CHANGE ACTIONS

for the Local, Sustainable Future we want

Training for Trainers
Methodology pack

Let's Take Care of Planet, People and Prosperity

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Change Actions for the local, sustainable future we want:

Training for trainers methodology pack

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Transforming our world: the 2030 Agenda for Sustainable Development

This Agenda is a plan of action for people, planet and prosperity. It also seeks to strengthen universal peace in larger freedom. We recognize that eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for sustainable development.

All countries and all stakeholders, acting in collaborative partnership, will implement this plan. We are resolved to free the human race from the tyranny of poverty and want and to heal and secure our planet. We are determined to take the bold and transformative steps which are urgently needed to shift the world on to a sustainable and resilient path. As we embark on this collective journey, we pledge that no one will be left behind.

The 17 Sustainable Development Goals and 169 targets which we are announcing today demonstrate the scale and ambition of this new universal Agenda. They seek to build on the Millennium Development Goals and complete what they did not achieve. They seek to realize the human rights of all and to achieve gender equality and the empowerment of all women and girls. They are integrated and indivisible and balance the three dimensions of sustainable development: the economic, social and environmental.

The Goals and targets will stimulate action over the next 15 years in areas of critical importance for humanity and the planet.

Preamble of A/RES/70/1: *Transforming our world: the 2030 Agenda for Sustainable Development*, agreed upon on 25 September 2015 by the 193 member countries of the UN General Assembly.

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BACKGROUND INFORMATION

About the global goals for sustainable development

The Sustainable Development Goals (SDGs) were agreed by the 193 countries of the United Nations General Assembly in September 2015. This agreement was possible only after a three-year period of international negotiation during which all countries and all major stakeholder groups had a chance to provide input to development of the "2030 Agenda for Sustainable Development".

The 2030 Agenda outlines the SDGs in 17 interconnected goals. These are global goals that build on the achievements of the Millennium Development Goals, but also give more attention to climate change, peace and justice, innovation, sustainable consumption and economic inequality. The SDGs are international, but they also aim to respect different national contexts and conditions in order to reach the goals. To be successful, we need to realise that globally we are interdependent, that our actions have an impact on other peoples' lives and on the health and prosperity of the planet.

5 KEY THEMES INCLUDING 17 GLOBAL GOALS:

Sustainable Development for Planet, People, and Prosperity achieved through Peace and Partnerships

PLANET

"We are determined to protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations" *(from the 2030 Agenda for Sustainable Development).*

The SDGs support a view that access to a safe and healthy environment is a basic necessity and that productive ecosystems provide a foundation for global development. If we want to secure lasting well-being for all, then we must establish patterns of production and consumption that do not continue to degrade and compromise the life support systems of our planet.

PEOPLE

"We are determined to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment" *(from the 2030 Agenda for Sustainable Development).*

The SDGs are founded on a pledge "that no one will be left behind" and an agreement that the "tyranny of poverty" remains the most paramount challenge for achieving global sustainable development. The goals aim to make the structural changes needed to eliminate poverty, realise human rights for all and ensure access to equal opportunities.

PROSPERITY

"We are determined to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature" *(from the 2030 Agenda for Sustainable Development).*

While current economic systems have provided many opportunities for growth, they are also directly compromising the long-term resilience of global development and placing many people at increasingly greater risk. The SDGs are based on a recognition that we cannot secure decent well-being and human development unless all people are able to participate in fulfilling livelihoods and within society. This requires sustainable approaches to strengthen productive capacities and promote people-centred economies that are dynamic and innovative.

PEACE

"We are determined to foster peaceful, just and inclusive societies which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development" *(from the 2030 Agenda for Sustainable Development).*

Peace and security are fundamental for achieving sustainable development, and the SDGs seek to build "peaceful, just and inclusive societies". They further promote good governance, equal access to justice, rule of law, and transparent and accountable institutions. The right to self-determination, intercultural understanding, tolerance and mutual respect are held up as key values, and the goals aim for an "ethic of global citizenship and shared responsibility".

PARTNERSHIP

"We are determined to mobilize the means required to implement this Agenda through a revitalised Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focussed in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people" *(from the 2030 Agenda for Sustainable Development).*

Partnership and collaboration are key conditions to reach the SDGs. This requires the participation of all sectors of society – local and national governments, civil society, business and private sector, financial institutions, international organisations, etc. – in the effort to achieve these goals and reorient global development onto a sustainable path.

"We are determined to take the bold and transformative steps which are urgently needed to shift the world on to a sustainable and resilient path.

As we embark on this collective journey, we pledge that no one will be left behind".

- Transforming our world: the 2030 Agenda for Sustainable Development (2015)

The 5Ps and Education for Sustainable Development

The 5Ps also provide a framework for how we consider Education for Sustainable Development and the types of learning objectives and competencies that will support the achievement of this transformative agenda to chart a new course towards sustainability.

For PLANET, this means education that promotes holistic, integrated interpretations of knowledge and whole-systems thinking.

For PEOPLE, this means developing learners' critical awareness and reflexivity to create personal and collective knowledge constructs.

For PROSPERITY, this means learning that is orientated towards problem solving, practical experience, and the search for new knowledge and innovations.

For PEACE, it is about empowering socially aware, ethical and responsible citizens who appreciate interdependent relationships between themselves, society and ecosystems.

And for PARTNERSHIP, it is about developing cooperative learning relationships through deliberation, democratic dialogue, group meaning making, values-based learning and social learning.

These 5 aspects may be understood as the main *Life-long Learning Skills* promoted by ESD which support learners in gaining critical life skills and the adaptive capacity to be active in the pursuit of sustainable development. ESD can help individuals to better understand the environmental and social impacts of their daily lifestyle choices, and it can support cooperative learning and critical examination which leads to collective reimaging of lifestyle practices and identification of sustainable solutions.

ESD Life-long Learning Skills

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Learning to take Action for Sustainable Lifestyles

There are three levels of action that are important to further education for sustainable lifestyles and strengthen individual participation in the implementation of the SDGs – a learning process that begins with creating *personal* connections, extends to *local* actions, and finally aims for *global* understanding.

- **Personal**: While teaching on the SDGs may often begin from an international perspective on these global goals, the experience of learners is strongest when these issues can be linked to the contexts of their daily lives and personal experiences. The ability to reflect on one's own actions and recognise the impacts that these actions may have on wider society is an important first step in learning for sustainable lifestyles.
- **Local**: Moving beyond the personal level, education for sustainable lifestyles promotes transformative learning to empower individuals to become agents of change. Practical and real-world learning experiences may be used to harness efforts to address challenges and find solutions for more sustainable living in local contexts where learners have the deepest connections to community and society, but this may also extend to include efforts to influence change at national and international levels.
- **Global**: Growing from personal connection and local action, learners may begin to cultivate a global understanding and recognise that the achievement of the SDGs in one locality or one country depends on a multitude of global interconnections. Whole systems perspectives may be cultivated that not only explore the environmental dimensions of the SDGs, but that also identify how the social, political and economic dimensions are linked to the achievement of global sustainability as well as the fulfilment of basic human rights and well-being for all.

"Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development."

- Kofi Annan

The key elements for delivering Quality Education for Sustainable Development

At the heart of learning for sustainable development, is the need to engender a society where people can work together to reimagine and search for new solutions and innovations for the way that we structure our communities, our daily lives, and our personal relationships in ways that are more sustainable. These points are captured in the Sustainability Learning Performance Framework[1], and this provides a holistic model for considering educational reforms and improvements for achieving Quality Education for Sustainable Development.

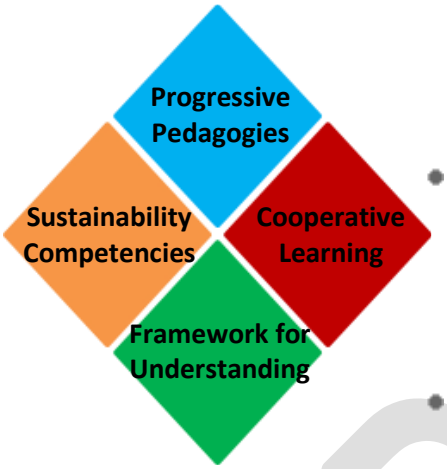

Figure 1. Sustainability Learning Performance Framework

- **Sustainability Competencies** encompasses the capacities needed to be able to contribute to sustainable development and includes relevant knowledge, skills, and values. It also supports the application of a well-developed curriculum with progressive learning objectives.
- **Progressive Pedagogies** cover the educational theories and teaching methods that ground the instruction and teaching ESD. This aims at improving the quality and relevance of applied learning approaches and using teacher training to yield ESD competent teachers.
- **Cooperative Learning Relationships** incorporate perspectives on stakeholder collaboration, social learning, networking and partnership processes that ESD engages. This is about creating safe and effective learning environments and engendering collective problem solving and meaning making.
- **Framework of Understanding and World-View** is about the actual framework of understanding and world-view that the education system supports, and for ESD this is about supporting an integrative and pluralistic system not just for knowledge transmission, but also for new knowledge generation.

