

SUSTAINABLE FINANCE

In this module, students will have the chance to view sustainable finance from a broad perspective. Participants will learn the basic principles of digital and financial literacy and will also learn about economic concepts at a basic level and the impact of people's financial decisions on their environment. The income-expenditure balance that every young person needs to establish and its continuity are vital elements of this module as well as building awareness of the importance of financial decisions in sustainable attitudes. Thanks to its practical applications that will be developed within the framework of the module, the participating students will have the chance to experience its effectiveness in real life. It is both intended and highly desirable that this module will not only contribute to their financial wellbeing in terms of their university and youthful years, but also brighten the prospects of their future lives.

Title of the module	The energy for change.
Thematic area	<p>The content area of this module is related to the following SDG goals:</p> <p>SDG 1- No poverty</p> <p>SDG 8 – Decent Work and Economic Growth</p>
Learning goals	<p>Increasing the economic awareness of young people, thereby enabling them to establish sustainable individual economic structures and contributing to their welfare</p>
Key competencies	<p>Gaining knowledge in terms of economic literacy, change leadership, vision modification, rapid response decision making</p>
Duration	<p>Total duration: 3 months (12 weeks)</p> <p>Proposed schedule:</p> <p>Project presentation-introduction (1st week)</p> <p>WHO AM I? Financially Recognition (2nd week)</p>

	<p>How to Have a Personal Sustainable Economy? (2nd week)</p> <p>Future Plans for a Sustainable Economy (3rd week)</p> <p>Financial Evaluation for a Sustainable Economy (4th week)</p> <p>Master Class (How to create interactive case studies regarding sustainable universities?) (10th week)</p> <p>Master Lecturer (University – sustainability competencies – labour market) (11th week)</p> <p>Evaluation (week 12)</p> <p>Project presentation (week 12)</p>
Number of participants	20 (1 group)
Prerequisites	The module is designed for young university students.
Teaching methods recommended	Experimental and embedded learning environment via group work, masterclass, mini-lectures, case study, problem-based learning.
Recommended methods for competency-level verification before and after taking the module	It is recommended to use a simple pretest and post-test in the form of open-ended questions. The level of competence achieved should also be measured regarding the final outcomes of the module in the form of interactive case studies.
References	TURHAN TEKİN, Gökçe (2020). Finansal Okuryazarlık İle İlgili Tutum Ve Davranışların Üniversite Öğrencilerine Yönelik Değerlendirilmesi (Attitude and Behaviours Evaluation of University Students on Financial Literacy): https://doi.org/10.33203/mfy.711089

WORKSHOP - WHO AM I? Financial Recognition

The "Financial Analysis through Self Recognition" activity offers participants an immersive and hands-on exploration of fundamental

financial concepts and the art of dissecting financial statements. Over the duration of the course, participants will dive into various practical scenarios designed to cultivate a general understanding of financial literacy and enhance analytical skills through self-recognition by working both within their group and individually.

Title of the activity		WHO AM I? Financially Recognition
ARD area		Sustainable Finance
ARD module		SUSTAINABLE FINANCE
Key competencies		Systems thinking competence; normative competence
Thematic area		SDG 1- No poverty SDG 8 – Decent Work and Economic Growth
Learning goals		The main goal of this exercise/project is to develop an understanding of the sustainable finance concept by becoming familiar with financial terminologies like income, expenses, assets, liabilities, budgets, cash flow, profit and loss and also to analyse financial statements including income statements, balance sheets, and cash flow statements. Participants will be able to focus on the taxonomy of sustainable finance like climate change mitigation and adaptation, the sustainable use of and protection of fresh water resources and marine resources, the transition to a circular economy and other related areas.
Knowledge		Participant knows about: <ul style="list-style-type: none"> - the sustainable finance concept, - basic financial terminologies, - the meaning of sustainable finance, - the guiding principles used to form sustainable finance and EU financial policies.
Skills		Participant can: <ul style="list-style-type: none"> - demonstrate a solid understanding of fundamental financial concepts, - think critically about their personal budgets,

	- set financial targets in line with the principle of sustainability.
Competences	<p>Participant is able to:</p> <ul style="list-style-type: none"> - analyse complex systems of sustainable finance across different scales and domains of inquiry, - behave ethically and sustainability in daily finance life, - understanding the environment and the impact that human activities have on it, - recognize certain difference & similarities with regard to the financial conditions of their peers, - create solutions by taking daily financial statements into account, - understanding the social dimensions of sustainability.
Duration	180 min.
Number of participants	20
Prerequisites	No prerequisites
Required materials	A4 sheets of paper, pens according to the number of participants. Audio equipment may be required to aid concentration.
Teaching methods recommended	The debate will be conducted as follows since the participants will work in groups, also in smaller groups of 2-2, 3-3, participants may work on recognition activities.
Methods for learning outcome verification	Knowledge assessments can be performed in order to evaluate the participants' understanding of financial concepts, principles and terminology. These assessments can include multiple-choice questions, true/false statements, or short-answer questions. Case Studies may present participants with real-life financial scenarios or case studies where they can apply their knowledge and skills to solve problems, make financial decisions, and demonstrate their understanding of financial concepts and principles and also their ability to overcome various financial challenges.
Detailed activity plan	<p>15 minutes - Introduction and Motivation</p> <p>45 minutes - Identifying My Financial Situation</p>

	80 minutes - Identifying Problems and Developing Solutions 40 minutes - Evaluation
Tips for facilitators	Since this activity is recognition-based, the facilitator should be ready for different triggering scenarios. Some may occur easily and some may not, this may sometimes present a barrier in terms of group motivation.
Introduction and Motivation	
TIME:	15 minutes
OBJECTIVES:	To create a welcoming and engaging environment where participants feel comfortable and motivated to participate. To help participants get to know each other and build a sense of connection and trust for the purposes of having a productive session.
RESULTS:	Participants will become familiar with each other, fostering a sense of connection and collaboration. A positive and motivated atmosphere will be established for the rest of the session.
MATERIALS:	None
INSTRUCTIONS:	Welcome participants warmly and introduce the purpose of the session. Facilitate a short icebreaker activity where participants briefly introduce themselves. Encourage participants to share one expectation or motivation for joining the workshop.
DEBRIEFING AND EVALUATION:	Ask participants how they felt during the introduction and icebreaker activity. Reflect on common expectations or motivations shared, highlighting the connections between the participants. Ensure that everyone feels ready and engaged in order to

	proceed with the next part of the session.
TIPS FOR FACILITATORS:	<p>Use a friendly and enthusiastic tone to set a positive atmosphere.</p> <p>Keep the icebreaker activity simple and inclusive to ensure that all participants feel comfortable.</p> <p>Pay attention to participants who may seem hesitant and gently encourage them to engage.</p>
ONLINE FORM:	

