Aristotle University of Thessaloniki, GREECE. e-mail: dimzachos@eled.auth.gr, CV: https://qa.auth.gr/en/cv/dimzachos.

Appendix

- Group Exercises
- Additional Task(s)
- Educational Videos

Group Exercises

- **Group Exercise 1.** 'Fisher for an Hour' (Fish Game)
- **Group Exercise 2.** SDGs and your Institution
- **Group Exercise 3.** Daily activities impacts in the EF of HEIs
- **Group Exercise 4.** Personal Ecological Footprint Calculator
- **Group Exercise 5.** Debate guidelines: How to improve my University's sustainability?

Group Exercise 1. Guidelines for 'Fisher for an hour' Game (Unit 1)

Objective

Realize the concept of overshoot and the basics of sustainability applied to a practical exercise.

Instructions

Divide participants into groups of six:

- 5 Fishermen
- 1 omniscient, omnipresent banker.

Identify banker. As is the case generally, the omniscient beings in this game will not communicate directly with the fishermen.

INSTRUCTIONS to ALL:

- **Fishermen**: Each day, each fisherman has the option to catch 1, 2 or 3 fish.
- You will have 10 days for fishing. The goal of the game is to have **as many fish as possible after playing 10 rounds**.
- **Fishermen** can talk to each other.
- **Bankers**: Being omniscient, will be watching over and keeping track of the Game Table (See below, Appendix) of the fishermen's decisions and MUST NOT TALK TO FISHERMEN.
- The **banker** communicates when the fish stock runs out.

INSTRUCTIONS only for the BANKER:

- Initial stock: 25 fishes
- Growth rate: 1 fish born for every 5 fish left in the lake

ROUND 1: PLAY

The Educator will allow approximately 1 minute for each round of fishing (the entire game should take 10 minutes). At the end of each round, the banker will record in a table each player's take, the total take, fish remaining after harvest, growth, and fish remaining after growth.

NOTE: The players can talk to each other but not to the banker! The banker must keep the table hidden!

- Questions should be answered as they arise, but questions about whether the most fish should be caught by individuals, caught by the group, or left in the ocean should not be answered at this point.
- If at any point the fishery is depleted, the banker will stop the game for that group, telling them that all the fish are gone.

- When all groups collapse, start the discussion.

Discussion

Questions:

- How many groups crashed the fishery?
- Why did the fishery crash?
- Did anyone not crash the fishery?
- If so, ask them to explain what they did and for their total group take.
- Did anyone else get a higher group take?
- How could you have avoided crashing the fishery?
- Needed to know what Nature knew!

Explanation:

Here's what you didn't know – the fishery started with 25 fishes. Each night, more fish were born – it took 5 fishes in the ocean to make one baby each night.

So that was what Nature knew that you didn't know.

Educator will point out that the key to the fishery collapse is that any time take is higher than growth, the stock is depleting, and you will crash, sooner or later. This has obvious parallels later to global overshoot.

ROUND 2: PLAY

- OK, let's try this one more time. Now you know what only Nature knew in the first round! Remember, you are starting with 25 fishes, and it takes 5 fishes each night to make a new baby fish. Note that the initial stock cannot be more than 25 fishes and that you are fishermen hence you should fish to survive.
- Take a few minutes to discuss, then we'll fish again.
- Play the game again.
- After the second round, start a discussion to understand the different strategies put in place by each group.

Recommendation: The two rounds of the 'Fisher for an hour' Game should last around twenty to thirty minutes. Use this exercise to break the ice among the participants and invite them to feel comfortable around the group and share their thoughts.