[1] From: P. Ofei-Manu & R.J. Didham. (2018) "Identifying the factors for sustainability learning performance". *Journal of Cleaner Production*, 198. pp.1173-1184

The text in the *Background Information* section is adapted from the publication:
Lederer, E. & Didham, R. J. (2018) *Education for Sustainable Lifestyles: Learning to live for people, planet and prosperity – practices from around the world, Vol. 1*. Hamar, Norway: Centre for Collaborative Learning for Sustainable Development, Inland Norway University of Applied Sciences.

https://eng.inn.no/content/download/169707/2872543/file/ESL%20Good%20Practices%20vol1%20(reduced).pdf

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METHODOLOGY OVERVIEW

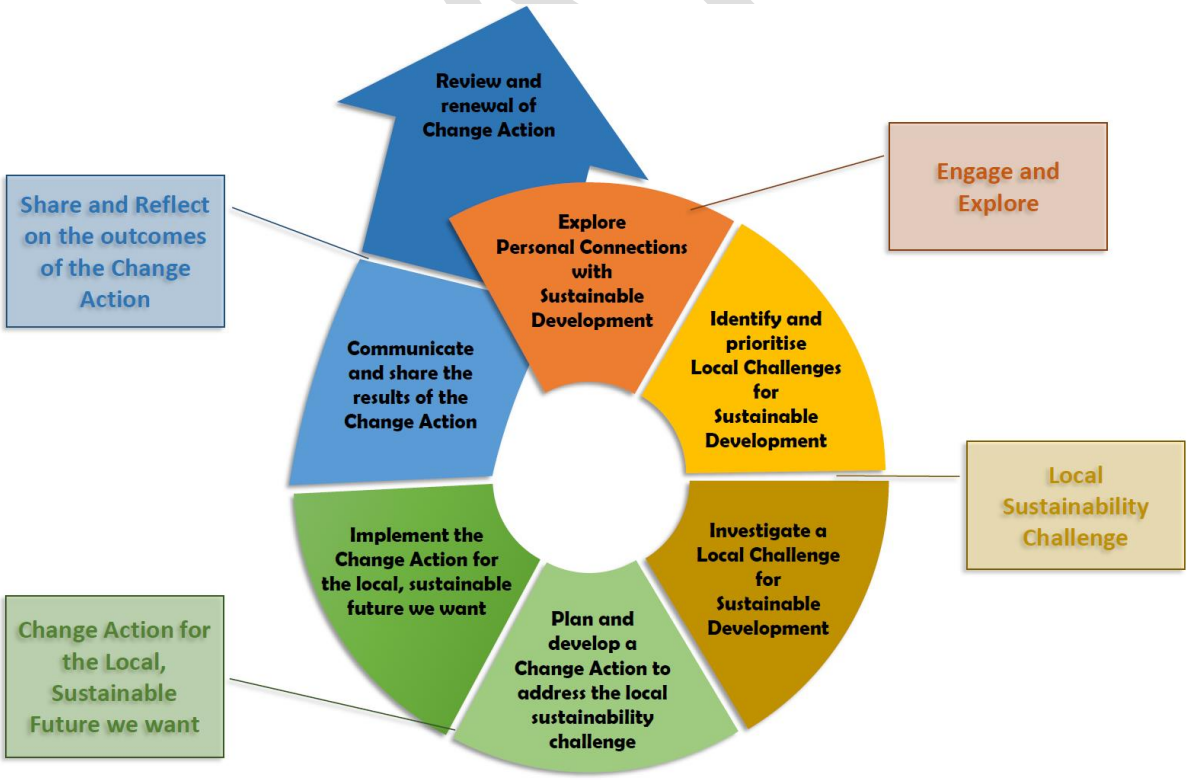
"Quality education for sustainable development is about what people learn, its relevance to today's world and global challenges, and how learners develop the skills and attitudes to respond to such challenges and prosper, now and for future generations."
- *Shaping the Future We Want* (2014)

Objective

This methodology challenges learners to become agents of change in their own communities and to initiate first steps towards the wider social transformation called for in the *2030 Agenda for Sustainable Development*.[1] By identifying actions that they can take to address sustainability issues in their own communities, learners will be able to draw strong connections between the personal, local and global dimensions of sustainable development.

Working collaboratively in groups, learners will identify a challenge (for achieving sustainable development) in their local communities. They will investigate the issue, and then they will plan and implement an action that will help to address or overcome this challenge.

Action Framework



[1] A/RES/70/1: *Transforming our world: the 2030 Agenda for Sustainable Development*, agreed upon on 21 October 2015 by the 193 member countries of the UN General Assembly.

Action Stages

1	Introduction to Sustainable Development and Exploring Personal Connections	Engage and Explore
2	Identify and Prioritise Local Challenges for achieving Sustainable Development	Local Sustainability Challenge
3	Investigate a Local Sustainability Challenge and Consider Key Factors	
4	Plan and develop a Change Action to address the local sustainability challenge	Change Action for the Local, Sustainable Future we want
5	Implement (and document) the Change Action	
6	Communicate and Share the results of the Change Action	Share and Reflect on the outcomes of the Change Action
7	Review and Renewal of Change Action	

Learning Outcomes

The action framework applied in this manual incorporates both an inquiry-based based learning model with a cooperative-learning approach, and it targets real-world application of learning in order to achieve critical praxis. Through the multi-phased approach of the action framework, several important learning outcomes are supported.

- ✓ **Engage and Explore:** During the initial phase, learners are stimulated to develop an interest and curiosity in the subject of sustainable development. In addition, learners are encouraged to explore the linkages that exist between their own lifestyle choices and sustainable development in order to develop personal connections with the subject.
- ✓ **Local Sustainability Challenge:** The second phase promotes active investigation, critical reflection and collaborative dialogue to construct multi-modal explanations and better understand sustainability issues within their local context. This phase also promotes learners to strengthen competencies for systems thinking and collaborative knowledge generation by sharing information about distinct parts for a holistic understanding.
- ✓ **Change Action for the Local, Sustainable Future we want:** The third phase focuses on integrated problem solving and encourages transformative learning by supporting learners' through a process to think strategically, plan and implement a *change action* that will help address a local sustainability challenge. In addition, this phase emphasises the objective of empowering learners to actively engage in their local communities.
- ✓ **Share and Reflect on the outcomes of the Change Action:** During the final phase of the action framework, learners will assess their own learning, identify new knowledge, and reflect on changes in perceptions and understandings. The learners will also prepare materials and information to share their work and findings with others.

Stage 1: Introduction to topic and themes

Objective: learners learn about the SDGs and consider their own relationships (i.e. connections) with the themes of sustainable development

Duration: This stage may only require 1 to 2 days, but it can also be extended.

Information on sustainable development

Information about sustainable development and SDGs should be made available. This can be provided in various formats: lecture, discussion, self-research, videos, and/or a combination a various formats.

Active Learning with sustainable development

The learners use active learning methods to engage more personally with the topic of sustainable development.

Possible activities are: 1) Images and Objects, 2) Roll the Dice – Linking lifestyles practices with the SDGs, or 3) Newspaper Frontpage 2031 *(see annex for a description of these activities)*.

Stage 2: Identification of local SDG challenge

Objective: learners consider and rank local challenges for achieving the SDGs

> *How can you deal with challenges in the local community?*
> *How do challenges in the local community relate to the SDGs?*

Duration: This stage requires 1 to 2 days and includes the possibility for both a take-home assignment a classroom activity.

Identification of challenges:

This activity begins by having learners reflect on and identify some of the sustainability challenges they find in their own communities.

What challenges / problems do you see in your community?
It should not be a personal problem, but something that a wider number of people experience.

Preparatory work for learners:

As a take-home assignment, learners may be given the task to conduct "field observation" in their local communities. For this activity, learners are asked to have a short walk or bike ride through their local environment. On a piece of paper, they should prepare four columns or boxes with the following headings:

- "What do I like in my local environment/community"
- "What things make me feel safe/secure"
- "What do I not like in my local environment/community"
- "What things make me feel concerned or unsafe"

As the learners observe different aspects of their local area, they should note down relevant features under the appropriate headings. Additionally, learners could also collect pictures, videos, or sounds from their local area that respond to these questions.

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Activity:

Step 1: Individual reflection on the question: "What challenges / problems do you see in your local community?" Learners write down on a yellow note a challenge / problem.

Step 2: Share the challenge. Learners come together in group(s) to share and discuss their challenges. In small groups (4-5 persons), the learners share and explain the challenge they have written down. They should discuss why they feel that this challenge is important and what impacts they feel this challenge has for the local environment and/or community.

After sharing their challenges, the yellow notes may be stuck to the wall.

Take turns sharing challenges until all learners have had a chance to present theirs.

Step 3: Discuss and reflect. Learners discuss in a group and consider what is important with each challenge/problem. Similar or common challenges may be combined/merged into one larger challenge if the learners feel that is appropriate. Learners may also discuss potential opportunities for changing or addressing this challenge, i.e. can something be done and how big of a difference is it possible to make.

