CircularCityChallenge

#CircularCityChallenge's Teaching Practices for SDE - WHY? and HOW?

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#CircularCityChallenge - WHY NEEDED?

https://circularcitychallenge.eu/faciliators/

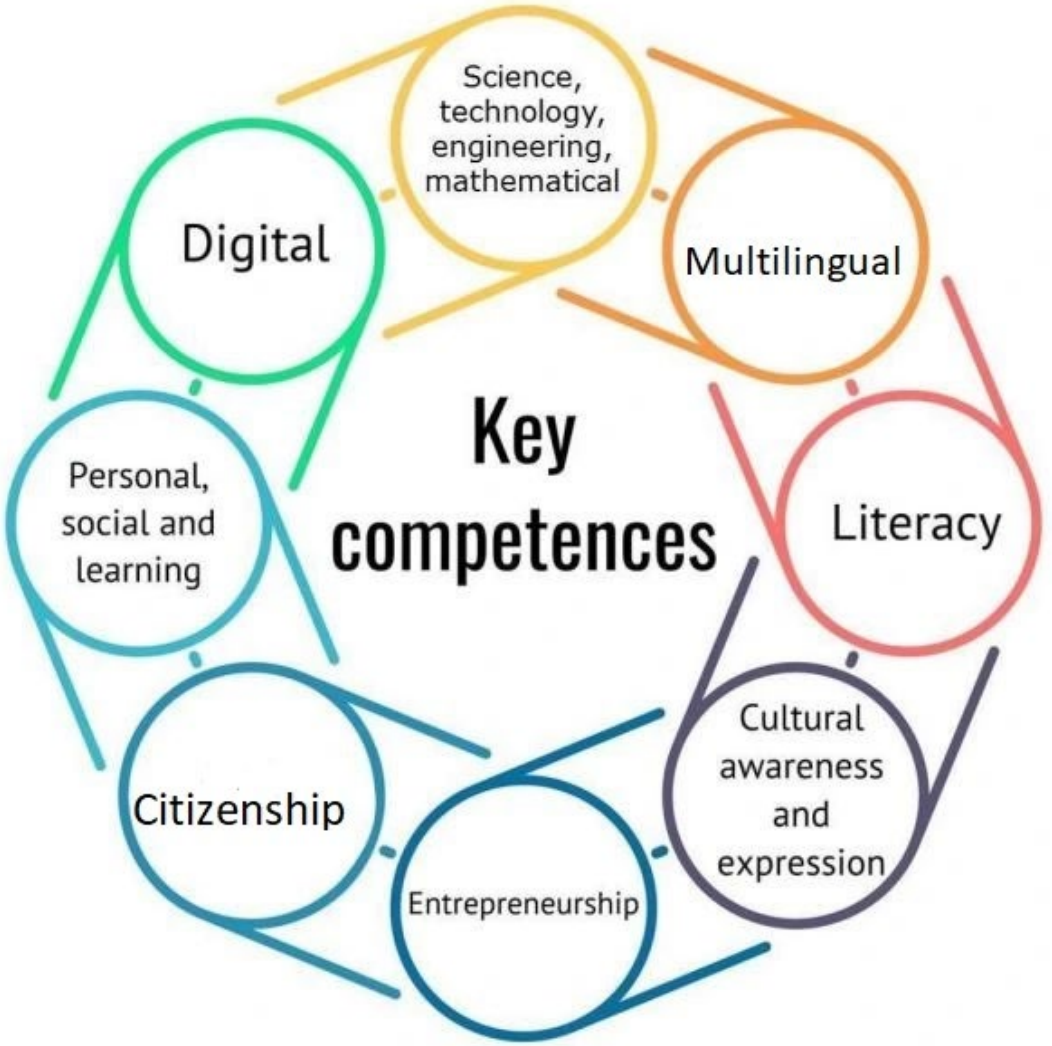
#CircularCityChallenge - WHY NEEDED?