Group Exercise 1. Table for 'Fisher for an hour' Game (Handout) (Unit 1)

FISHER FOR AN HOUR

	FISHERMEN									
Day	1	2	3	4	5	**Total take**	**STOCK**	Fish left	overnight growth	**Fishes available for the day after**
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
PESCA TOTALE										

Expected results for Fisher for an hour Game (Unit 1)

FISHER FOR AN HOUR

	FISHERMEN									
Day	1	2	3	4	5	**Total take**	**STOCK**	Fish left	overnight growth	**Fishes available for the day after**
1	1	1	1	1	0	4	25	21	4	25
2	1	1	1	0	1	4	25	21	4	25
3	1	1	0	1	1	4	25	21	4	25
4	1	0	1	1	1	4	25	21	4	25
5	0	1	1	1	1	4	25	21	4	25
6	1	1	1	1	0	4	25	21	4	25
7	1	1	1	0	1	4	25	21	4	25
8	1	1	0	1	1	4	25	21	4	25
9	1	0	1	1	1	4	25	21	4	25
10	0	1	1	1	1	4	25	21	4	25
PESCA TOTALE	**8**	**8**	**8**	**8**	**8**					

Group Exercise 2. SDGs and your Institution (Unit 1)

Objective

Understand the connection between SDGs and university and realization of the world as an interconnected whole

Instructions

We propose administrative staff a particular experience entitled “SDGs and your institution”. Once the SDGs have been introduced, the exercise consists of identifying the relationship between their own university, both as an institution and the physical spaces in the campus (buildings, community, services, etc.) and each SDG. The work can be carried out individually or in pairs and everyone (or every group) should provide a brief discussion by illustrating at least two examples as follows:

1) Choose two (2) examples of university’s features or practices that are taken from “your own university”.
2) Describe how these examples are relevant to SDGs (and which SDGs) and how they can help their university move towards sustainability.

The following questions can be used as suggestions to guide group discussion:

1) What is the sense of the connection between SDGs and your university?
2) Which SDGs are more connected to your examples? Why?
3) What about universities and Goal 4, education, in general?
4) What about university and Goal 3, health, in general?
5) What about university and Goal 5, gender equality, in general?
6) How can we make links between SDGs and realize the world as an interconnected whole?

Recommendation: Invite the staff to observe their own workspace and their daily surrounding environment. Encourage the discussion among the participants to exchange ideas and different realities. The more diverse the experiences, the richer the debate.

Group Exercise 3. Daily activities impact in the EF of HEIs (Unit 2)

Objective
Identify daily activities/behaviors that impact high in HEIs, interpret results and find solutions to reduce these impacts
Instructions
Step 1 – Form groups of two participants and each group has to choose <u>two (2) areas</u> of working daily activities/behaviors that may impact on the EF of HEIs (it can be any activities/behaviors such as mobility, eating, printing, office work, etc.) **Step 2** – For each selected area, provide two (2) examples of activities/ behaviors that have opposite Ecological Footprint impacts: - One with high EF - One with low EF **Step 3** – Explain the options chosen before: - Clarify the **<u>reasons</u>** (for both high and low EF examples) to show why these selected activities/ behaviors have a high/low EF - Suggest two (2) **solutions to reduce the EF** (only for each high EF example). **Step 4 –** Each group should present results to all and discuss implications. **Recommendation:** Reserve around thirty minutes to dedicate to the exercise proposed. Encourage awareness of the surroundings and the sharing of ideas with one another, in order to further diversify and enrich the conversation.

Group Exercise 4. Personal Ecological Footprint Calculator (Unit 3)

Objective

Perceive and assess how the Personal Ecological Footprint impacts the environment and achieve conclusions in order to reduce it.