Step 4: Selection. Learners will prioritise the challenge that they want to work on by considering two factors: *how important/significant is this challenge (to achieving sustainable development)? & how likely are they able to improve the situation?*

Learners will select the challenge that they see as the first and second priorities. Each learner will give 2 points to the challenge they select as the first priority, and they will give 1 point to the challenge they select as the second priority*. Tally marks or small stickers can be used to give points, and these should be placed on the note with the specific challenge.*

The challenge or problem that gets the most points wins and goes on to the final round.

Step 5: Final round – plenary sharing. All groups join together in plenary and present their prioritised challenge and explain why it is important. If time allows, groups may also explain why this challenge was prioritised over other options. Again, it is possible for similar or common challenges to be combined/merged into one larger challenge.

Learners must now discuss which challenge they will select as the focus of their change action. *If agreement is difficult to reach, one possibility is for learners to consider if it might be appropriate to link more than one challenge together for their change project. An alternative option is to use the same scoring approach employed in the previous step.*

Once a challenge is selected, it should be clearly explained:

What kind of challenge / problem in the local environment / community do you want to work with? Here it is desirable to have a brief description of one or two sentences.

Step 6: Brainstorming on possible actions. Learners may also begin to discuss and brainstorm possible actions that could be taken to address this issue.
[this step is not essential and could be skipped, but it is beneficial in providing some initial reflection in relation to the next two stages of this methodology.]

What activity will you do to change this challenge / problem so that it gets better? Write down the ideas you have.

Stage 3: Investigation of the challenge

Objective: learners conduct real-world investigation of the challenge they selected and observe key factors

Duration: This is an extended assignment that may be conducted over as little as 1 to 2 weeks, but can also be extended if the scope of the investigation requires such.

The initial research design activities may be conducted in class over the first few days of this stage, and the final compilation and analysis of results can also be conducted in class over a few days at the end of this stage. The main research activities though will be conducted in the local environment and engaging with the local community over one week or more depending on the scale and scope of the research.

Step 1: Learners are asked to further investigate this local challenge, its reasons and key factors, and its impacts. Learners may also identify "key questions" that they want to know about this challenge and will investigate during their research.

Step 2: Learners should consider this challenge from a holistic (or multi-dimensional) perspective. One option for this is to have learners consider how this challenge relates across the 5Ps of the SDGs (i.e., planet, people, prosperity, peace and partnerships). The 5Ps model can be used to view the challenge from different perspectives and to reflect on the interlinkages across these different dimensions.

Step 3: Research activities may vary in relation to the specific challenge that was selected, but it should ideally include real-world investigation and social research. Depending on the scale of this research, some support and facilitation may be necessary to identify appropriate and acceptable research methods.

Step 4: Learners may divide into smaller teams to more actively investigate individual dimensions, or they may conduct research activities with different stakeholders or in different geographic areas.

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Step 5: After concluding individual research activities, the learners share and compile the results. They then analyse these results, discuss and identify key findings.

The following questions are useful guiding questions for this research:

- How is this challenge connected to the following dimensions of the sustainable development goals: planet, people, prosperity, peace and partnerships?
- What are the primary causes of this challenge? What are the secondary consequences of this challenge?
- What are the main impacts and problems caused by this challenge? How do they relate to planet, people, prosperity, peace and partnerships?
- Who are the main actors involved with this challenge? Who and what are most impacted by this challenge?
- Have there been previous efforts to address this challenge?
- What are the key reasons/factors that this challenge continues to exists?

Force-field Analysis

One method to support a deeper analysis of research results is using a force-field analysis to map and reflect on the positive and negative dimensions of different driving and restraining forces (or factors). The force-field analysis provides a tool to conduct a participatory and visual mapping of an analysis similar to a SWOT (strengths, weaknesses, opportunities, threats) analysis. *See annex 4 for additional details.*

Role Play and Stakeholder Analysis

A second method that will support learners to more deeply explore their research results and analyse how this issue impacts on different individuals is to conduct a stakeholder role play where different learners represent the interests of key stakeholder groups, consider the concerns of these individuals, and the roles they may play in addressing this challenge. The students can role play a debate or a "public forum" where the selected challenge is discussed and possible solutions are deliberated upon from the perspective of the represented stakeholders. *See annex 5 for additional details.*

It would even be possible to conduct the two suggested activities in a combined format where learners engage in the role play activity during which the force-field analysis is used to facilitate the public discussion. In this case, learners would continue to represent the interest of their specific stakeholders while participating in the force-field analysis.

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Stage 4: Planning a change action

Objective: learners design and prepare a change action to help address and overcome the local SDG challenge

Duration: This stage may be completed within 1 week and is primarily based on classroom activities. However, the more time and facilitation spent at this stage will generally improve the quality and efficiency of project implementation in Stage 5.

Learners are now asked to plan a change action that they will implement in order to confront this challenge to local sustainability and to improve the situation (even if not permanently).

What are you going to do to change this problem / challenge?
You are going to carry out the action you are planning, not just think about a solution.

Describe here what you think the change action can contribute, what activities will be carried out during the project and how you will organise its implementation.

Step 1: Learners brainstorm, share and discuss potential ideas for their change action. Learners should consider the merits of each proposal, what type of impact it might have, and how feasible it is to achieve this action.

If the learners have used the force-field analysis in the previous stage, they may also reflect on how the potential actions would relate to the different identified forces.

Step 2: Reflection on change action. Learners discuss the following questions and provide answers.

- Why is this an important topic or challenge to address?
- How will the action contribute with positive change?
- What other actions could be used to help solve this challenge?
- Which SDGs are relevant to the proposed change action, and how does this intervene in the sustainability goals?
- How does the action relate to each of the 5Ps? How will the action have positive effects for planet, people, prosperity, peace and partnership?

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Step 3: Practical action planning. Learners now make a plan for the change action. They have already identified the challenge or problem that they want to work with, and they should begin to develop the plan for how to change the problem and make the situation better.

A well-developed action plan will support the effective implementation of the learners' change project. It is thus important that they consider and prepare for all practical aspects of their action's implementation.

Learners should discuss and respond to the following questions:

- What are the main targets and objectives of this action?
- What steps/activities will this action require? What will be implemented?
- What preparations need to be made?
- What resources are needed?
- When do things need to be completed by?
- Who is responsible for what in the action? Who should do what and when?
- Who must be contacted? What permissions are needed to carry out this action?
- Are there other potential partners you want to involve?
- How will you ensure that the change action meets it target actors?
- How will you promote and document the change action?

Step 4: Action schedule / timeline. The action should be sub-divided into individual steps/stages and ordered in a schedule to provide a clear timeline for effective management and implementation. It is good if learners not only clarify the specific steps to be taken but also clarify the required resources and responsible persons at each stage.

It is useful to consider including in the schedule specific times for meetings and status updates during which the schedule is reviewed to see if there are outstanding issues to be dealt with and to discuss upcoming activities. In addition, in larger actions it is useful to consider some slack/flexible time added in between major stages of the actions (thus meaning that delays at one stage of the project do not necessarily disrupt the later stages of the action).

Example schedule format

Dates	Action	Resources required	Responsible persons

Step 5: Preparations for action implementation. With the action schedule now prepared, it is useful to consider if there are any preparations to be completed before the official implementation of the action. For example, it might be useful to prepare all required resources before beginning the action implementation, or if specific venues must be arranged this could be done at this point. *This preparatory phase may be noted in the action schedule with specific activities and responsible persons included.*

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Stage 5: Implementation of change action

Objective: learners initiate and conduct their change action

Duration: The action schedule prepared in the previous stage should provide a clear timeline for the implementation activities at this stage, but in general this is perceived as the most substantial stage of the overall methodology and can be allotted an extended period of time. This stage may require 3 to 9 weeks depending on the scale and scope of the change action.

Implementation

This stage of the change action involves the implementation of the activities, and the action plan and schedule prepared in the previous stage will provide the main structure and guidance for the steps to be carried out in this stage.

Project management

When an action has multiple activities occurring at the same time and with different people responsible for different activities, it may be valuable to assign one person with a general project management role who will stay updated on progress across all activities and trouble shoot potential problems.

Note: some aspects of the next stage (i.e. documentation) will need to be carried out during the implementation of the action and need to be accounted for in terms of action planning.

Stage 6: Documentation and dissemination

Objective: learners find ways to record, share and promote the outcomes of their change action

Duration: Some parts of this activity will occur during the previous stage as part of the implementation, but after completion of Stage 5 it is anticipated that 1 additional week may be required to prepare and finalise the dissemination materials.

An important stage of this methodology is to share the results of the change actions with learners from other schools and from other countries to achieve wider awareness of these sustainability issues, to promote others to take actions at a local level to support the SDGs, and to highlight positive efforts that can be taken by communities to achieve a sustainable future.

The initial parts of this stage will overlap with the previous stage and need to be started during the implementation of the change action. Thus, it is useful to structure "documentation and dissemination" activities into the overall action plan and schedule. Additionally, specific persons may take leading responsibility for these activities as their primary contribution to the action's implementation.

Learners should consider how they will document and share their experiences from this change project. There are several possible opportunities for documenting the action, including videos, posters, case studies, "newspaper" article, etc. An effort should be made to explain how the local sustainability challenge was identified and why it is considered important, as well as to highlight the activities and impacts of the change action.