The #CircularCityChallenge project has as subtitle:

Creating a Next Generation Participatory Contest for Young People to integrate Circularity in School Curricula

FACILITATORS = our heroes!

mainly teachers,
but not only



https://kivinen.wordpress.com/2018/09/15/a-short-introduction-to-the-new-key-competences-for-lifelong-learning/

#CircularCityChallenge - WHY NEEDED?

https://www.unesco.org/en/education-sustainable-development

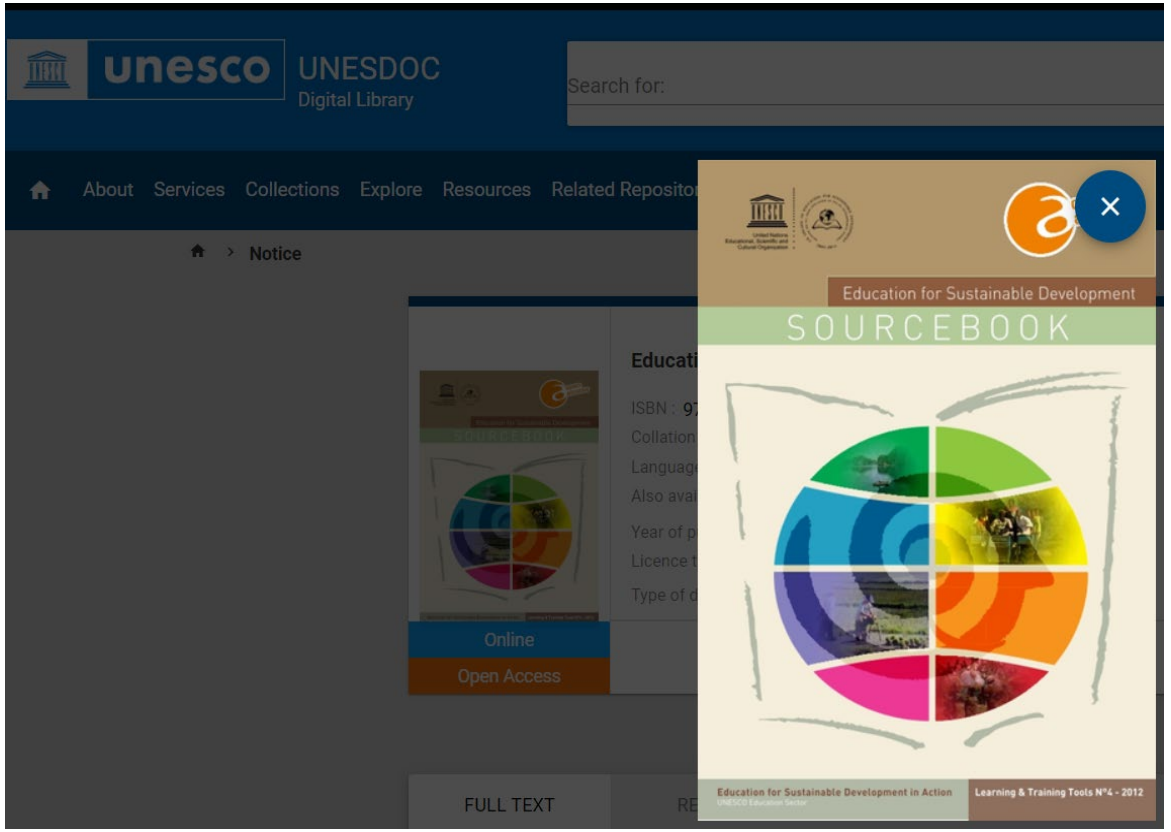
we can ALL contribute to

SUSTAINABLE DEVELOPMENT

and this contribution

is based on S.D. **EDUCATION**

this is needed in order to have behaviours
based on knowledge and skills
so that we can transform our built environment
for the better!