Instructions

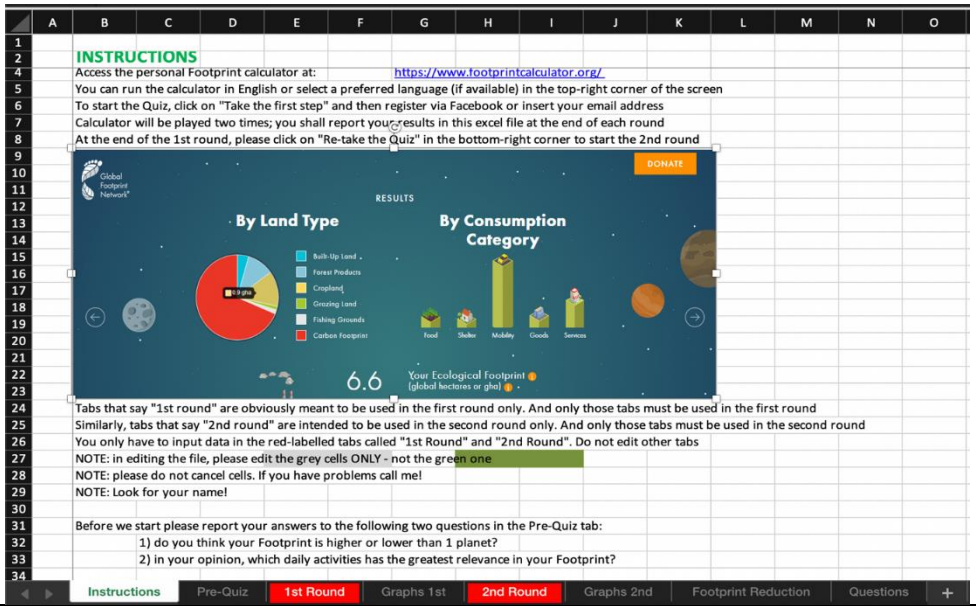
The footprint calculator is available at: www.footprintcalculator.org. Notice that every participant can find the results of his/her exercise at the end of the footprint calculator questionnaire on a summarizing page.

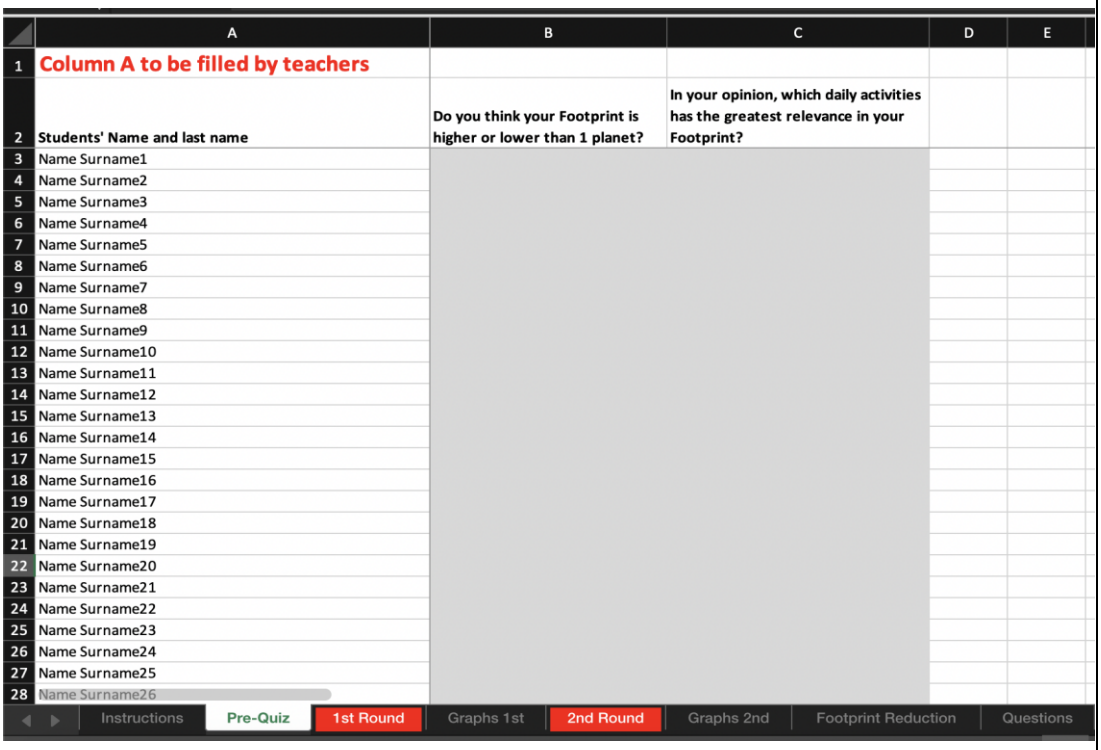
It is highly recommended to collect and organize the results of this group exercise in an Excel file.