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In addition, learners must prepare for the project conferences where they will share their experiences with other learner groups who have developed and conducted their own Change Actions.

Note: Specific forms of documentation and dissemination could be specified or encouraged to create commonality across all schools (for example 5 minute videos, posters, case studies, etc.). In addition, the development of a web-based platform could support wider sharing and archiving of change actions.

Stage 7: Reflection and renewal

Objective: learners review the impacts of the change action and apply lessons for the renewal/ replication of the action

Duration: This stage may be completed over 1 or 2 days with classroom activities.

In the final stage of the methodology, learners reflect on their experiences and consider future improvements that could be made to the potential renewal/replication of their change action.

Reflection Questions

- Why was this an important sustainability challenge to address?
- How did the change action contribute to positive change in the local environment/community?
- Which SDGs did this action address and how did it contribute to their achievement?
- What were the main success factors of this action?
- What were the major difficulties faced during this action?
- Was the action well designed, organised and implemented?
- Could any improvements be made to the action planning or implementation?
- Were there specific action objectives that were not possible to achieve?
- Were there certain external factors that were not possible to account for or address within the context of this action? Did any of these create significant barriers for action implementation?
- If you were to implement this action again, what would you do differently?
- What other actions could have been done to address this challenge?
- Are there opportunities for the replication, expansion and upscaling of this action? If so, will this require adding new components/dimensions to the action?

Renewal and replication

Learners should discuss possibilities for follow up or continuation of this change action. Would it be worthwhile to replicate or upscale this change action? If so, is it something that this group would do, or is it a change action that other groups could implement in their own locales. If the change action is to be upscaled or mainstreamed, are there additional actors that will need to be involved?

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Note: It may be possible to provide a common action review framework to be used by all learner groups which would: 1) support deeper reflection by individual groups, and 2) commonality of review across different actions for better comparative assessment. But it is not clear if this would provide enough additional value to be worthwhile.

Policy advocacy

If the change action has proven highly successful, a next step may be to advocate for its integration into local SDG activities and/or to discuss with the local government to support replication of the change action.

Future thinking/reflection assignment

It may be possible to provide learners with a follow-up assignment that encourages them to creatively think about how this experience has influenced their perceptions of the future. For example, they could be asked to write short essays discussing how their Change Action led to motivating wider community engagement in creating a local, sustainable future together. The learners could then write about what the future of their community looks like in 2030 or 2050, and how they got there.

Self-reflection and evaluation

Both as a reflection activity and to support the assessment of individual students' inputs into the change actions, it would be possible to provide the learners with an essay assignment where they are asked to explain their role in the change project and consider how important it was to the overall success of the action. The learners may be prompted with the following questions:

- What specific responsibilities did I have during the change action and what job did I do in relation to the change action?
- How did my inputs contribute to the overall result of the change action?
- How did my inputs compare to those of the other group members?
- How important was the collaboration among the group members to the overall success of the action?

Review of competency development

It may also be useful for learners to reflect on their own learning during the course of this change action. *Has it changed them? Has it changed the world around them?*

- Do they understand sustainable development differently then before?
- Have they gained new knowledge about the SDGs?
- Have they gained new knowledge about their local environment / community?
- How has the perceptions of their own roles changed …. as an actor for the SDGs? …. as a member of their community?
- Have they gained new skills and competencies that will help them in …. living a more sustainable life? …. collectively creating and realising a sustainable future?

The Key Sustainability Competencies identified by Rieckmann in UNESCO's publication (2017) *Education for Sustainable Development Goals: Learning objectives* may provide a useful framework for discussing and reviewing competency development.

- **Systems thinking competency:** the abilities to recognise and understand relationships; to analyse complex systems; to think of how systems are embedded within different domains and different scales; and to deal with uncertainty.
- **Anticipatory competency:** the ability to understand and evaluate multiple futures – possible, probable and desirable; to create one's own visions for the future; to apply the precautionary principle; to assess the consequences of actions; and to deal with risks and changes.
- **Normative competency:** the ability to understand and reflect on the norms and values that underlie one's actions; and to negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions.
- **Strategic competency:** the ability to collectively develop and implement innovative actions that further sustainability at the local level and further afield.
- **Collaboration competency:** the ability to learn from others; to understand and respect the needs, perspectives and actions of others (empathy); to understand, relate to and be sensitive to others (empathic leadership); to deal with conflicts in a group; and to facilitate collaborative and participatory problem solving.
- **Critical thinking competency:** the ability to question norms, practices and opinions; to reflect on own one's values, perceptions and actions; and to take a position in the sustainability discourse.
- **Self-awareness competency:** the ability to reflect on one's own role in the local community and (global) society; to continually evaluate and further motivate one's actions; and to deal with one's feelings and desires.
- **Integrated problem-solving competency:** the overarching ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive and equitable solution options that promote sustainable development, integrating the above mentioned competences.

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Sum-up and Reflection Questions for each stage

A general set of sum-up and reflection questions is provided that may be used at the end of each stage to reflect on and summarise the learning that has occurred at each stage.

KWL Chart

The KWL Chart is a basic format that can be used for learners' to summarise the knowledge they have gained and reflect on learning.

- **K** stands for what you already KNOW about the subject.
- **W** stands for what you WANT to learn.
- **L** stands for what you LEARNed from the lesson or activity.

The chart may be completed by each learner, and then they can share and discuss their findings.

K What I ***Know***	**W** What I ***Want*** to Learn	**L** What I Have ***Learned***

Reflection Questions

- What did you enjoy in this stage? What did you not enjoy in this stage?
- What aspects of this stage did you find challenging or difficult to deal with?
- What things did you encounter that surprised you or were unexpected?
- Did you learn anything that challenges the way you previously looked at this issue, topic, or situation?
- Which points of learning or pieces or information from this stage do you think are most important to ensure they are included or addressed in the next stages?

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ANNEX: ACTIVE LEARNING METHODOLOGIES

Activity 1: Exploring the concept of sustainable development with images and objects

From: *PERL Images and Objects – Active Methodology, Toolkit #1* (2008)[2]

The aim of education for sustainable development (ESD) is to empower individuals to actively participate in shaping an ecologically sustainable, economically efficient and socially just environment, while remaining mindful of the interconnectedness between the local and global dimensions.

ESD has relevance for everyone and aims to:

- improve the contexts in which people live
- create new opportunities for individuals, society and economic life
- provide an ongoing, continuous process which promotes acceptance of processes of societal change
- promote global responsibility.

Sustainable Development is a trans-disciplinary area requiring interactive, participative and reflective approaches. Learners need to be able to construct their own understanding, meaning and values, as a step in the collective search for a sustainable future. Active teaching and learning methodologies can facilitate this process.

Preparation

Compile a balanced representation of images and objects that range from the local to the global rather than over emphasising images or objects from, for example, the developing world. Sustainable Development issues are relevant to all communities. Ordinary everyday images of routine activities, settings or objects are often the most effective. Images and objects do not need to shock or provide the 'wow' factor. Even in the 'ordinary' different learners will see different things, have different opinions and perspectives.

Activity

Step 1: A selection of images and objects are spread out in an area of a room where participants have the space to walk around and examine them. An open floor space is ideal if tables are not available.

[2] O'Donoghue, M., & Cusack, M. (2008). *Images and objects: Active methodology toolkit #1*. Hamar: Hedmark University College, Consumer Citizen Network.
English:
https://eng.inn.no/content/download/166056/2794827/file/Toolkit%201%20Images%20and%20Objects.pdf
Portuguese:
https://eng.inn.no/content/download/166058/2794835/file/Images%20and%20Objects%20Toolkit%201Portugal.pdf

Step 2: Each participant is invited to select one image or object that has personal resonance, e.g. represents something important or makes an important statement about Sustainable Development. Participants can, if they wish, choose one of the blank cards and write their own words or statements on it.

Step 3: Participants are invited to form pairs and share the image or object that they have chosen with each other. They should explain to each other their reasons for choosing it.

Step 4: Two pairs should join together to make a group of four. Each image or object is discussed and the group must work together to prioritise just one image or object that will represent the group and that will be shared with everyone in the room under the following headings:

- an explanation of why the image or object was selected to represent the group.
- the process that took place in order to agree on one image or object.
- the value of the activity in facilitating discussion related to Sustainable Development.
- key discussion points or issues that arose in the group relating to Sustainable Development.

During Step 4 the facilitator / teacher should circulate amongst the groups, checking that everyone is on task and listening for any interesting discussion points that can be highlighted during Step 6 (general discussion phase).

Step 5: Each group selects a person who will speak on behalf of the four group members.

Step 6: The reporter from each group shares their image or object with the other groups and there is a general discussion led by the facilitator / teacher. It can be useful for the facilitator / teacher to share any background information about the image / object during the general discussion phase. This may highlight how images / objects are open to different interpretations and how care must be taken to avoid generalizations, prejudiced and / or stereotypical comments.

Providing an immediate and wider context to the discussion evoked by the image or object can facilitate a better and broader understanding of the realities, complexities and challenges of Sustainable Development.