Identifying My Financial Situation

TIME:	45 minutes
OBJECTIVES:	<p>To help participants reflect on their personal financial situations by identifying their income, expenses, assets, and liabilities.</p> <p>To encourage self-awareness and help them to develop a deeper understanding of their financial habits and patterns.</p> <p>To enable participants to analyse their current financial position and recognize areas that need improvement or adjustment.</p> <p>To lay the foundation for developing practical financial strategies and solutions in subsequent sessions.</p>
RESULTS:	<p>Participants will have a clear understanding of their personal financial situation, including income, expenses, assets, and liabilities.</p> <p>They will be able to identify patterns or challenges in their financial habits.</p> <p>Participants will feel more confident in assessing their financial position and in recognizing areas for improvement.</p>
MATERIALS:	<p>A4 sheets of paper</p> <p>Pens or pencils for each participant</p>
INSTRUCTIONS:	<p>Distribute A4 sheets and pens to each participant.</p> <p>Ask participants to individually list their sources of income, regular expenses, assets, and liabilities on the sheet.</p> <p>Encourage them to calculate their monthly budget, noting whether they have a surplus, deficit, or balance.</p> <p>Provide guiding questions, such as:</p> <ul style="list-style-type: none"> • What are your main income sources?

	<ul style="list-style-type: none"> • What are your fixed and variable expenses? • Do you have any debts or savings? <p>Allow time for participants to reflect and complete their personal financial overview.</p> <p>Facilitate a brief discussion or sharing session (optional) for those who feel comfortable sharing insights.</p>
DEBRIEFING AND EVALUATION:	<p>Ask participants how they felt during the activity and if they found it challenging or eye-opening.</p> <p>Encourage them to share any key insights or realizations they had about their financial situation.</p> <p>Reflect on how understanding personal finances can help in making informed decisions and achieving financial goals.</p> <p>Highlight the importance of self-awareness as the first step toward financial improvement.</p>
TIPS FOR FACILITATORS:	<p>Create a supportive and non-judgmental atmosphere to ensure participants feel comfortable reflecting on their financial situations.</p> <p>Be prepared to clarify financial terms or concepts for participants who may need assistance.</p> <p>Encourage honesty and personal reflection, reminding participants that this activity is for their own benefit and that their personal details will not be shared without consent.</p> <p>Monitor the time allotted to various topics to ensure that participants have enough space for thoughtful reflection without feeling rushed.</p>
ONLINE FORM:	

Identifying Problems and Developing Solutions	
TIME:	80 minutes
OBJECTIVES:	<p>To help participants to identify specific financial challenges or problem areas in their budgets.</p> <p>To encourage critical thinking and collaborative problem-solving in order to develop practical solutions.</p> <p>To empower participants to create actionable plans for addressing their financial challenges effectively.</p>

RESULTS:	<p>Participants will pinpoint key problem areas in their financial plans.</p> <p>They will generate practical and creative solutions to overcome these challenges.</p> <p>Participants will gain a clear, actionable strategy that may be applied to their personal financial management policies.</p>
MATERIALS:	<p>A4 sheets of paper</p> <p>Pens or pencils</p> <p>Flipchart or whiteboard (optional for group discussion)</p>
INSTRUCTIONS:	<p>Identifying Problems (20 minutes)</p> <ul style="list-style-type: none"> • Ask participants to review their personal financial overview from the previous session. • Encourage them to identify specific challenges or barriers in their budget (e.g. overspending, unexpected expenses, insufficient savings). <p>Developing Solutions (30 minutes)</p> <ul style="list-style-type: none"> • Facilitate individual brainstorming: Ask participants to think of possible ways to overcome their financial challenges. • Organize small group discussions (3-4 participants per group) to share and refine ideas collectively. <p>Creating an Action Plan (20 minutes)</p> <ul style="list-style-type: none"> • Have participants individually draft a short action plan, outlining the steps they will take to resolve their identified issues. • Provide guiding questions: <ul style="list-style-type: none"> ○ What changes can you make immediately? ○ What long-term adjustments are required? ○ Who or what resources can support you? <p>Sharing and Feedback (10 minutes)</p> <ul style="list-style-type: none"> • Invite volunteers to share their action plans with the group for feedback and encouragement.
DEBRIEFING AND EVALUATION:	<p>Reflect on the process: Were the participants able to identify actionable solutions?</p> <p>Ask what challenges they foresee in implementing their plans and how they might overcome them.</p> <p>Emphasize the value of problem-solving skills in achieving financial stability.</p>
TIPS FOR FACILITATORS:	<p>Encourage open and constructive discussions, ensuring that all participants feel heard.</p>

	<p>Provide examples or prompts if participants struggle to identify solutions.</p> <p>Foster a supportive atmosphere to motivate participants to take actionable steps.</p> <p>Keep track of time to ensure that each step is completed within the allotted time.</p>
ONLINE FORM:	

Evaluation	
TIME:	40 minutes
OBJECTIVES:	<p>To allow participants to reflect on what they learned during the session and assess their progress.</p> <p>To provide an opportunity for feedback and discussion about the effectiveness of the activities.</p> <p>To help participants to consolidate their new insights and identify the next steps required to achieve their personal financial goals.</p>
RESULTS:	<p>Participants will evaluate their understanding and application of the concepts covered.</p> <p>They will provide feedback on the session's content and structure.</p> <p>Participants will gain a clearer sense of their financial literacy development and areas for further improvement.</p>
MATERIALS:	<p>Feedback forms (optional, digital or printed)</p> <p>Pens or pencils</p> <p>Flipchart or whiteboard (optional, for group summaries)</p>
INSTRUCTIONS:	<p>Individual Reflection (10 minutes)</p> <ul style="list-style-type: none"> Ask participants to individually reflect on the session, using guiding questions: <ul style="list-style-type: none"> What was the most valuable insight or skill you gained? What challenges did you face during the activities? What will you do differently moving forward based on what you learned? <p>Group Discussion (15 minutes)</p>

		<ul style="list-style-type: none"> Facilitate a group discussion where participants can share their reflections. Encourage participants to highlight key takeaways and suggestions for improvement. <p>Feedback Collection (10 minutes)</p> <ul style="list-style-type: none"> Distribute feedback forms or conduct a quick digital survey to gather participant opinions concerning the session's content, delivery, and activities. <p>Wrap-Up and Action Steps (5 minutes)</p> <ul style="list-style-type: none"> Summarize the main points discussed during the session. Encourage participants to set a personal goal or next step based on their new insights.
DEBRIEFING AND EVALUATION:		<p>Reflect on the feedback provided by participants to assess the session's impact.</p> <p>Highlight common themes or suggestions shared during the discussion.</p> <p>Use this input to refine future sessions or adapt activities as required.</p>
TIPS FOR FACILITATORS:		<p>Encourage honest and constructive feedback, emphasizing its importance for continuous improvement.</p> <p>Be attentive to participants' responses, showing appreciation for their contributions.</p> <p>Keep the evaluation process engaging and positive, end the session on an encouraging note.</p>
ONLINE FORM:		

TRAINING - "Exploring Sustainability and Sustainable Practices"

This activity aims to foster a deep understanding of sustainability principles while equipping participants with the skills to recognize and integrate sustainable practices across diverse aspects of their lives. Additionally, participants will learn to formulate sustainable strategies for businesses. Through interactive discussions, case studies, and practical examples, participants will develop a holistic perspective concerning sustainability and its application in both personal and professional realms. By the end of the session, participants will be empowered to contribute to a more sustainable future through informed decision-making and strategic planning.