#CircularCityChallenge - WHY NEEDED?

https://www.unesco.org/en/education-sustainable-development

EDUCATION
SUSTAINABLE DEVELOPMENT

has to be with an integrated approach
(sustainability is integrated approach of:
-environment protection
but also

-social development
-economic development
-cultural identity

About this publication

Briefs for Primary and Secondary Teachers

- What is Sustainable Development?
- Reorienting Curriculum to Address Sustainability
- Teaching Techniques for ESD
- ESD Lesson Plans
- Assessing Pupil Learning with Rubrics
- Extra-Curricular Activities

Briefs for Decision-Makers

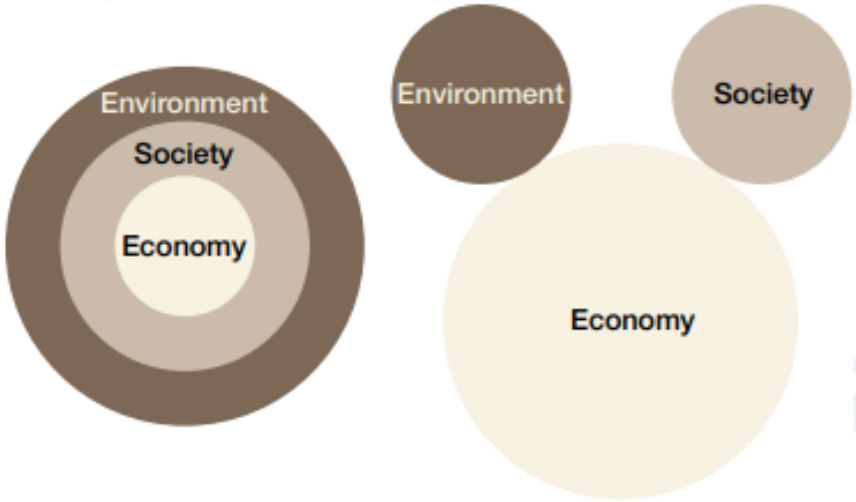
- What is ESD?
- ESD and Adjectival Educations
- The Strengths Model
- Curricular Analysis: Finding sustainability in existing curricula
- Whole-School Approach to Sustainability

ESD Resources from UNESCO

#CircularCityChallenge - WHY NEEDED?