For example, participants' names can be put in the file and results from their calculation from the 1st and the 2nd round can be entered in **two different sheets**.

The differences between the two rounds of EF calculation can be visualized by means of histograms or other diagrams.

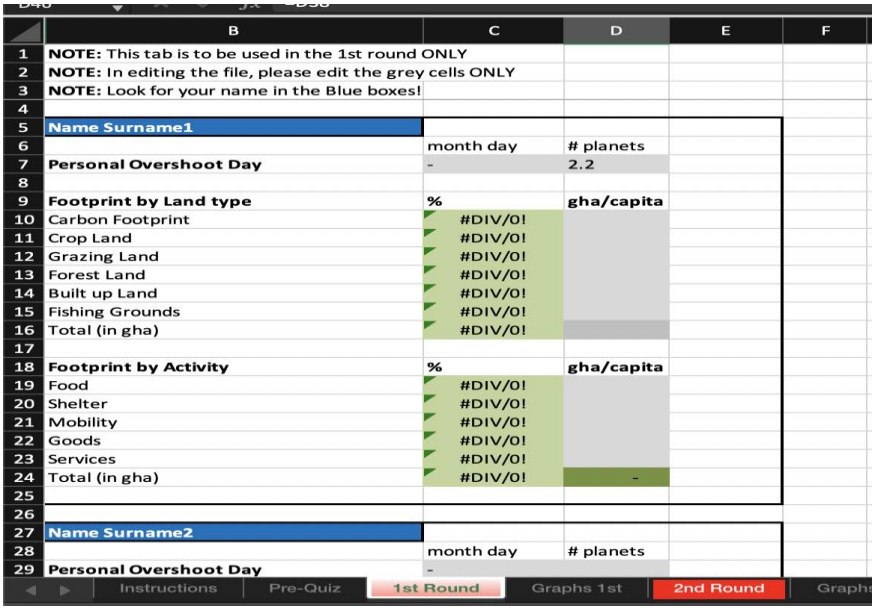
Below, samples of data organization in an excel spreadsheet are provided.





	A	B	C	D	E
1	**Column A to be filled by teachers**				
2	**Students' Name and last name**	**Do you think your Footprint is higher or lower than 1 planet?**	**In your opinion, which daily activities has the greatest relevance in your Footprint?**		
3	Name Surname1				
4	Name Surname2				
5	Name Surname3				
6	Name Surname4				
7	Name Surname5				
8	Name Surname6				
9	Name Surname7				
10	Name Surname8				
11	Name Surname9				
12	Name Surname10				
13	Name Surname11				
14	Name Surname12				
15	Name Surname13				
16	Name Surname14				
17	Name Surname15				
18	Name Surname16				
19	Name Surname17				
20	Name Surname18				
21	Name Surname19				
22	Name Surname20				
23	Name Surname21				
24	Name Surname22				
25	Name Surname23				
26	Name Surname24				
27	Name Surname25				
28	Name Surname26				

Instructions | Pre-Quiz | 1st Round | Graphs 1st | 2nd Round | Graphs 2nd | Footprint Reduction | Questions



	B	C	D	E	F
1	**NOTE:** This tab is to be used in the 1st round ONLY				
2	**NOTE:** In editing the file, please edit the grey cells ONLY				
3	**NOTE:** Look for your name in the Blue boxes!				
4					
5	**Name Surname1**				
6		month day	# planets		
7	**Personal Overshoot Day**	-	2.2		
8					
9	**Footprint by Land type**	%	**gha/capita**		
10	Carbon Footprint	#DIV/0!			
11	Crop Land	#DIV/0!			
12	Grazing Land	#DIV/0!			
13	Forest Land	#DIV/0!			
14	Built up Land	#DIV/0!			
15	Fishing Grounds	#DIV/0!			
16	Total (in gha)	#DIV/0!			
17					
18	**Footprint by Activity**	%	**gha/capita**		
19	Food	#DIV/0!			
20	Shelter	#DIV/0!			
21	Mobility	#DIV/0!			
22	Goods	#DIV/0!			
23	Services	#DIV/0!			
24	Total (in gha)	#DIV/0!	-		
25					
26					
27	**Name Surname2**				
28		month day	# planets		
29	**Personal Overshoot Day**	-			