Title of the activity	Exploring Sustainability and Sustainable Practices
ARD area	Sustainable Finance
ARD module	SUSTAINABLE FINANCE
Key competencies	Systems thinking competence; normative competence, Thinking with foresight - or anticipatory - competence
Thematic area	SDG 1- No poverty SDG 8 – Decent Work and Economic Growth
Learning goals	The main goal of this exercise is for participants to gain a

	deeper understanding of sustainability and to identify and implement sustainable practices in various aspects of their lives and to construct sustainable business strategies.
Knowledge	Participant knows about: <ul style="list-style-type: none"> - the meaning of a sustainable personal economy, - household budgeting concepts.
Skills	Participant can: <ul style="list-style-type: none"> - implement sustainable practices in daily life, - critically appraise his/her past consumer behaviour, - integrate sustainability into business strategies.
Competences	Participant is able to: <ul style="list-style-type: none"> - develop an awareness of sustainability issues, - recognize the interconnectedness of environmental, social, and economic factors/
Duration	170 min.
Number of participants	15-20
Prerequisites	No prerequisites
Required materials	Flip chart paper and board markers. A4 sheets of paper, pens according to the number of participants. Also, audio equipment may be needed to facilitate concentration.
Teaching methods recommended	The debate will be as follows since the participants will work in groups, also in smaller groups of 2-2, 3-3, participants may work on recognition activities. Also, they will focus on real case studies with field work.
Methods for learning outcome verification	Case Studies and Scenarios, Self-Reflection Activities, Group Discussions and Presentations
Detailed activity plan	<p>30 minutes -Introduction and Terminology Work (Plenary and Group Work) - 30 minutes</p> <p>60 minutes - Field Study and Case Exploration (Group Work)</p> <p>60 minutes - Reflection and Strategy Development (Group and Individual Work)</p> <p>20 minutes - Final Evaluation and Synthesis (Group and</p>

	Individual Work)
Tips for facilitators	Encourage discussion and collaboration while allowing participants to focus on their own answers. Structure the process to include individual reflection, peer exchanges, and group work for a well-rounded experience.
Introduction and Terminology Work (Plenary and Group Work)	
TIME:	30 minutes (15 minutes for introductions, 15 minutes for terminology work)
OBJECTIVES:	<ul style="list-style-type: none"> • Build a rapport among the participants and establish a collaborative environment. • Provide a shared understanding of key terms related to sustainability. • Set the stage for a deeper exploration of sustainable personal economy practices.
RESULTS:	<ul style="list-style-type: none"> • Participants feel connected and comfortable working together. • A shared understanding of key sustainability-related terminology. • A clear alignment concerning session goals and expected outcomes.
MATERIALS:	<ul style="list-style-type: none"> • Flip chart and markers. • A4 sheets of paper and pens (for participants to take notes or contribute ideas). • Audio equipment (if required for the plenary discussion).
INSTRUCTIONS:	<p>Introduction (15 minutes):</p> <ul style="list-style-type: none"> • Start with a brief welcome and overview of the session's objectives and agenda. • Conduct an icebreaker activity to engage the participants (e.g. each participant shares one sustainable habit they currently practice). • Form groups of 2-3 participants for the next activity. <p>Terminology Work (15 minutes):</p> <ul style="list-style-type: none"> • Present a list of key terms related to sustainability (e.g. "sustainable economy," "ethical sourcing," "responsible consumption") on a flip chart or projector. • Facilitate a plenary discussion where participants share their understanding of each term. • Encourage participants to note down terms they find unclear and address these collectively as a group.
DEBRIEFING AND	After the terminology discussion, ask participants to reflect on the

EVALUATION:	<p>following questions:</p> <ol style="list-style-type: none"> 1. What term or concept was new or most interesting to you? 2. How are these terms related to your personal life or work? <p>Gather a few responses to gauge participant engagement and comprehension.</p>
TIPS FOR FACILITATORS:	<p>Use relatable examples when explaining terms to make them more accessible to participants.</p> <p>Keep the icebreaker short but engaging to ensure that the session starts on a high note.</p> <p>Be ready to clarify or elaborate on any terms, participants find challenging.</p>
ONLINE FORM:	

Field Study and Case Exploration (Group Work)	
TIME:	60 minutes (45 minutes for field study/case exploration, 15 minutes for group discussions)
OBJECTIVES:	<ul style="list-style-type: none"> • Explore real-world examples or scenarios related to sustainable practices. • Identify and analyse the connections between sustainability principles and practical applications. • Enhance collaborative problem-solving and observation skills.
RESULTS:	<ul style="list-style-type: none"> • Participants gain hands-on experience with sustainability concepts. • Groups produce a list of observed practices and their implications for sustainability. • Participants connect theoretical knowledge to real-world applications.
MATERIALS:	<ul style="list-style-type: none"> • Pre-selected case studies or access to a field site (depending on the activity setup). • Observation checklists or guiding questions for participants. • A4 sheets or digital tools for note-taking and group reporting.
INSTRUCTIONS:	<p>Preparation:</p> <ul style="list-style-type: none"> • Divide participants into small groups (3-5 members each). • Provide each group with a clear task: either exploring a field site (e.g. a market, business, or public space) or analysing a pre-prepared case study. • Share guiding questions, such as: <ul style="list-style-type: none"> ○ What sustainable practices are being

	<p>implemented?</p> <ul style="list-style-type: none"> ○ What are the environmental, social, and economic impacts of these practices? ○ How could these practices be improved? <p>Field Study/Case Exploration (45 minutes):</p> <ul style="list-style-type: none"> ● Groups either visit the assigned field site or work together to analyse a case study. ● Encourage participants to document their observations and insights clearly and concisely. <p>Group Discussions (15 minutes):</p> <ul style="list-style-type: none"> ● Groups reconvene to discuss their findings. ● Prepare a short summary or list of key points to present during the next session.
DEBRIEFING AND EVALUATION:	<p>After the group discussions, ask participants:</p> <ol style="list-style-type: none"> 1. What was the most striking observation or insight from your field study/case analysis? 2. How do these practices align with or differ from the sustainability principles we discussed earlier? <p>Encourage each group to share their findings briefly with the rest of the participants.</p>
TIPS FOR FACILITATORS:	<p>Choose field sites or case studies that are relevant and accessible to participants.</p> <p>Clearly communicate your expectations for the activity, including time management and deliverables.</p> <p>Be available to assist groups with clarifications or challenges during the activity.</p>
ONLINE FORM:	

Identifying Problems and Developing Solutions	
TIME:	60 minutes (30 minutes for group reflection, 30 minutes for individual and group strategy development)
OBJECTIVES:	<ul style="list-style-type: none"> ● Reflect on insights gained during the field study or case exploration.