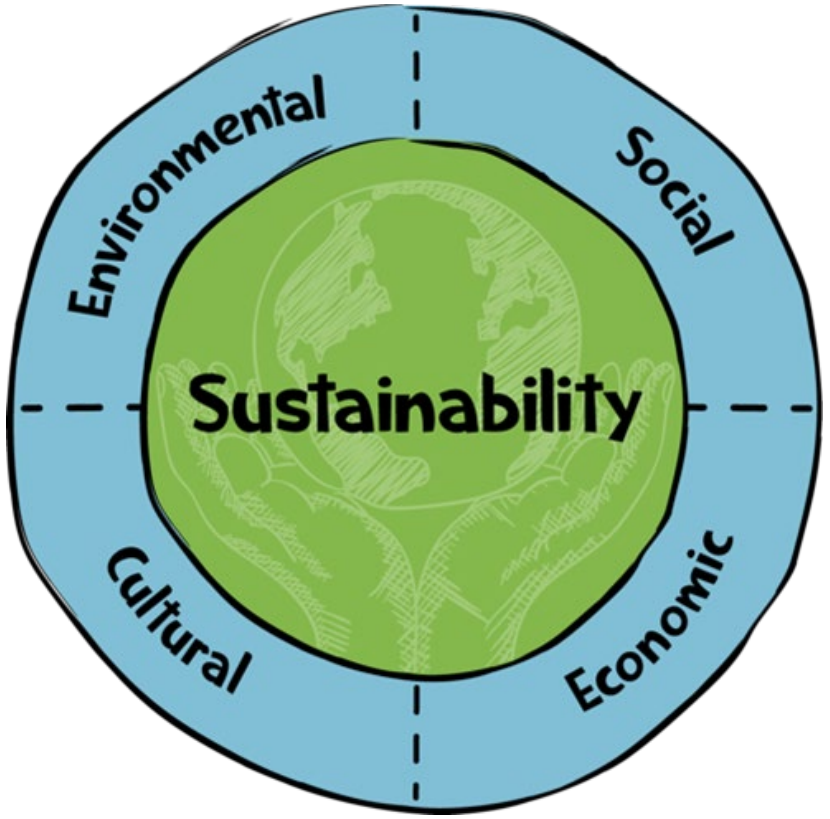
EDUCATION
SUSTAINABLE DEVELOPMENT

work with high level of COMPLEXITY



https://unesdoc.unesco.org/ark:/48223/pf0000216383

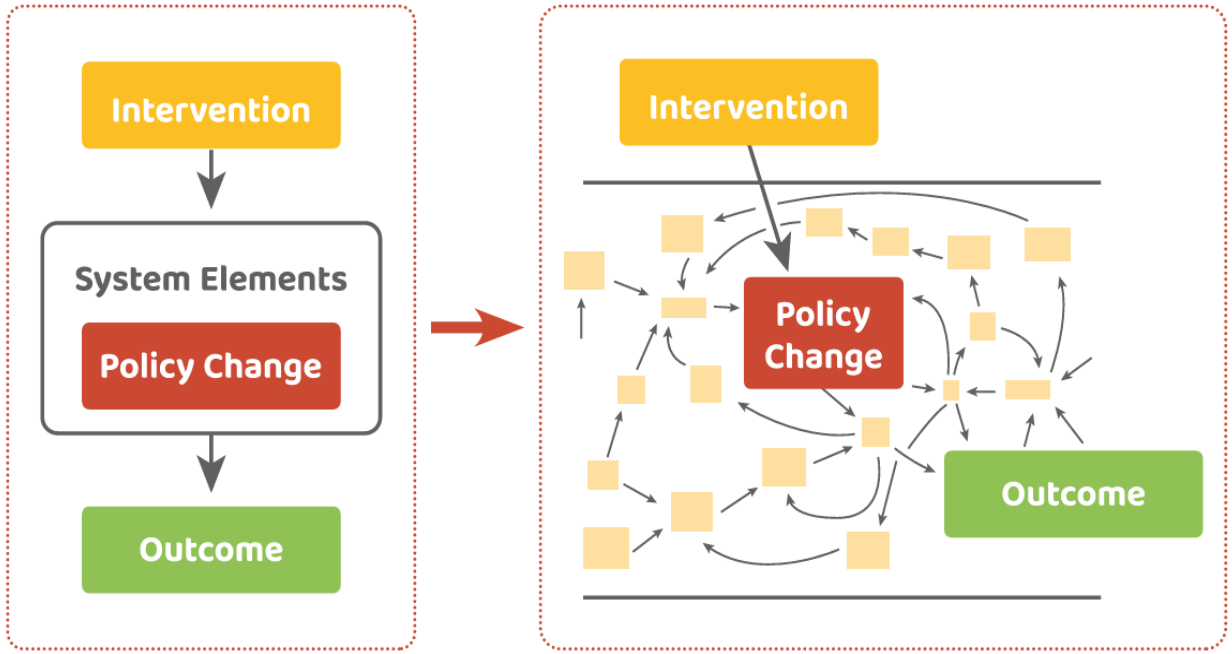
https://nzcurriculum.tki.org.nz/Curriculum-resources/Education-for-sustainability/Why-EfS#collapsible4



#CircularCityChallenge - WHY NEEDED?