Reflection Questions:

- Why was this image chosen to represent your group?
- What key points or areas emerged in your discussion on sustainable development?
- How did you get to this picture? What process took place?

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Activity 2: Roll the Dice – Linking lifestyles practices with the SDGs

From: *PERL Images and Objects – Active Methodology, Toolkit #11* (forthcoming, 2019)[3]

An important challenge for education for sustainable development is to create personal links and relationships with the "abstract" concepts of sustainable development. The SDGs provide a clear set of goals and targets for transforming our world, but the success of these goals will depend on individuals and communities around the world incorporating these principles into their daily activities.

This activity aims to explore the links between lifestyle practices and the SDGs so learners may gain a deeper understanding of what a sustainable lifestyle might constitute.

Preparation

This activity uses the four SDG cubes/dice that are included on the following pages.
Print, cut-out and glue the cubes together *(this can be done ahead of time or by the learners).*

Activity

Step 1: The activity may be done in pairs or small groups of learners. Each group should get/prepare one set of the 4 SDG cubes.

Step 2: One learner begins by rolling the three cubes with the SDG icons *(if the SDG colour ring is shown, then this cube should be rolled again)*. The learner then rolls the sustainable lifestyles cube and reads the category that is shown.

Step 3: The learner must think of an action that he/she could take in his/her daily life related to the lifestyle category shown and link that action to one of the shown SDGs. The learner explains how his/her personal action would have a positive benefit for the selected SDG (in terms of the global context of the SDGs).

If the learner rolls the sustainable lifestyles wild card, then he/she is free to pick an action linked to any of the lifestyle categories.

Step 4: The SDG selected in the previous step is now set to the side. The learner then rolls sustainable lifestyles cube again and links the lifestyle category shown to one of the two remaining SDGs in the same way as described in the previous step.

Step 5: The second SDG selected is now set aside, and the learner continues the process with the remaining SDG.

After the first learner has completed his/her round, the cubes are passed to the next learner who then carries out the same steps. This continues until all learners have received a turn.

*It is possible for the learners to collaborate on this activity rather than taking individual turns. Either way, active discussion between learners should be encouraged and the merits of different options debated. ** Bonus points if a learner can link on action to all three goals.*

[3] This activity has been prepared for the upcoming *Toolkit #11* of the *PERL Images and Objects – Active Methodology* to be published by the Centre for Collaborative Learning for Sustainable Development at Inland Norway University of Applied Sciences in 2019. This toolkit will focus on "**S**ustainable **D**evelopment **G**ames: Playing for the future we want".

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Cut on solid lines - Fold on dashed lines

Instructions to make cubes:

1. Cut on **Solid** lines
2. Fold on **Dashed** lines
3. Glue and stick Flaps **A**
4. Glue and stick Flaps **B**
5. Glue and stick Flaps **C**

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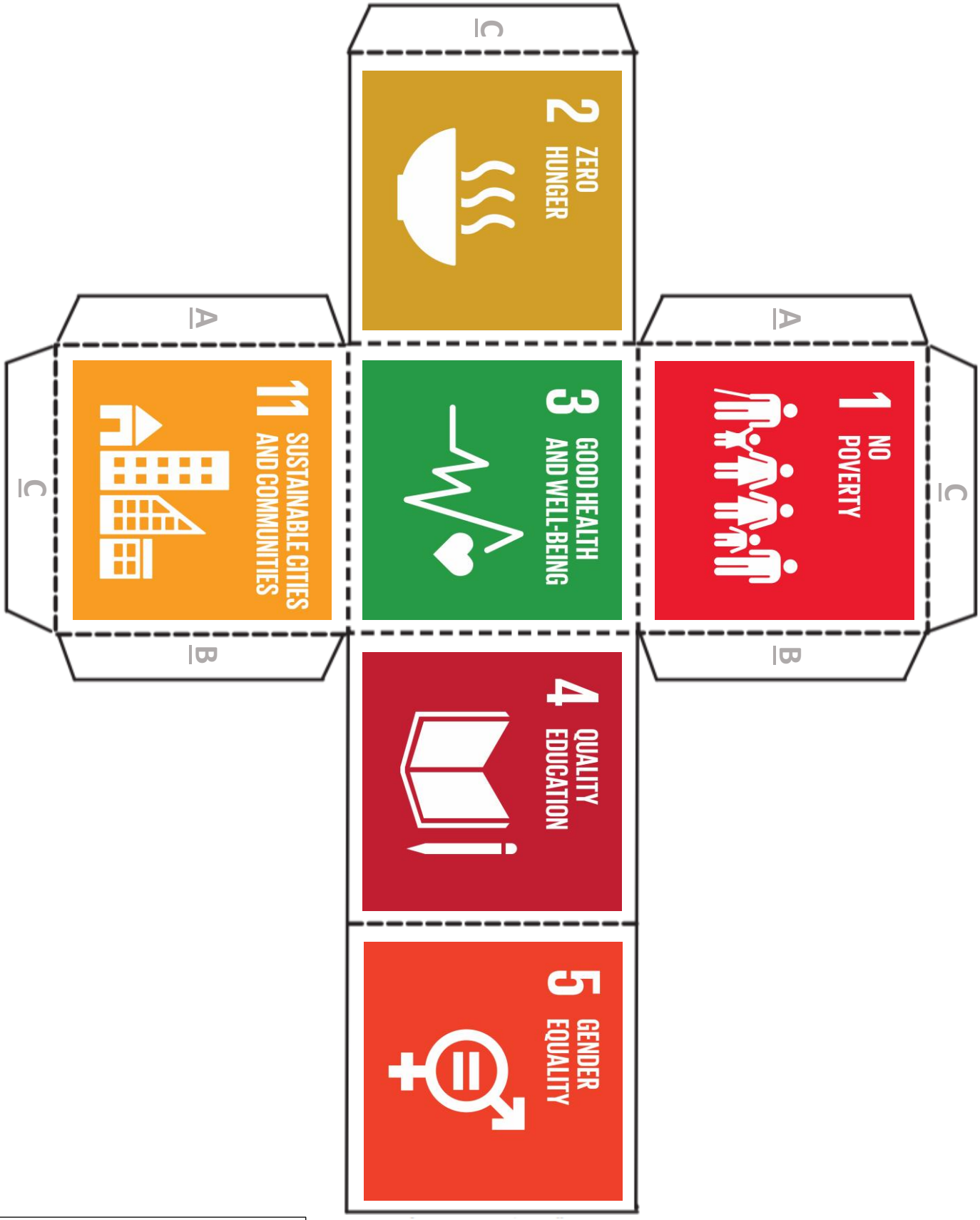
Cut on solid lines - Fold on dashed lines