	<ul style="list-style-type: none"> • Develop personal and collective strategies for building a sustainable economy. • Foster critical thinking and problem-solving skills within the context of sustainability.
RESULTS:	<ul style="list-style-type: none"> • Participants articulate key insights from the previous activity. • Each participant drafts a personalized strategy for incorporating sustainable practices into their lives or businesses. • Groups create a collective framework for sustainable practices.
MATERIALS:	<p>Flip charts or whiteboards for group brainstorming.</p> <p>A4 sheets and pens for individual strategy planning.</p> <p>Guiding templates or prompts to structure strategy development</p>
INSTRUCTIONS:	<p>Group Reflection (30 minutes):</p> <ul style="list-style-type: none"> • Each group revisits the findings from their field study or case analysis. • Discuss and document the following: <ul style="list-style-type: none"> ◦ What sustainability challenges or opportunities were identified? ◦ What practices seemed most effective or innovative? ◦ What lessons can be applied to the personal or professional circumstances of the participant? <p>Individual Strategy Development (15 minutes):</p> <ul style="list-style-type: none"> • Participants individually reflect on the group discussion and draft a personal strategy for a sustainable economy. • Provide guiding prompts such as: <ul style="list-style-type: none"> ◦ What sustainable practices can I adopt in my daily life? ◦ How can I integrate sustainability into my workplace or community activities? <p>Group Strategy Development (15 minutes):</p> <ul style="list-style-type: none"> • Groups reconvene to share individual strategies and create a collective framework. • Encourage participants to align their personal strategies with group goals thereby fostering a sense of shared purpose.
DEBRIEFING AND EVALUATION:	<p>After strategy development, facilitate a short discussion:</p> <ol style="list-style-type: none"> 1. What was the most actionable strategy developed? 2. How can participants support each other in implementing these strategies? <p>Encourage participants to commit to one actionable change they can implement immediately.</p>

TIPS FOR FACILITATORS:	<ul style="list-style-type: none"> • Provide clear templates or prompts to guide both individual and group strategy development. • Encourage participants to think creatively and focus on practical, achievable steps. • Monitor group discussions and provide input to ensure alignment with sustainability principles.
ONLINE FORM:	

Final Evaluation and Synthesis (Group and Individual Work)	
TIME:	20 minutes (10 minutes for individual reflection, 10 minutes for group synthesis)
OBJECTIVES:	<ul style="list-style-type: none"> • Reflect on the entire session and consolidate key insights. • Evaluate the effectiveness of the session in achieving its objectives. • Develop a shared understanding of how to apply sustainability concepts moving forward.
RESULTS:	<ul style="list-style-type: none"> • Participants articulate their key takeaways and areas for personal growth. • Groups summarize their shared insights and actionable outcomes. • Feedback is collected to improve future sessions.
MATERIALS:	<p>Evaluation forms or feedback templates (physical or digital).</p> <p>Flip chart or whiteboard for group synthesis.</p> <p>A4 sheets and pens for individual reflections.</p>
INSTRUCTIONS:	<p>Individual Reflection (10 minutes):</p> <ul style="list-style-type: none"> • Participants take 5-10 minutes to individually reflect on the session. • Provide prompts such as: <ul style="list-style-type: none"> ○ What is your most important takeaway from today? ○ What concept or activity did you find most useful? ○ How will you apply what you've learned to your personal or professional life? <p>Group Synthesis (10 minutes):</p> <ul style="list-style-type: none"> • Groups reconvene to share individual reflections and identify common themes. • Each group creates a brief summary of their key takeaways, focusing on: <ul style="list-style-type: none"> ○ Most impactful insights, ○ Practical strategies or activities they plan to implement,

		<ul style="list-style-type: none"> Groups present their summaries briefly in the plenary meeting.
DEBRIEFING AND EVALUATION:		<p>Facilitate a short plenary discussion:</p> <ol style="list-style-type: none"> What were the most consistent insights across the groups? How confident are participants in applying their new knowledge? <p>Distribute evaluation forms for participants to provide feedback on the session.</p>
TIPS FOR FACILITATORS:		<p>Encourage honest and constructive feedback during the evaluation phase.</p> <p>Highlight any recurring themes from group discussions to reinforce learning.</p> <p>Use participants' feedback to identify areas for improvement in future sessions.</p>
ONLINE FORM:		

WORKSHOP - Future Plans for a Sustainable Economy

The main goal of this exercise is to consider long-term goals and future trends when developing an economic plan, to analyse economic data, trends, and indicators in order to make informed decisions. In addition, it is important to understand the role of innovation in driving economic growth and how to identify and leverage emerging opportunities, how to think systemically and understand the interconnectedness of various economic factors and develop the ability to assess and manage the risks associated with economic plans.

Title of the activity	Future Plans for a Sustainable Economy
ARD area	Sustainable Finance
ARD module	SUSTAINABLE FINANCE
Key competencies	Systematic Thinking Competence, Strategic Action Competence
Thematic area	SDG 1- No poverty SDG 8 – Decent Work and Economic Growth
Learning goals	The main goal of this exercise is to consider long-term

	sustainable finance goals and vision trends when developing an economic plan, to analyse economic data, trends, and indicators to make informed decisions. It is important to understand the role of innovation in driving economic growth and how to identify and leverage emerging opportunities, how to think systemically and understand the interconnectedness of various economic factors and to develop the ability to assess and manage risks associated with economic plans that operate in concert with environmental, social, and corporate governance.
Knowledge	Participant knows about: <ul style="list-style-type: none"> - current economic trends, including technological advancements, globalization, demographic shifts.
Skills	Participant can: <ul style="list-style-type: none"> - analyse economic data, interpret trends, and evaluate indicators to make informed decisions and predictions regarding future economic scenarios, - develop and execute strategic plans that align with long-term economic goals and account for potential challenges and opportunities.
Competences	Participants are familiar with: <ul style="list-style-type: none"> - comprehension, empirical verification, and the articulation of a system's key components, structure, and dynamics, - the development and application of ideas and strategies, - planning and executing projects, - the ability to reflect on, and deal with, possible risks.
Duration	120 min.
Number of participants	15-20
Prerequisites	No prerequisites
Required materials	Flip chart paper and board markers. A4 sheets of paper, pens according to the number of participants. Audio equipment may be needed to enhance concentration.