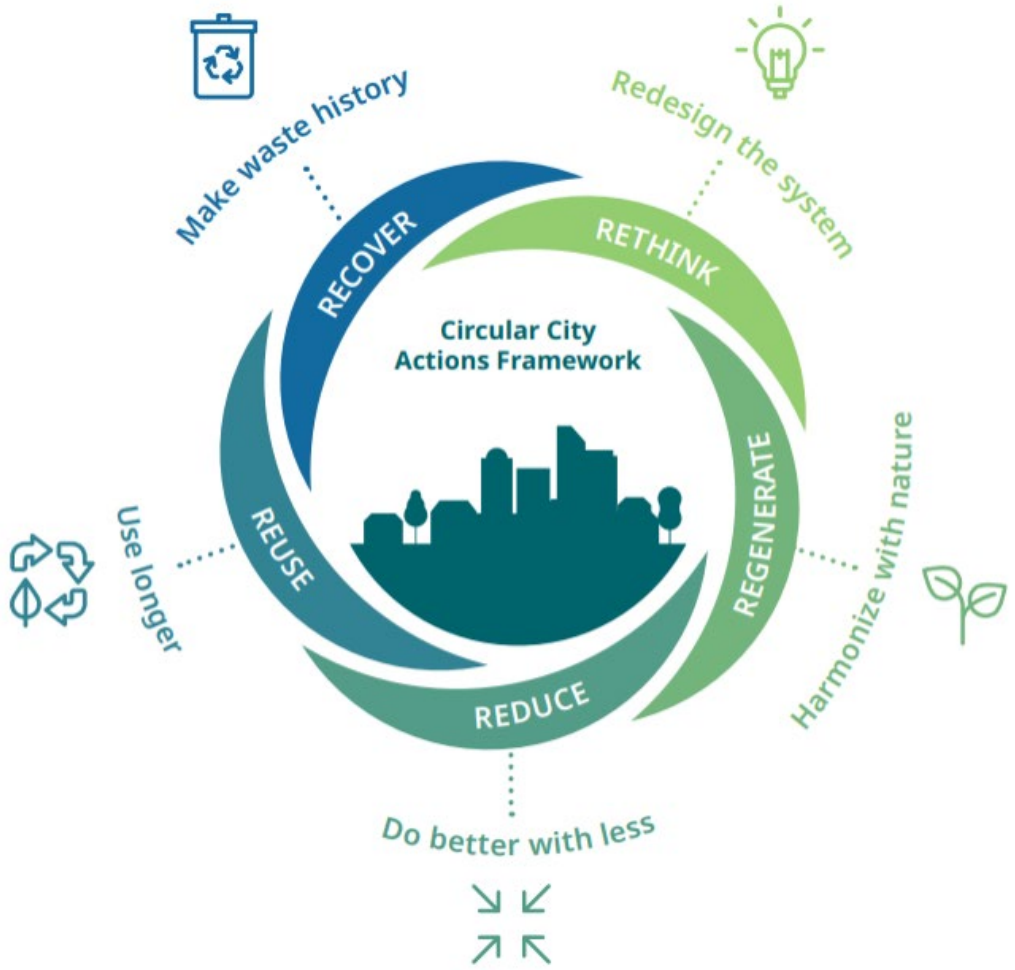
Urban Transformation Capacities

URBAN EUROPE



https://circularcitychallenge.eu/faciliators/

https://knowledge-hub.circle-economy.com/cities



#CircularCityChallenge - HOW TO DO IT?