Instructions | Pre-Quiz | 1st Round | Graphs 1st | 2nd Round | Graphs

Recommendation: This exercise is a slightly lengthier than the previous ones. Allow some time for the participants to accurately fill in all the required information and to engage in a discussion and sense of awareness about how they may adopt behaviors to reduce their Footprint.

Group Exercise 5. How to improve my University's sustainability? (Unit 4)

Objective
Understand the main concepts of sustainability and Ecological Footprint and recognize their presence/absence in the surrounding Institutional context.
Instructions
Divide the participants into groups of two to three participants and provide them a list of the discussion topics (suggestion of topic below). Advise them to ponder on the weight of each parameter and how it would be feasible to improve sustainability in each parameter through some **guided thinking**: - Is it possible to improve this parameter in the short-term or medium to long term? - What actions can take place to enhance it right away or in the future? - Does the solution to this issue need any investment? - If so, could you provide some budget-friendly options? - Or do you believe it is only solvable with a big amount of initial investment? Please support your thought. - Does the solution to this issue need any local, regional or global cooperation from different groups of stakeholders (e.g., government, agencies, private sectors, or civil society?) The following **parameters** can feature the discussion: - Energy consumption, - Buildings, - Water and waste management, - Mobility (inside the campus, to and for, and connected to University's services), - Electronics and equipment, - Food and beverages, - Activities promoted inside the campus (conferences, athletic events, academic occasions, etc.) Each group shall now present their main findings to the remaining participants until everyone has submitted their ideas. Afterward, they must debate on the key outputs. **Recommendation:** After dividing the groups, allow the participants to gather around ten to fifteen minutes, then time two to five minutes to present their results. Please note that the discussion here is a vital element to acknowledge how staff perceive their surrounding campus and how they can be a driver to enhance sustainability.

Additional Task

- **Task 1**. Staff's Survey (Pre / Post)

Task 1. Staff's Survey

At the beginning of the module, the staff members are asked to fill a questionnaire about their knowledge on sustainability topics. The survey can be found here.

Pre-Evaluation Questionnaire Regarding the ADMINISTRATIVE staff training

General Information			
University name			
I am…	☐ Female	☐ Male	☐ Other
My age is…			
My position at university is…			
My academic background is…			
My last degree is…	☐ Bachelor	☐ Master	☐ PhD
The last 4 digits of my mobile are:	_ _ _. _		

Knowledge Assessment

Sustainability concept/definition

1. **What is the most widely used definition of sustainable development (resulting from the Brundtland Report in 1987)?**
   - A- A form of development that respects the environment.
   - B- A form of development that finds a balance between environmental, social, and economic issues.
   - C- A form of development that contributes to reducing poverty in Southern countries.
   - D- A form of development that meets the needs of the present without compromising the ability of future generations to meet their own needs.
   - E- I am not sure

2. **What are the three classic dimensions of sustainability?**
   - A- Conservation, Capitalism, Democracy
   - B- Society, Environment, Economy
   - C- Efficiency, Employment, Education
   - D- Environment, Education, Activism
   - E- I am not sure

SDGs

3. **How many Sustainable Development Goals (SDGs) and associated targets are contained in the United Nations 2030 Agenda for Sustainable Development?**
   - A- 8 SDGs and 20 targets
   - B- 17 SDGs and 169 targets
   - C- 11 SDGs and 40 targets
   - D- 20 SDGs and 70 targets
   - E- I am not sure

4. **Which of these sentences related to the Sustainable Development Goals (SDGs) included in the 2030 agenda are NOT TRUE?**
   - A- The SDGs take into account different national realities, capacities, and levels of development and respect national policies and priorities.
   - B- The SDGs are universal and involve developed and developing countries.
   - C- The SDGs concentrate on environment only.
   - D- The SDGs are indivisible and balance the three dimensions of sustainable development.
   - E- I am not sure