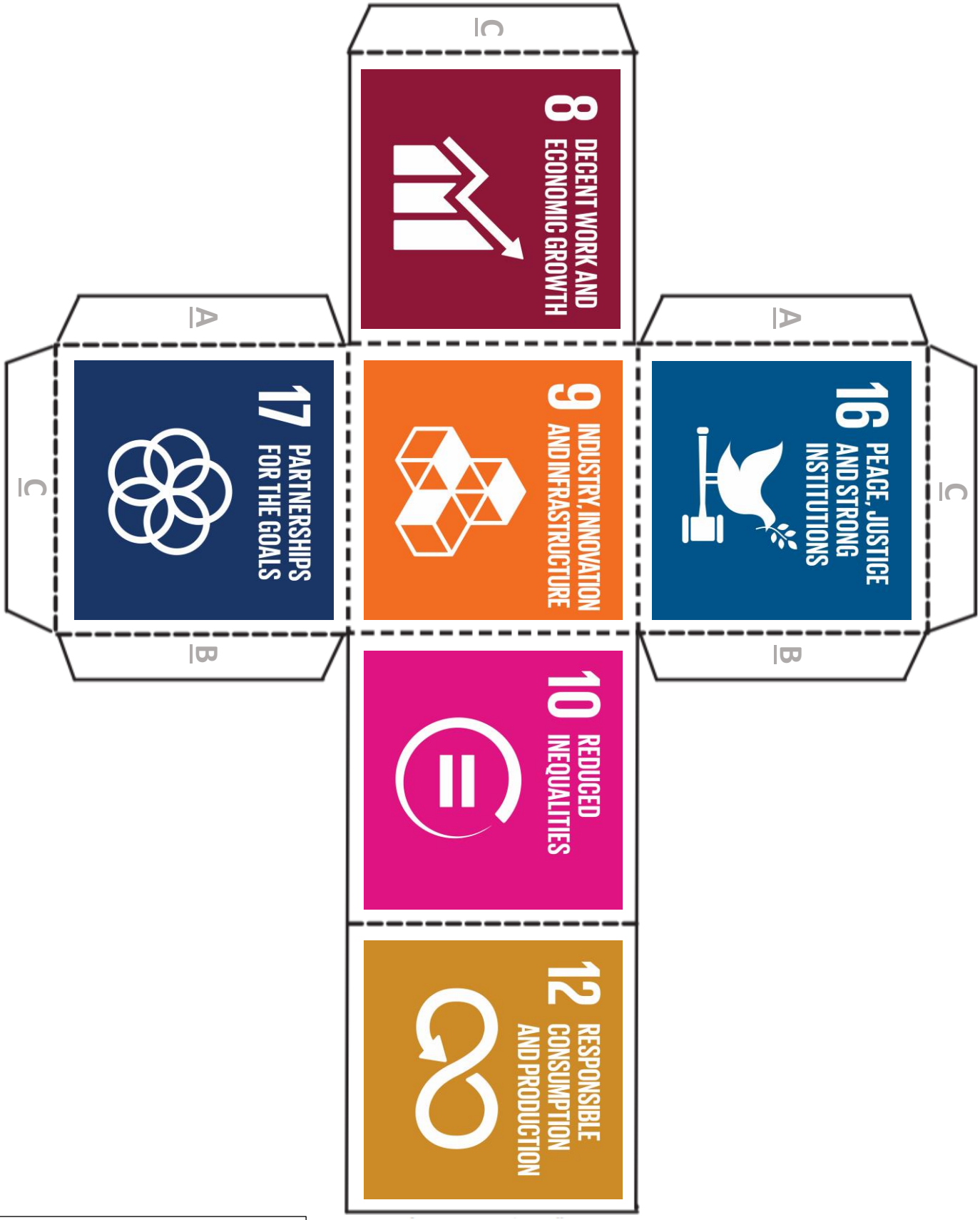


Instructions to make cubes:

1. Cut on **Solid** lines
2. Fold on **Dashed** lines
3. Glue and stick Flaps **A**
4. Glue and stick Flaps **B**
5. Glue and stick Flaps **C**

DRAFT

Cut on solid lines - Fold on dashed lines

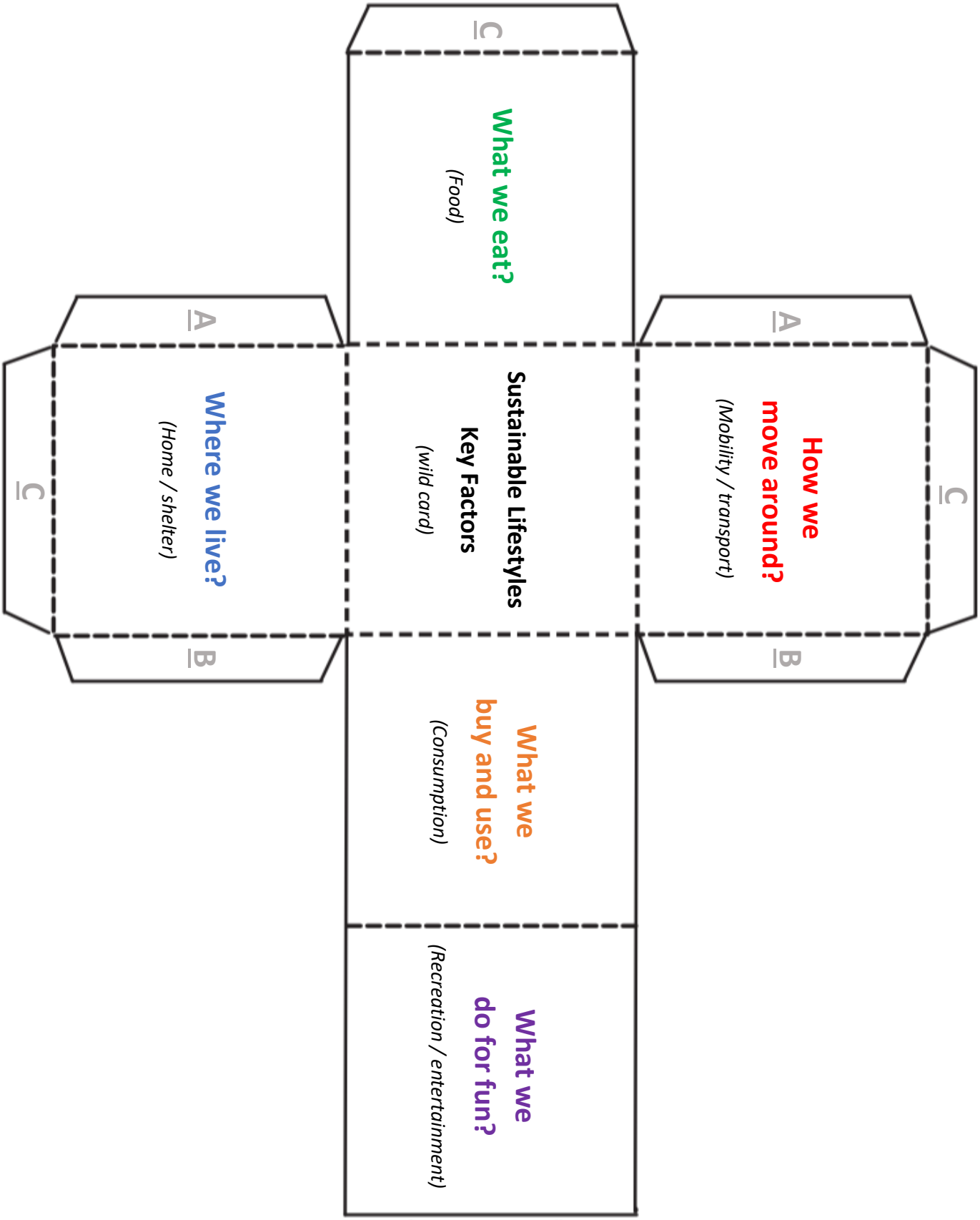


Instructions to make cubes:

1. Cut on **Solid** lines
2. Fold on **Dashed** lines
3. Glue and stick Flaps **A**
4. Glue and stick Flaps **B**
5. Glue and stick Flaps **C**

DRAFT

Cut on solid lines - Fold on dashed lines



Instructions to make cubes:

1. Cut on **Solid** lines
2. Fold on **Dashed** lines
3. Glue and stick Flaps **A**
4. Glue and stick Flaps **B**
5. Glue and stick Flaps **C**

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Activity 3: Newspaper Frontpage (January 2031)

From: *What's the Story? Responsible and Sustainable Living – Active Methodology, Toolkit #5* (2014)[4]

The *2030 Agenda for Sustainable Development* and the Sustainable Development Goals (SDGs) are based on an agreement by the countries of the world to work together and to fundamentally transform society to achieve a path sustainable development where all are able to benefit and none are left behind.

This activity provides a simple challenge for learners to consider what this future may hold and the changes that may occur. It also asks them to directly think about the aspects of their lifestyles that have the most significant impacts on sustainability and how these may transform. To achieve this, learners work in small groups to create the front page of a newspaper in 2031, following shortly after the completion of the SDGs' deadline and hopefully their full achievement. By preparing headlines and advertisement, each group is able to express their vision of the future we are working towards.

Preparation

Large sheets of paper (A2 or poster size) and pens/markers are needed for this activity. The time necessary for this activity is approximately 45 minutes.

Activity

Step 1: Learners are divided into groups of 5 persons each.

Step 2: Consider that the year 2031 has just begun, and with this the *2030 Agenda for Sustainable Development* and the SDGs has now reached their deadline. After 15 years of the countries and the people of the world working together to achieve a lasting path for sustainable development, what has changed and what has been achieved?

Each group is asked to prepare the frontpage of a newspaper that is to be published on the 10th January 2031.

Step 3: Choose the name of your newspaper. Your frontpage should include a minimum of three headlines and one advertisement.

Step 4: Consider the following categories related to sustainable lifestyles and how they may have changed by 2031. Use at least four of the categories below when preparing content for the newspaper front page:

- What we eat?
- What we buy and what we use?
- How we move around?
- Where and how we live?
- What we do for fun and entertainment

[4] O'Donoghue, M., et. al. (2014). *What's the Story? Responsible and Sustainable Living.* series: Images and Object, Active Methodology Toolkit #5. Hamar: Hedmark University College, Partnership for Education and research about Responsible Living. https://eng.inn.no/content/download/166137/2795625/file/Toolkit%205_Whats%20the%20story%20(web2).pdf

Step 5: Use the full sheet of paper. Add pictures, make it colourful. Be creative and have fun!

Here the ideas and thoughts behind the ideas are the most important thing, not that it should look great. Concentrate on headlines and possibly the first sentence of the articles, but you do not need to write full articles.

Step 6: Once finished, the newspaper frontpages can be hung up and each group should take a turn to present their work.

Reflection questions:

- What can each of us do to change to a more sustainable lifestyle across the different categories?
- What can we do together here in the classroom / school / village / city to change to a more sustainable lifestyle across the different categories?

Additional tasks:

For a richer learning outcome, the newspaper frontpage can be expanded with supplementary activities.

- Look at the Sustainable Development Goals and explore how the categories in the task are linked to them.
- Use up-to-date media outlets that link to lifestyles as a starting point for critical reflection and conversation.