Urban Transformation Capacities

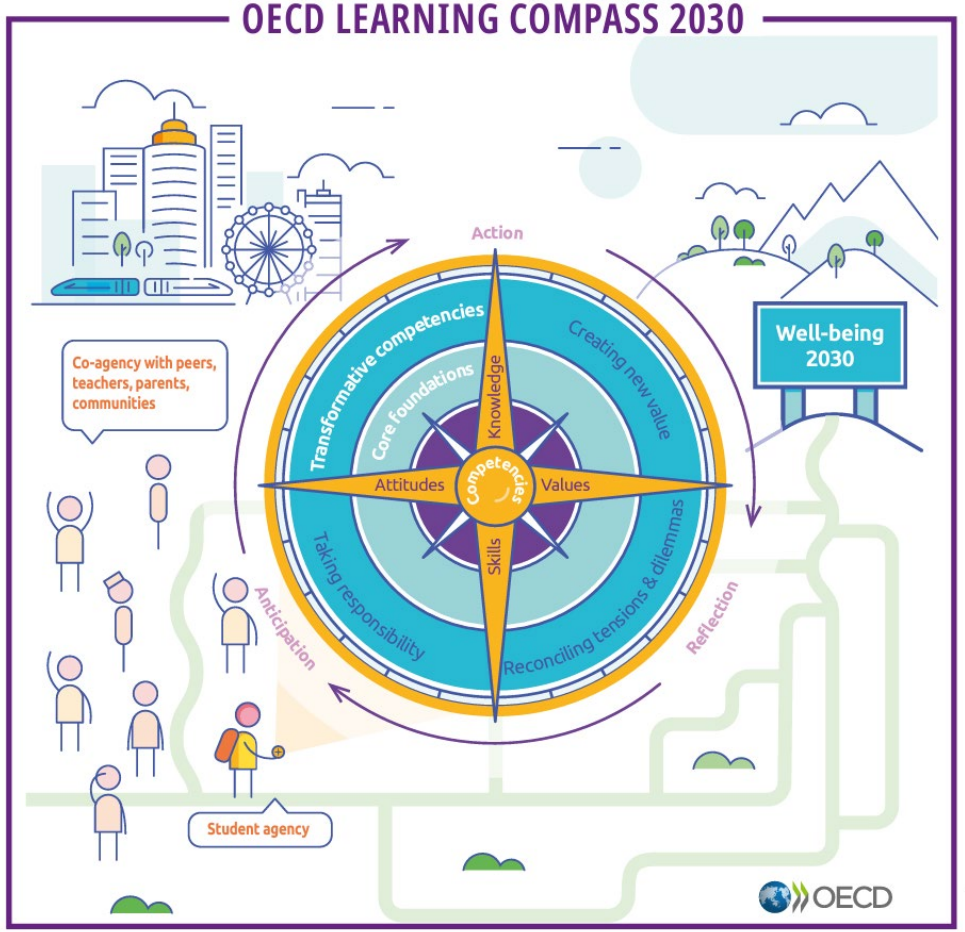
The Actions Framework provides local governments with five R strategies and 15 linked actions they can use to:

- Expand cities' horizons on local circular economy implementation beyond narrow or "end-of-pipe" solutions like recycling
- Identify existing circular practices in their jurisdictions
- Engage stakeholders in identifying circular economy interventions
- Explore best practices from their peers

The Actions Framework covers actions that:

- Reflect the different roles that local and regional governments play, from public service delivery to cooperation with local stakeholders, asset management, urban planning and regulation
- Can be applied to all production, consumption and waste management processes influenced by the city, local businesses or residents