Ecological Footprint (EF)					
5. What Ecological Footprint is? (choose only one option) A- The land that humans need in order to meet their needs in food and natural resources, and the area required to absorb the waste they generate. B- The amount of biologically productive land and water area required to produce all the resources humans consume and to absorb the waste they generate. C- The environmental consequences caused by the overconsumption of natural resources that are needed for the production of the various products we consume. D- The carrying capacity of a region. E- I am not sure					
6. Which of the following items has an effect on reducing the EF?	A. Increseases EF	B. Reduces EF	C. It depends	D. Has no effect on EF	E. I do not know
6.1. The consumption of meat, milk and their products at every meal	☐	☐	☐	☐	☐
6.2. The consumption of vegetables from home farms about those from commerce	☐	☐	☐	☐	☐
6.3. The use of rechargeable batteries	☐	☐	☐	☐	☐
6.4. The dry of clothes with electric dryer	☐	☐	☐	☐	☐
6.5. The exchange of clothes with relatives and friends	☐	☐	☐	☐	☐

Expectations					
7. How much do you expect the training to enhance your knowledge on the following topics?	Very much	A lot	Moderate	A few	Not at all
A- The concept of Sustainability and Sustainable Development Goals (SDGs)	☐	☐	☐	☐	☐
B- The concept of Ecological Footprint (EF)	☐	☐	☐	☐	☐
C- Sustainability issues at Higher Education Institutions	☐	☐	☐	☐	☐
D- How to account the Ecological Footprint	☐	☐	☐	☐	☐
E- Administrative staff roles on enhancing sustainability at university	☐	☐	☐	☐	☐
F- How to more actively engage in actions towards sustainability at your university	☐	☐	☐	☐	☐
8. Overall, are there other expectations do you wish to achieve by participating in the training?					

At the end of the module, the staff members are asked to fill a questionnaire about the effectiveness and understanding of the module. The survey can be found here.

Post-Evaluation Questionnaire Regarding the ADMINISTRATIVE staff training

General Information					
University name					
I am…	☐ Female	☐ Male	☐ Other		
My age is…					
My position at university is…					
My academic background is…					
My last degree is…	☐ Bachelor	☐ Master	☐ PhD		
The last 4 digits of my mobile are:	_ _ _. _				
Please answer the following questions by selecting the answer that best reflects your opinion. There are no right or wrong answers, just tell us your opinion. Your contribution and the honesty of your answers are crucial for improving the training course.					
Training characteristics					
1. **Based on your experience with the training, please rate the following statements.**	Very much	A lot	Moderate	A few	Not at all
a. The topics were interesting and applicable.	☐	☐	☐	☐	☐
b. The aim of the training course was clear from its beginning.	☐	☐	☐	☐	☐
c. The structure of the course was appropriate.	☐	☐	☐	☐	☐
d. EUSTEPs project scope and objectives were clear.	☐	☐	☐	☐	☐
e. The asynchronous teaching methods implemented were appropriate (APLICABLE ONLY TO ONLINE COURSES)	☐	☐	☐	☐	☐
f. The synchronous teaching methods implemented were appropriate	☐	☐	☐	☐	☐
Training methods and topics					
2. **How much the sessions helped you to learn?**	Very much	A lot	Moderate	A few	Not at all
a. 1st- Introduction of Sustainability, Ecological Overshoot and SDGs	☐	☐	☐	☐	☐
b. 2nd- Ecological Footprint within everyday life	☐	☐	☐	☐	☐
c. 3rd- Your Personal Ecological Footprint	☐	☐	☐	☐	☐
d. 4th – HEIs and Sustainability	☐	☐	☐	☐	☐
3. **How much participating to this training helped you to UNDERSTAND…?**	Very much	A lot	Moderate	A few	Not at all