Teaching methods recommended	Debate will be as follows since the participants will work in groups. Also, in smaller groups of 2-2, 3-3, participants may work on recognition activities. In addition, they will focus on real case studies with field work.
Methods for learning outcome verification	Participants may produce written materials to show knowledge and an understanding of economic concepts, trends, and analytical techniques relevant to developing a futuristic economic plan. Scenario Planning Exercises may be assigned to participants to help them to develop and present their own scenario planning exercises, demonstrate their ability to forecast potential economic scenarios, assess risks, and formulate strategic responses. Peer Evaluation and Feedback may help each participant to assess and provide constructive feedback concerning the economic plans of the other participants.
Detailed activity plan	40 minutes - Introduction and Structure 40 minutes - Planning and Development 40 minutes - Refinement and Evaluation
Tips for facilitators	Some participants may encounter barriers in their self-planning process so let them work in pairs with their chosen partners for mutual comments and feedback.
Introduction and Structure	
TIME:	40 Minutes
OBJECTIVES:	<ul style="list-style-type: none"> ● Introduce participants to the session's goals and structure. ● Set a collaborative tone and establish a shared understanding of key concepts (e.g. sustainability, innovation, and strategic planning). ● Encourage participants to reflect on their resources and the skills relevant to economic planning.
RESULTS:	<ul style="list-style-type: none"> ● Participants will understand the session's purpose and flow. ● A list of the existing resources and capabilities of participants will be created. ● Pairs or small groups will generate initial ideas about sustainability strategies.
MATERIALS:	<ul style="list-style-type: none"> ● Flip chart paper and board markers. ● A4 sheets of paper (1 per participant). ● Pens (1 per participant).

INSTRUCTIONS:	<p>Meeting (15 minutes):</p> <ul style="list-style-type: none"> • Gather the group together and introduce the session, its goals, and its structure. • Ask participants to briefly introduce themselves and share one resource or skill they think is vital for sustainability. Document these on a flip chart. • Clarify expectations and emphasize collaborative learning. <p>What is in My Hand? (10 minutes):</p> <ul style="list-style-type: none"> • Distribute A4 sheets and pens. • Ask participants to individually list their current resources, skills, and knowledge related to sustainability or economic planning. <p>How to Become Sustainable? (10 minutes):</p> <ul style="list-style-type: none"> • Pair participants and have them discuss their lists with their partner. • Instruct them to identify one strategy for sustainability they could apply using their listed resources.
DEBRIEFING AND EVALUATION:	<p>Facilitate a short group discussion (5 minutes) where pairs share their sustainability strategies with the group.</p> <p>Ask reflective questions:</p> <ul style="list-style-type: none"> • "What common themes did you notice in the strategies?" • "Were there any surprising resources or ideas shared?"
TIPS FOR FACILITATORS:	<ul style="list-style-type: none"> • Keep the introductions concise to ensure adequate time for reflective and interactive activities. • Encourage participants to focus on practical and actionable resources/skills rather than on abstract ideas. • Use positive reinforcement to make participants feel comfortable sharing in pairs or groups. • Prepare a list of examples or prompts in case participants struggle with identifying resources or strategies.
ONLINE FORM:	

Planning and Development

TIME:

OBJECTIVES:

- Guide participants in creating initial action plans for sustainable economic strategies.
- Encourage collaborative feedback to refine and improve

	<p>plans.</p> <ul style="list-style-type: none"> • Foster critical thinking about management techniques and planning approaches.
RESULTS:	<ul style="list-style-type: none"> • Participants will draft actionable, preliminary plans for sustainability. • Peer collaboration will help to refine and enhance these plans. • Participants will gain a better understanding of management and strategic planning.
MATERIALS:	<ul style="list-style-type: none"> • Flip chart paper and board markers. • A4 sheets of paper (1 per participant). • Pens (1 per participant).
INSTRUCTIONS:	<p>How Can I Manage? (10 minutes):</p> <ul style="list-style-type: none"> • Ask participants to brainstorm ways they would manage and execute sustainable strategies. • Let them work individually for 5 minutes to jot down their thoughts. • After that, have them pair up and share their ideas with a peer. <p>Conducting an Action Plan (10 minutes):</p> <ul style="list-style-type: none"> • Instruct participants to draft a simple action plan based on their brainstormed ideas. • The plan should include goals, steps, and expected outcomes related to sustainable economic strategies. <p>Consultation for the purposes of forming an Action Plan (15 minutes):</p> <ul style="list-style-type: none"> • Pair participants or form small groups (3-4 participants per group). • Each participant presents their draft plan to their group for feedback. • Group members provide constructive suggestions for improvement.
DEBRIEFING AND EVALUATION:	<p>Facilitate a short discussion (5 minutes) where groups share highlights from their discussions, such as innovative ideas or recurring challenges.</p> <p>Ask reflective questions:</p> <ul style="list-style-type: none"> • "What insights did you gain from your peer feedback?" • "How did your draft plan evolve after feedback?"
TIPS FOR FACILITATORS:	<ul style="list-style-type: none"> • Provide a simple template or example of an action plan to guide participants who may feel unsure about how to structure it. • Encourage participants to focus on actionable steps rather than abstract goals in their plans. • Monitor group discussions to ensure that everyone has a

	<p>chance to share and receive feedback.</p> <ul style="list-style-type: none"> • Be ready to assist participants who struggle with identifying concrete steps or managing group dynamics.
ONLINE FORM:	

Evaluation	
TIME:	40 Minutes
OBJECTIVES:	<ul style="list-style-type: none"> • Help participants to refine their action plans through critical thinking and peer input. • Guide participants in identifying and addressing potential barriers and risks. • Evaluate the learning outcomes of participants and gather feedback on the session.
RESULTS:	<ul style="list-style-type: none"> • Participants will finalize their action plans with a focus on practicality and sustainability. • A comprehensive understanding of barriers and risks associated with their plans will be developed. • Participants will gain a deeper awareness of strategic planning and peer collaboration.
MATERIALS:	<p>Revised action plans from the previous session.</p> <p>Flip chart paper and board markers.</p> <p>A4 sheets of paper (1 per participant).</p> <p>Pens (1 per participant).</p>
INSTRUCTIONS:	<ul style="list-style-type: none"> • Revision of the Action Plan (15 minutes): <ul style="list-style-type: none"> ○ Ask participants to individually review their action plans based on peer feedback. ○ Encourage them to refine the goals, steps, and expected outcomes to ensure alignment with sustainable practices and feasibility. • Barriers and Risks to the Plan (25 minutes): <ul style="list-style-type: none"> ○ Individual Work (5 minutes): Participants identify at least three potential barriers or risks to implementing their plans. ○ Peer Work (10 minutes): Participants pair up to discuss their identified barriers and brainstorm solutions. ○ Group Work (10 minutes): In groups of 4-5, participants share their barriers and solutions, focusing on common challenges and innovative approaches.