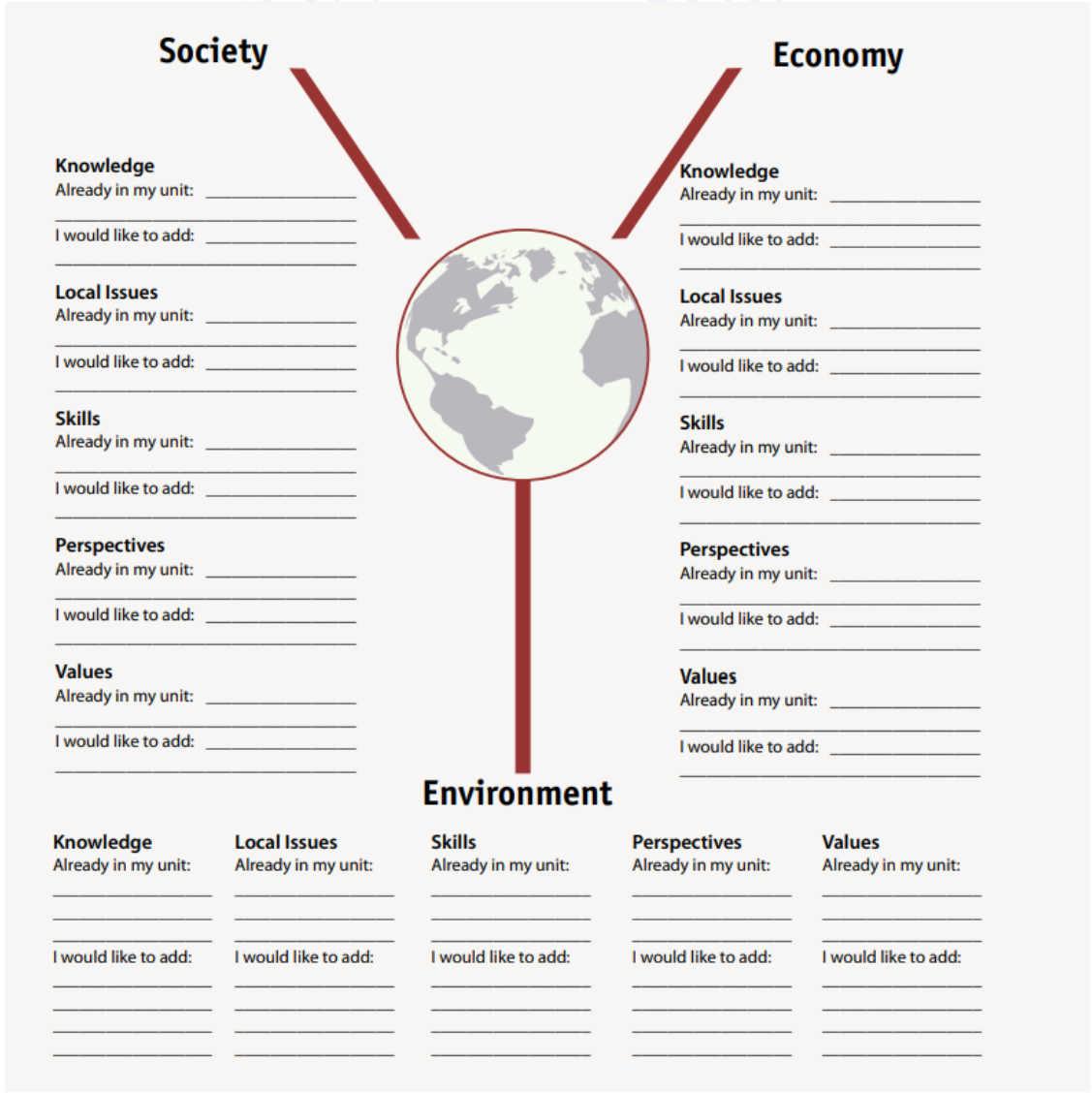
https://knowledge-hub.circle-economy.com/cities



https://www.oecd.org/education/2030-project/teaching-and-learning/learning/learning-compass-2030/

#CircularCityChallenge - HOW TO DO IT?

https://www.linkedin.com/pulse/triangle-success-howlader-itil-ceh-rhce-mcse-ccnp-vcp-ocp/