a. The concept of Sustainability and SDGs	☐	☐	☐	☐	☐
b. The concept of Ecological Footprint (EF)	☐	☐	☐	☐	☐
c. The link between the EF and sustainability	☐	☐	☐	☐	☐
d. The connection between sustainability and HEIs	☐	☐	☐	☐	☐
e. EF as a tool to assess HEIs' sustainability	☐	☐	☐	☐	☐
4. In your opinion, are there any other topics/issues that have been improved by participating on the training?					
Intentions and Satisfaction					
5. **How much the training course increased your INTENTION to…**	Very much	A lot	Moderate	A few	Not at all
a. … enhance your personal sustainability behaviours?	☐	☐	☐	☐	☐
b. …… encourage and create awareness in your work place towards sustainability issues?	☐	☐	☐	☐	☐
c. … more actively engage in actions towards sustainability in your university?	☐	☐	☐	☐	☐
6. **Overall, how satisfied are you with this training?**	Very satisfied	Satisfied	Neutral	Unsatisfied	Very satisfied
	☐	☐	☐	☐	☐
7. **In your opinion, what was the BEST aspect of the training course? If you want, you can give an example to explain your ideas**					
8. **In your opinion, what was the main WEAKNESS of the training course? If you want, you can give an example to explain your ideas.**					
9. **How do you think the course could be improved?**					

VIDEOS

- **Educational Videos for Unit 1.** Sustainability and SDGs
- **Educational Videos for Unit 4.** HEIs and Sustainability

Videos. Sustainability and SDGs (Unit 1)

Topic	Publisher	Link	Time
1. SDGs, from 1338 to 2030	Universita di SIENA	https://www.youtube.com/watch?v=1peETpy85BI	2’
2. Do you know all 17 SDGs?	UN (SDGs / Knowledge platform)	https://www.youtube.com/watch?time_continue=18&v=0XTBYMfZyrM&feature=emb_logo	1:24’
3. The world we want: SDGs	UN (Office of Secretary-general’s Envoy on Youth)	https://www.un.org/youthenvoy/video/sustainable-development-goals-explained/	5:30’ (applicable part)
4. Transitions from the MDGs to the SDGs	UNDP	https://www.undp.org/content/undp/en/home/presscenter/pressreleases/2015/09/24/undp-welcomes-adoption-of-sustainable-development-goals-by-world-leaders.html	2:30’
5. The Sustainable SDGs – Action Towards 2030	CAFOD (Catholic Agency for Overseas Development)	https://www.youtube.com/watch?v=9-xdy1Jr2eg	5:52’
6. UN SDGs - Overview	UNICEF Georgia	https://www.youtube.com/watch?v=M-iJM02m_Hg	2:12’
7. SDGs	17 SDGs	https://www.eda.admin.ch/agenda2030/en/home/agenda-2030/die-17-ziele-fuer-eine-nachhaltige-entwicklung.html	4’
8. What is sustainability	ACCIONA/ Sustainability for all	https://www.youtube.com/watch?time_continue=1&v=FbAjxkGvDNs&feature=emb_logo	1:43’
9. Sustainability	explainity®	https://www.youtube.com/watch?v=_5r4loXPyx8	3:40’
10. Sustainability in everyday life	ACCIONA/ Sustainability for all	https://www.youtube.com/watch?time_continue=1&v=kZIrIQDf1nQ&feature=emb_logo	1:34’

Videos. HEI and Sustainability (Unit 4)

Topic	Publisher	Link	Time
1. Sustainability model at Harvard University	Harvard University Office for Sustainability	https://www.youtube.com/watch?v=eUurJEQvNkI	3:46’
2. Some initiatives that has been done in Pennsylvania University	Pennsylvania University Office of Communications	https://www.youtube.com/watch?v=eksLn-P3v_4	2:37’
3. Tips about living sustainably in the Campus	Hong Kong University of Science and Technology - Sustainable Smart Campus as a Living Lab	https://www.youtube.com/watch?v=ZjYmU2Yufww	1:00’
4. Tips about living sustainably in the Campus	College of the Atlantic	https://www.youtube.com/watch?v=cjxvURrQJD8	2:55’