DEBRIEFING AND EVALUATION:	<p>Facilitate a group discussion (10 minutes):</p> <ul style="list-style-type: none"> • Ask participants to share one key insight or improvement made to their action plans during the session. • Reflect on the strategies discussed for overcoming barriers and managing risks. <p>Distribute a short evaluation form (if time allows) or conduct a quick verbal feedback round:</p> <ul style="list-style-type: none"> • "What worked well in this session?" • "What could be improved?"
TIPS FOR FACILITATORS:	<ul style="list-style-type: none"> • Encourage participants to think critically about realistic barriers and practical solutions rather than hypothetical issues. • Provide prompts or examples of common barriers (e.g. lack of resources, resistance to change) to guide participants if needed. • Foster an inclusive environment during group discussions, ensuring that all voices are heard. • Use the evaluation to identify areas for improvement in future sessions.
ONLINE FORM:	

Final Evaluation and Synthesis (Group and Individual Work)	
TIME:	20 minutes (10 minutes for individual reflection, 10 minutes for group synthesis)
OBJECTIVES:	<ul style="list-style-type: none"> • Reflect on the entire session and consolidate key insights. • Evaluate the effectiveness of the session in achieving its objectives. • Develop a shared understanding of how to apply sustainability concepts moving forward.
RESULTS:	<ul style="list-style-type: none"> • Participants articulate their key takeaways and areas for personal growth. • Groups summarize their shared insights and actionable outcomes. • Feedback is collected to improve future sessions.
MATERIALS:	<p>Evaluation forms or feedback templates (physical or digital).</p> <p>Flip chart or whiteboard for group synthesis.</p> <p>A4 sheets and pens for individual reflections.</p>

INSTRUCTIONS:	<p>Individual Reflection (10 minutes):</p> <ul style="list-style-type: none"> • Participants take 5-10 minutes to individually reflect on the session. • Provide prompts such as: <ul style="list-style-type: none"> ○ What is your most important takeaway from today? ○ What concept or activity did you find most useful? ○ How will you apply what you've learned to your personal or professional life? <p>Group Synthesis (10 minutes):</p> <ul style="list-style-type: none"> • Groups reconvene to share individual reflections and identify common themes. • Each group creates a brief summary of their key takeaways, focusing on: <ul style="list-style-type: none"> ○ Their most impactful insights. ○ Practical strategies or activities they plan to implement. • Groups present their summaries briefly in the plenary meeting.
DEBRIEFING AND EVALUATION:	<p>Facilitate a short plenary discussion:</p> <ol style="list-style-type: none"> 1. What were the most consistent insights across all groups? 2. How confident are participants in applying their new knowledge? <p>Distribute evaluation forms for participants to provide feedback on the session.</p>
TIPS FOR FACILITATORS:	<p>Encourage honest and constructive feedback during the evaluation phase.</p> <p>Highlight any recurring themes from group discussions to reinforce learning.</p> <p>Use feedback from participants to identify areas for improvement in future sessions.</p>
ONLINE FORM:	

WORKSHOP

The "Evaluating Mid-Term Sustainable Economic Plans" exercise is dedicated to assessing the progress and efficacy of sustainable economic initiatives over a mid-term time horizon. Participants will delve into the intricacies of these plans, examining their trajectory and identify

both the barriers and the underlying factors contributing to these challenges. This activity offers a comprehensive understanding of how sustainable economic plans evolve, the hurdles they encounter, and the nuanced subsidiary reasons behind these barriers. Participants will develop valuable insights into not only monitoring progress but also refining strategies to ensure the long-term success of sustainable economic endeavours.

Title of the activity	Future Plans for a Sustainable Economy
ARD area	Sustainable Finance
ARD module	SUSTAINABLE FINANCE
Key competencies	Systematic Thinking Competence, Strategic Action Competence
Thematic area	SDG 1- No poverty SDG 8 – Decent Work and Economic Growth
Learning goals	The main goal of this exercise/project is to <ul style="list-style-type: none"> - further enhance the participant's ability to create a strategically thoughtful and sustainable individual finance plan.
Knowledge	Participant knows about: <ul style="list-style-type: none"> - how to make a finance plan, - strategically thinking about the sustainable finance of an individual.
Skills	Participant can: <ul style="list-style-type: none"> - set medium to long term goals, - focus on barriers and motivators, - re-design the pathway.

Competences	<p>Participant is able to:</p> <ul style="list-style-type: none"> - develop and apply ideas and strategies, - plan and execute projects, - reflect on, and deal with, possible risks.
Duration	120 min.
Number of participants	15-20
Prerequisites	No prerequisites
Required materials	Flip chart paper and board markers. A4 sheets of paper, pens according to the number of participants. Audio equipment may be needed to enhance concentration.
Teaching methods recommended	Debate will be as follows since the participants will work in groups, also in smaller groups of 2-2, 3-3, participants may work on recognition activities. In addition, they will focus on real case studies with field work.
Methods for learning outcome verification	Participants may produce written materials to show their knowledge and understanding of economic concepts, trends, and analytical techniques relevant to developing a futuristic economic plan. Scenario Planning Exercises may be assigned to participants to help them to develop and present their own scenario planning exercises, thereby demonstrating their ability to forecast potential economic scenarios, assess risks, and formulate strategic responses. Peer Evaluation and Feedback may help them to assess and provide constructive feedback concerning each other's economic plans.

Detailed activity plan	<p>30 minutes - Introduction and Framework</p> <p>30 minutes - Evaluating Progress and Barriers</p> <p>30 minutes - Analysing Subsidiary Reasons and Developing Solutions</p> <p>30 minutes - Strategy Refinement and Wrap-Up</p>
Tips for facilitators	<p>1-1 communication is very important in this phase. Some participants may not share their problematic issues and may want an individual consultation instead.</p>
Introduction and Framework	
TIME:	30 minutes
OBJECTIVES:	<ul style="list-style-type: none"> • Introduce participants to the session's overall objectives, structure, and expectations. • Familiarize participants with the foundational concepts of sustainable economic planning and mid-term goals. • Encourage participants to think systematically about the interconnectedness of economic factors.
RESULTS:	<ul style="list-style-type: none"> • Participants will have a clear understanding of the session's goals and flow. • Participants will be able to articulate the importance of systematic thinking in economic planning. • Participants will begin to identify key economic factors relevant to sustainability.
MATERIALS:	<ul style="list-style-type: none"> • Flip chart paper and markers. • A4 sheets of paper (1 per participant). • Pens (1 per participant). • A projector or whiteboard (optional, for visual aids).
INSTRUCTIONS:	<p>Introduction (10 minutes):</p> <ul style="list-style-type: none"> • Welcome participants and provide an overview of the session objectives, structure, and learning goals. • Explain the importance of mid-term sustainable economic planning and its role in achieving SDG goals like Decent Work and Ending Poverty. • Discuss key concepts such as systematic thinking and interconnectedness in economic factors. <p>Understanding Economic Planning (15 minutes):</p> <ul style="list-style-type: none"> • Individual Reflection (5 minutes): Distribute A4 sheets and ask participants to list what they know about sustainable economic planning and which