Figure: Sustainable Lifestyle Domains

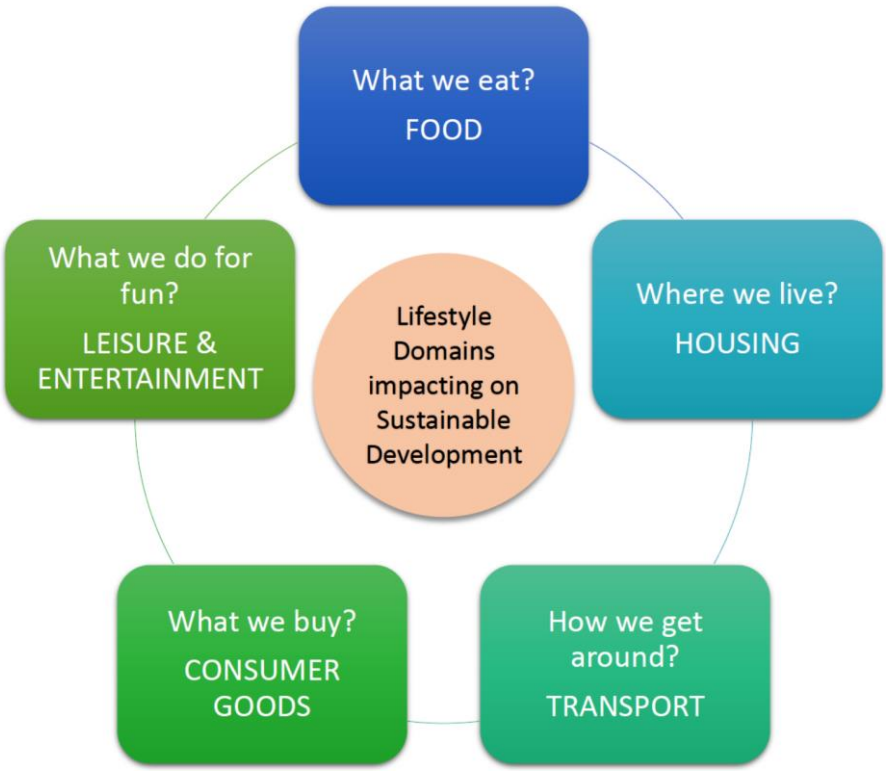


Table: Sustainable Lifestyle domains and influencing factors

Lifestyle domain	What's included	Factors influencing consumers
Food *What we eat?*	• What we eat and drink • How it is produced, processed and provided • How we dispose of it	• Cost • Freshness • Health impacts • Presentation (e.g. packaging) • Place of origin • Convenience, taste and culture
Housing *Where we live?*	• Where we live • Building materials • How we heat, light and cool our living spaces • How we decorate and choice of fixtures and fittings	• Cost and size of the building • Building characteristics • The neighbourhood and available amenities • Aesthetics
Transport *How we get around?*	• The forms of transport we choose for day-to-day journeys and longer trips • How often we travel and the distance travelled, as well as the supporting systems and infrastructure	• Cost • Preferences • Traffic conditions • Convenience and time efficiency • Connectedness • Environmental Impacts
Consumer Goods *What we buy?*	• The types of products we buy • The type and quantity of materials used to produce goods • How we use goods • How often we replace them	• Cost • Convenience • Time • Peer competition • Aspiration • Cultural norms • Appearance • Function
Leisure & Entertainment *What we do for fun?*	• How we spend leisure time • Our choice of tourism destinations and activities • The facilities we use	• Cost Convenience • Time • Peer competition and recommendations • Aspiration • Cultural norms

Table prepared by Patricia Vilchis Tella and Caspar Trimmer, based on the publication: UNEP (2016). *A Framework for Shaping Sustainable Lifestyles.* DTI/1717/PA. Nairobi. https://www.oneplanetnetwork.org/sites/default/files/a_framework_for_shaping_sustainable_lifestyles_determinants_and_strategies_0.pdf

Activity 4: Force-field Analysis

Force-field Analysis provides a framework for looking at the factors (*forces*) that influence a situation, originally social situations (developed by Kurt Lewin). It looks at forces that are either driving movement toward a goal (helping forces) or blocking movement toward a goal (hindering forces). It provides a process to support decision-making and planning in complex situations by creating a visual map and understanding of what may promote and what may hinder progress to a given goal. It also supports identification of actions to overcome barriers, strengthen the positive forces, integrate and synergise across activities, and build in greater system durability and resilience.

Having conducted real-world research to gain a better understanding of the challenge they are working with, the learners now need the analyse the results of this research to gain a deeper understanding of how they can achieve an effective change project.

It is important to note that in all communities and in all systems, there exist both positive (driving) and negative (restraining) forces. While it may be necessary to address the most negative factors directly, it is also often the case that more can be achieved by working from and building on the existing strengths rather than focussing on the inherent weaknesses. This technique tries to provide a balanced analysis of both positive and negative forces.

Activity

This activity is best conducted with the full group of learners in order to share their findings and reach a common understanding of the issues they will be working with during the course of their project.

Step 1: Learners individually think about the results of the research. They should reflect on what are the main positive/driving forces and negative/restraining forces that need to be considered in order to overcome their local sustainability challenge.

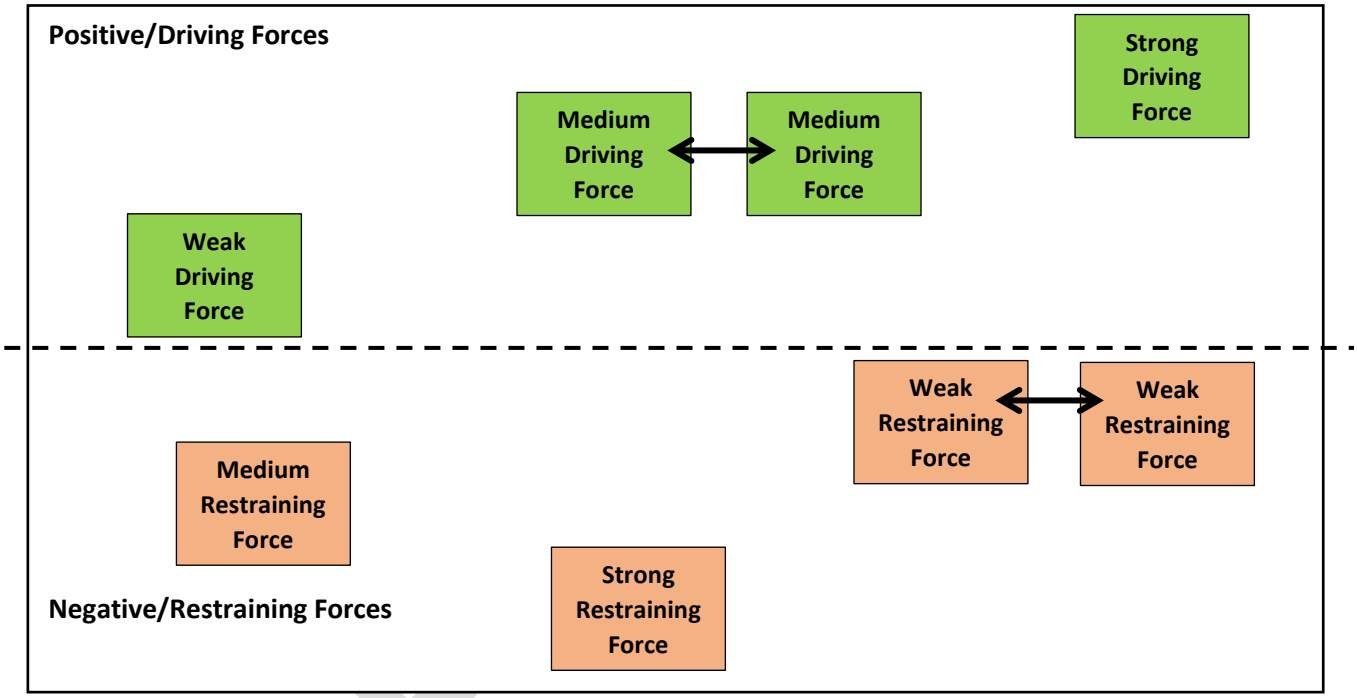
On individual sticky-notes, each learner should write down the positive and negative forces they identify. *Two different colours of notes may be used to distinguish between positive and negative forces, or it is possible to simply put a + or – symbol on the corresponding notes.*

+ Positive	**- Weakness**
e.g. there are many public spaces in my community where people can enjoy nature and socialise	*e.g. the public spaces in my community are not well-maintained, are mistreated and full of litter*