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	CircularCityChallenge contest LEARNING OUTCOMES	KNOWLEDGE COMPETENCES	ATTITUDINAL COMPETENCES based on shared values	APTITUDINAL COMPETENCES skills	SHOW PROGRESS in the submission materials
Step #1	understanding urban circularity and seeing opportunities for circularity	**finding out about** the CIRCLE and understanding that circularity is sustainability **WE KNOW:** the circle saves natural resources	**challenging** UN-sustainability and seeing WASTE as a valuable RESOURCE **WE VALUE:** waste a potential resource	**looking around** for very concrete and problematic situations of too much linearity **WE DO:** actively search for issues in my city	**we can demonstrate that we found several situations in our community (school community, neighbourhood community, the entire city community...) which are problematic in terms of too much linearity - too much waste**
Step #2	in our city where various stakeholders have a role	**finding out about** circularity requiring collaborations among various stakeholders - mobilisation of multiple actors to correlate activities, behaviours, etc. **WE KNOW:** circularity is only possible when there are connections among actors to keep resources in their loops	**recognizing** that there are many stakeholders even if less visible at first, and that paying attention to the relationships among them is essential to understand the context of the issue we want to address **WE VALUE:** the contributions to circularity could come from each and every one of us in the community	**mapping** beyond the obvious players with stakeholder analysis methods **WE DO:** actively identify the stakeholders arpund the selected issue / problematic situation - listing them, reaching them for interviews	**we can visualise the results of our stakeholder analysis through tables and diagramms that show the roles and the connections among the stakeholders of the selected issue/problematic situation**
Step #3	establishing objectives through cooperation	**finding out about** defining relevant objectives in strong connection to a shared (agreed upon) assessment of the existing situation **WE KNOW:** change happens when there is agreement on the set destination and the reasons for choosing that destination are clear to all who are expected to contribute to the change	**accepting** that change only occurs when stakeholders are convinced about the need and the opportunity for change **WE VALUE:** aligning visions into a common perspective that results from collaboration, from thinking together about the present and the future	**defining relevant objectives** in strong connection to a shared (agreed upon) assessment of the existing situation **WE DO:** actively engaging ourselves and the stakeholders in conversations to get a problem-tree turning into an objective-tree (cause and effect relationships) + SWOT analysis and then focusing on establishing directions for change	**we can bring arguments for the chosen directions for change and we can demonstrate that there was collaboration in establishing those objectives**
Step #4	and finding ways to reach those objectives	**finding out about** project management principles and about design thinking approach - the basic theory behind a good action plan **WE KNOW:** there is a logical approach: in order to reach objectives, we need to find the right actions leading to results - this is called planning and Theory of Change frame can help	**aiming at** being EFFECTIVE as much impact as possible in short time with limited financial and human resources **WE VALUE:** creativity seen as innovation with what we have at hand	**practicing design thinking** going from divergent thinking to convergent thinking and reiterating it until we have a solid plan in design thinking approach participation of stakeholders is embedded **WE DO:** we plan the actions (verbs) being very precise about the roles (who?) and describing results and a time-frame (duration for each action and the links between them)	**we can explain our action plan through which we rewrite the rules of the game that we shall play together**
Step #5	then be convincing to anyone about your analysis and proposals	**finding out about** the tips and tricks of communicating complex messages **WE KNOW:** the role of emotions - and the importance of story telling the importance of choosing the right instrument for a specific content to be communicating	**creating** a work environment which is CONSENSUS ORIENTED and that allows room for all to contribute and be credited for that contribution **WE VALUE:** team work brings quality to the process that, in turn, brings quality to results	**preparing presentation materials** **WE DO:** DEMONSTRATION SCENARIO FOR CAMPAIGN / PROPTYPE ACTION IMPLEMENTED report and illustrate report „impact" what you did! in 10 years from now	**we put together and submitted both the process journal and the intervention**

CircularCityChallenge

THANK YOU FOR YOUR IDEAS :)

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Analyse

curricula, education methods, tools, good practices, and topics to set up the CircularCityChallenge in the context of the circular city approach as a way to address challenges of urbanisation.

Co-Create

an innovative challenge concept, select relevant topics, and define contest categories, formats and prizes in co-creation workshops with education experts, schools, municipalities, and young people

Build

an interactive challenge platform with multifunctional modules including an open information hub with resource directories, an intuitive contest submission system, and awareness channels.

Conduct

the CircularCityChallenges across Europe, focussing on the involved cities, with several contest categories and creative submission types to foster education on circularity and sustainability among young people.

Develop

curricula roadmaps and educational kits with supporting material for schools, and derive lessons learned on and experiences with educating circularity through participative challenges.

Boost

interest in the project in performing targeted, measurable and traceable communication and dissemination efforts to spread the results achieved and outline a sustainable exploitation strategy.

Deliverables

D2.1 Report: Key Findings in the Development of Curricula and the identified Challenges

D3.1. Report on Challenge Concept, Topic Selection, Contest Categories and Workshops

D6.1 Impacts and learning effects

D6.2 Student experiences and visions report

D6.3 Curricula

D6.4 Policy recommendations, Roadmaps & guidelines