	<p>factors they believe are crucial.</p> <ul style="list-style-type: none"> • Group Discussion (10 minutes): Facilitate a discussion where participants share their reflections. Summarize common themes and highlight any gaps or interesting perspectives. <p>Quick Warm-Up Activity (5 minutes):</p> <ul style="list-style-type: none"> • Conduct a short brainstorming session where participants suggest examples of sustainable economic initiatives, they are familiar with or find inspiring.
DEBRIEFING AND EVALUATION:	<p>Facilitate a brief reflective discussion:</p> <ul style="list-style-type: none"> • "What new insights did you gain about sustainable economic planning?" • "What economic factors do you feel are most relevant to your work or context?" <p>Summarize the key takeaways from the session and connect them to the upcoming activities.</p>
TIPS FOR FACILITATORS:	<ul style="list-style-type: none"> • Keep the introduction concise and engaging, using relatable examples to explain the key concepts. • Encourage participation by creating a safe, non-judgmental space for sharing reflections. • Use probing questions to guide participants toward deeper insights, especially if they struggle with identifying economic factors. • Manage your time resources closely to ensure that the group discussion and activity don't exceed their allocated time.
ONLINE FORM:	

Evaluating Progress and Barriers	
TIME:	30 minutes
OBJECTIVES:	<ul style="list-style-type: none"> • Help participants to evaluate the progress of sustainable economic plans and identify success metrics. • Guide participants in recognizing barriers that hinder the implementation of plans. • Foster critical thinking concerning the factors influencing the success or failure of economic initiatives.

RESULTS:	<ul style="list-style-type: none"> • Participants will develop a structured approach to evaluating the effectiveness of mid-term sustainable plans. • Participants will identify key barriers to their implementation and the impact of these barriers to progress. • Collaborative discussions will yield shared insights into addressing challenges.
MATERIALS:	<ul style="list-style-type: none"> • Flip chart paper and markers. • A4 sheets of paper (1 per participant). • Pens (1 per participant). • Sample case studies or participant-specific plans (if available).
INSTRUCTIONS:	<p>Evaluating Progress (10 minutes):</p> <ul style="list-style-type: none"> • Introduction (2-3 minutes): Provide a brief explanation of success metrics for sustainable economic plans, such as alignment with goals, measurable outcomes, and stakeholder satisfaction. • Activity (7-8 minutes): Ask participants to evaluate the progress of a sample mid-term plan or their own plans. They should focus on identifying what has worked well and what hasn't, using a simple format: <ul style="list-style-type: none"> ○ Successes: List outcomes achieved. ○ Gaps: Highlight areas needing improvement. <p>Barrier Analysis (20 minutes):</p> <ul style="list-style-type: none"> • Individual Reflection (5 minutes): Have participants think about barriers to progress (e.g. resource constraints, stakeholder resistance). They should list them on their A4 sheets. • Pair Work (5 minutes): Pair participants so that they can share and discuss their identified barriers. Ask them to group similar barriers and brainstorm potential causes. • Group Discussion (10 minutes): Facilitate a group discussion where pairs share common or unique barriers and their potential impacts. Summarize findings on a flip chart.
DEBRIEFING AND EVALUATION:	<p>Conclude with reflective questions:</p> <ul style="list-style-type: none"> • "What key factors helped to achieve progress in the plans?" • "Which barriers surprised you the most, and why?" • "How can understanding barriers improve future plans?" <p>Summarize the group's findings and connect them with the next session on analysing subsidiary reasons and developing solutions.</p>
TIPS FOR FACILITATORS:	<ul style="list-style-type: none"> • Use simple and relatable examples of success metrics and barriers to guide participants who might be unfamiliar with

	<p>these concepts.</p> <ul style="list-style-type: none"> • Encourage participants to think critically about systemic and situational barriers, rather than focusing solely on external factors. • Keep the discussion focused on specific, actionable insights rather than on vague or overly general comments. • Be mindful of your time resources, thereby ensuring that both individual and group activities are completed within the allotted time.
ONLINE FORM:	

analysing Subsidiary Reasons and Developing Solutions	
TIME:	30 minutes
OBJECTIVES:	<ul style="list-style-type: none"> • Enable participants to identify and analyse the underlying subsidiary reasons behind identified barriers. • Encourage participants to brainstorm and propose innovative solutions to address these barriers effectively. • Strengthen critical thinking and collaborative problem-solving skills.
RESULTS:	<ul style="list-style-type: none"> • Participants will gain a deeper understanding of the root causes of barriers to sustainable economic planning. • Participants will generate actionable solutions tailored to addressing specific barriers. • Collaborative discussions will foster shared learning and innovative ideas.
MATERIALS:	<p>Flip chart paper and markers.</p> <p>A4 sheets of paper (1 per participant).</p> <p>Pens (1 per participant).</p> <p>Sticky notes (optional, for clustering subsidiary reasons or ideas)</p>
INSTRUCTIONS:	<p>analysing Subsidiary Reasons (15 minutes):</p> <ul style="list-style-type: none"> • Introduction (3 minutes): Brief participants on the importance of identifying the subsidiary reasons (root causes) behind barriers. Share an example, such as “Limited resources → Subsidiary reason: lack of funding opportunities or poor resource allocation.” • Individual Reflection (5 minutes): Participants review their previously identified barriers and write down subsidiary reasons for each one on their A4