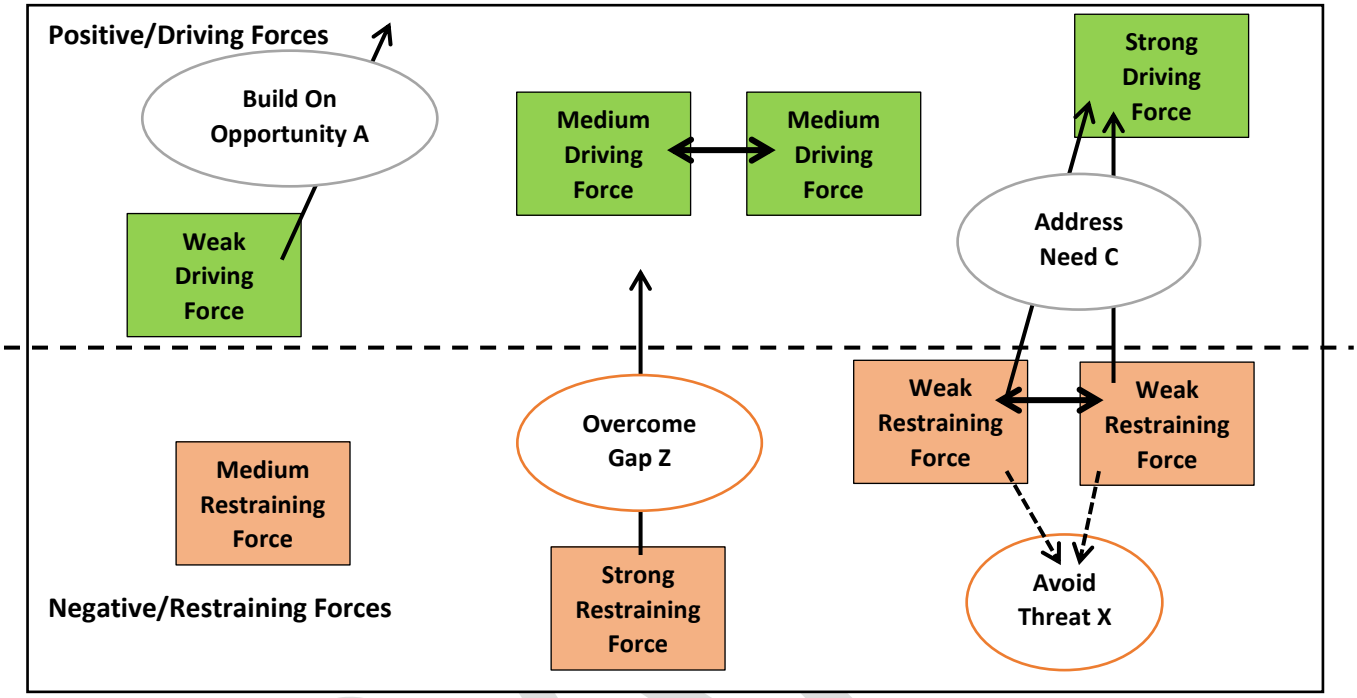
Step 2: In a round, the group members should take turns presenting the positive and negative forces that they identified. Groups should discuss the "relative influence" of each factor and their placement on the force field analysis table. Additionally, groups should consider if different factors represent a common element and should be paired together.

Step 3: The sticky-notes are then added to the force field analysis table. This may be prepared on a large sheet of paper or flip chart (or on a white board/chalk board). A middle line should be drawn cutting the paper into two halves (top and bottom). The top half may be labelled as Positive or Driving Forces, and the bottom half may be labelled as Negative or Restraining Forces.

The middle line represents a neutral force. The further a force is placed from the middle, the stronger that force is considered (whether positive or negative). *If desired, a vertical scale may be added to the table. The middle line of the table is denoted with 0. Going up from the middle line +1 to +5 may be added, and going down from the middle line -1 to -5 may be added.*



Step 4: In open discussion, groups should consider how they can improve on this situation. What are opportunities (or needs) that can be leveraged for overall improvement? What are threats (or gaps) that need to be addressed to avoid unnecessary barriers or delay?



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Activity 4: Role Play and Stakeholder Analysis

Role playing is an interactive learning tool that allows learners to examine an issue from different perspectives and reflect upon the interests of different groups and individuals. In this activity, the role play is combined with a stakeholder analysis to further examine and consider the needs of different people that are impacted by or have a role to play in addressing the local challenge being considered.

Learners will identify these key stakeholders and take on the role of representing their interests. In this activity, the learners role play a public forum or town hall meeting where their selected challenge/problem is being debated by members of the local community. In the roles of the various stakeholders, learners then discuss potential solutions, consider the merits and problems of these proposals from different perspectives, and use cooperative decision making to reach an agreed upon course of action.

In role plays, learners are put in a setting where they have to act out a certain scenario. There are no fixed lines or rehearsals beforehand. However, the use of a stakeholder analysis serves as preparation for the role play and allows each learner to more deeply engage in their character.

Activity

This activity is best conducted with the full group of learners in order to share their findings and reach a common understanding of the issues they will be working with during the course of their project.

Step 1: In the full group, learners conduct the first part of a stakeholder analysis to identify those groups and individuals who should be considered when working with the selected local challenge. Learners discuss and identify the main stakeholders who are involved in, impacted by or able to influence the selected issue. The following questions may be considered:

- Who are the main people, groups or institutions that are currently impacted by this issue? Who are the main people, groups or institutions that currently benefit by this issue or from activities that worsen this issue?
- Who are the main people, groups or institutions that stand benefit if this issue is addressed? Who are the main people, groups or institutions that may be adversely impacted if this issue is addressed?
- Which people, groups or institutions are expressing concerns about the current issue? Which people, groups or institutions may be concerned with efforts to address this issue?
- Who has the power to influence the situation? Who needs to authorise or give permission for taking efforts to address this issue?

While discussing and responding to these questions, learners should write down all proposed stakeholders.

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Step 2: Once learners feel they have a completed list, they may want to reflect on this list to prevent over-looking important stakeholders. The following questions may be used:

- Have all stakeholders been listed?
- Have all potential supporters and opponents of the project been identified?
- Has gender aspects been factored in to identify different types of female stakeholders?
- Have the interests of vulnerable groups (especially the poor) been identified?
- Are there any new stakeholders that are likely to emerge as a result of the project?

Additional stakeholders can be added to the list when identified.

Possible additional steps in refining the stakeholder analysis:

- Grouping and structuring stakeholders – If the list of stakeholders has become quite long, it may be worthwhile to conduct a secondary analysis where stakeholders are grouped into larger categories. For this step, it is necessary to think both about the power (or level of influence) and the level interest the stakeholder groups have towards the given issue.
- Based on the axis of power and interests, the following categories may be applied to sub-divide the stakeholders into four groupings.

POWER [High]		
	Latents: Stakeholders who have significant power that can affect the implementation of "change actions", but who place low priority or have little interest in the specific issue. ***Keep satisfied***	**Promoters:** Stakeholders who have strong interest or place high priority on this issue and who have significant power that can affect the implementation of "change actions". ***Maintain strong relationship / manage closely***
POWER [Low]	**Apathetics:** Stakeholders who have little power to influence the implementation of the "change actions" and who have low interest in this issue. ***Monitor***	**Defenders:** Stakeholders who have strong interest or place high priority on this issue but who have little power to influence the implementation of the "change actions". ***Keep informed***
	[Low] INTEREST [High]	

- Alternatively, stakeholders may also be grouped as primary, secondary, and external stakeholders in the following manner:
    - Primary stakeholders such as direct beneficiaries and direct concerned person (end users, farmers, urban poor, etc.)
    - Secondary stakeholders, i.e. intermediaries in the process of delivering aid to primary stakeholders (e.g. professionals, advisers, practitioners, consultants, experts, governmental, NGO and private sector organisations etc.)
    - External stakeholders such as decision, policy makers (politicians, senior civil servants, district level bodies, governmental bodies, etc.)
- This secondary analysis will help clarify how the "change action" should engage with different types of stakeholders.

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Step 3: Learners are divided into different groups representing all key stakeholders. Each learner or each group will play the role of a different stakeholders. *Learners may want to choose the stakeholder they will represent based on those that they interacted with most during the investigation phase.*

Learners/groups prepare for the role play by identifying important information about their stakeholder (or stakeholder group) by completing the following table.

Stakeholder Name	Primary Interests (in relation to issue and possible actions)	Main Concerns (in relation to issue and possible actions)	Influence / Roles in Implementing Action

Step 4: Once learners have prepared their stakeholder information, they are ready to participate in the role play. The role play should be organised as a public forum or town hall meeting where the specific issue and possible actions will be discussed and debated.

Materials:

- Copies of stakeholder tables / role descriptions
- Name tags with stakeholder role / name (for each student)
- Optional: Props, costumes, etc., to help students get into their roles

Starting the Role Play: One learner (or the facilitator) may play the role of the Forum/Meeting host or chairperson. This person will welcome the stakeholders to the forum and explain the key objectives of the meeting:

I. To discuss the identified issue and to consider what makes this an important problem to be addressed,
II. To reflect on the interests and concerns of all participating parties, and
III. To brainstorm and debate on possible options to address this issue.

An additional person(s) should be assigned the role of the meeting rapporteur. This person will take minutes of the meeting, record important points, and describe decisions taken.

Throughout the role play, learners should remain in the character of their stakeholders and respond to the discussion from the perspective of their stakeholders.

The goal of such a role play is to identify *win-win* solutions where all stakeholders feel their interests and concerns are adequately responded to and where common agreement around a collective course of action can be reached.

Note: The "Six Thinking Hats" technique designed by Edward de Bono is another method of dividing groups into specific roles to analyse a situation from different perspectives and may also be useful. https://www.debono.com/six-thinking-hats-summary