	<p>sheets.</p> <ul style="list-style-type: none"> ● Pair Work (7 minutes): Pair participants to discuss their subsidiary reasons. Encourage them to refine or expand their analyses and identify common patterns. <p>Developing Solutions (15 minutes):</p> <ul style="list-style-type: none"> ● Small Group Work (10 minutes): Form groups of 4-5 participants. Each group selects one or two barriers and their subsidiary reasons to brainstorm potential solutions. Solutions should be specific, actionable and innovative. ● Sharing and Discussion (5 minutes): Each group presents their solutions. Facilitate a brief discussion to highlight creative ideas and common themes.
DEBRIEFING AND EVALUATION:	<p>Conclude with reflective questions:</p> <ul style="list-style-type: none"> ● "What surprised you most about the subsidiary reasons behind the barriers?" ● "Which solutions felt the most practical or innovative to you?" ● "How can identifying root causes improve the success of sustainable economic plans?" <p>Summarize the session outcomes, connect the insights to future planning efforts.</p>
TIPS FOR FACILITATORS:	<ul style="list-style-type: none"> ● Encourage participants to dig deeper into the subsidiary reasons rather than stopping at surface-level explanations. ● Use probing questions to guide participants who may struggle to identify or articulate subsidiary reasons. ● Remind participants to focus on feasible and actionable solutions, balancing creativity with practicality. ● Facilitate group discussions to ensure that all voices are heard, particularly those of the quieter participants. ● Use visual aids (sticky notes or a flip chart) to cluster similar subsidiary reasons or solutions, thereby helping participants to perceive possible connections.
ONLINE FORM:	

Analysing Subsidiary Reasons and Developing Solutions

TIME: 30 minutes

OBJECTIVES:	<ul style="list-style-type: none"> • Enable participants to identify and analyse the underlying subsidiary reasons behind the identified barriers. • Encourage participants to brainstorm and propose innovative solutions to address these barriers effectively. • Strengthen critical thinking and collaborative problem-solving skills.
RESULTS:	<ul style="list-style-type: none"> • Participants will gain a deeper understanding of the root causes of barriers to sustainable economic planning. • Participants will generate actionable solutions tailored to addressing specific barriers. • Collaborative discussions will foster shared learning and innovative ideas.
MATERIALS:	<p>Flip chart paper and markers.</p> <p>A4 sheets of paper (1 per participant).</p> <p>Pens (1 per participant).</p> <p>Sticky notes (optional, for clustering subsidiary reasons or ideas)</p>
INSTRUCTIONS:	<p>Analysing Subsidiary Reasons (15 minutes):</p> <ul style="list-style-type: none"> • Introduction (3 minutes): Brief participants on the importance of identifying the subsidiary reasons (root causes) behind barriers. Share an example, such as “Limited resources → Subsidiary reason: lack of funding opportunities or poor resource allocation.” • Individual Reflection (5 minutes): Participants review their previously identified barriers and write down subsidiary reasons for each one on their A4 sheets. • Pair Work (7 minutes): Pair participants to discuss their subsidiary reasons. Encourage them to refine or expand their analyses and identify common patterns. <p>Developing Solutions (15 minutes):</p> <ul style="list-style-type: none"> • Small Group Work (10 minutes): Form groups of 4-5 participants. Each group selects one or two barriers and their subsidiary reasons to brainstorm potential solutions. Solutions should be specific, actionable, and innovative. • Sharing and Discussion (5 minutes): Each group presents their solutions. Facilitate a brief discussion in order to highlight creative ideas and common themes.
DEBRIEFING AND EVALUATION:	<p>Conclude with reflective questions:</p> <ul style="list-style-type: none"> • "What surprised you most about the subsidiary reasons behind the barriers?" • "Which solutions felt the most practical or innovative to

TIPS FACILITATORS: FOR	<p>you?"</p> <ul style="list-style-type: none"> • "How can identifying root causes improve the success of sustainable economic plans?" <p>Summarize the session outcomes, connecting any insights to future planning efforts.</p>
	<ul style="list-style-type: none"> • Encourage participants to dig deeper into the subsidiary reasons rather than stopping at surface-level explanations. • Use probing questions to guide participants who may struggle to identify or articulate subsidiary reasons. • Remind participants to focus on feasible and actionable solutions, balancing creativity with practicality. • Facilitate group discussions to ensure that all voices are heard, particularly those of the quieter participants. • Use visual aids (sticky notes or a flip chart) to cluster similar subsidiary reasons or solutions, thereby helping participants to perceive possible connections.
ONLINE FORM:	

Strategy Refinement and Wrap-Up	
TIME:	30 minutes
OBJECTIVES:	<ul style="list-style-type: none"> • Assist participants in refining their strategies based on insights from previous activities. • Equip participants with a framework for incorporating risk management into their strategies. • Gather feedback and summarize the session's key takeaways to ensure closure and participant satisfaction.
RESULTS:	<ul style="list-style-type: none"> • Participants will have refined and actionable strategies for sustainable economic planning. • Risk management considerations will be integrated into participants' plans. • The session will conclude with a clear understanding of any progress made and with feedback from participants.
MATERIALS:	<p>Revised action plans or notes from earlier activities.</p> <p>Flip chart paper and markers.</p> <p>A4 sheets of paper (1 per participant).</p> <p>Pens (1 per participant).</p> <p>Feedback forms (optional).</p>
INSTRUCTIONS:	<p>Strategy Refinement (20 minutes):</p> <ul style="list-style-type: none"> • Individual Work (10 minutes): Ask participants to review their strategies from previous activities. Encourage them to refine their goals, steps, and

	<p>expected outcomes thereby ensuring alignment with sustainable practices and addressing previously identified barriers and subsidiary reasons.</p> <ul style="list-style-type: none"> ○ Include specific prompts like: <ul style="list-style-type: none"> ■ "Does this strategy address the key barriers identified earlier?" ■ "What risk management steps can you add?" ● Peer Feedback (10 minutes): Pair participants for the purpose of presenting their refined strategies. Their peers provide constructive feedback, focusing on clarity, feasibility, and alignment with long-term goals. <p>Wrap-Up and Conclusion (10 minutes):</p> <ul style="list-style-type: none"> ● Group Sharing (5 minutes): Invite a few volunteers to share their refined strategies and any significant changes they made. ● Feedback and Reflection (5 minutes): Distribute feedback forms or conduct a quick verbal feedback round: <ul style="list-style-type: none"> ○ "What was the most valuable part of this session?" ○ "What improvements would you suggest?"
DEBRIEFING AND EVALUATION:	<p>Summarize the key insights from the session:</p> <ul style="list-style-type: none"> ● Highlight the importance of strategy refinement and risk management. ● Reinforce the connection between identifying barriers, subsidiary reasons, and crafting effective solutions. <p>Ask participants reflective questions:</p> <ul style="list-style-type: none"> ● "How has your understanding of sustainable economic planning evolved?" ● "What are your next steps in applying this knowledge?"
TIPS FOR FACILITATORS:	<ul style="list-style-type: none"> ● Encourage participants to focus on achievable and realistic refinements while maintaining a creative approach. ● Provide individual support to participants who may feel stuck or overwhelmed during the refinement process. ● Ensure that the wrap-up discussion highlights diverse perspectives to enrich the learning experience for all participants. ● Keep feedback constructive and forward-looking, emphasizing continuous improvement. ● Use a positive tone during the conclusion to leave participants motivated and confident.
ONLINE FORM:	

