Visegrad Fund

Visegrad Sustainable Living Labs

Network 4 Youth of Universities (VSLLN4YOU)

SCENARIO

UNIVERSITY of INFORMATION TECHNOLOGY and MANAGEMENT in Rzeszow, POLAND

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Introduction and Acknowlegments

Environmental degradation and climate change are among the most important challenges we face today. The response of the global community to these challenges is the green transformation. Universities have a special role to play here - they educate new generations of employees and leaders, and for this education to be effective, it must respond to the needs of employers and the expectations of students.

In order to make universities sustainable and engage them in the implementation of sustainable development goals it is worth using a bottom-up approach - university living labs, i.e. working with the young generation who understands the needs, sees problems and is able to solve them in a sustainable and creative way, and thus break the status quo. The living lab approach has already proven its effectiveness in an industrial environment. The European Network of Living Labs (ENoLL), an organization of living labs around the world, defines them as user-centric open innovation ecosystems based on a systematic approach to co-creation, integrating research and innovation processes in real-world communities and contexts. The university's living labs harness students' energy and knowledge to tackle real-world sustainability challenges.

The goal of Visegrad Sustainable Living Labs Network 4 Youth of Universities (VSLLN4YOU) Scenario is to help academic teachers and trainers involved in the development of green competences and disseminating knowledge in the field of sustainable development in shaping sustainable attitudes and engaging students and the entire academic community in the process of green transformation of the university. Educators can use it in any way - as one program or only selected fragments and activities. We hope that our proposals will allow for a wider use of this model of working with students and will be an inspiration to include students in the sustainable development of universities and their future workplaces.

This scenario was developed by:

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Title

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SUSTAINABILITY AND LIVING LABS

- **SUSTAINABLE DEVELOPMENT CONCEPT**
- **SUSTAINABLE DEVELOPMENT GOALS (SDGS)**
- **LIVING LABS CONCEPT**
- **UNIVERSITY AS LIVING LABS**

OBJECTIVES

Students will learn:

- The evolution of the sustainable development concept
- Sustainable Development Goals as a blueprint to achieve a better and more sustainable future for all
- What Living labs are
- What the Student Living Lab is

ACTIVITIES

- Mini presentations
- Discussions
- Groupwork
- Debates

TOOLS

- Multimedia projector
- Flipchart
- Color pens/markers
- Sticky notes

TUTORS

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AGENDA

8.45-9.00	**Arrival: breakfast, coffee and tea**
9.00-10.30	**Workshop Part I** • Mini presentation (20 minutes/5 slides) • Discussion (20 minutes) • Icebreaker (5 minutes) • Group work (45 minutes)
10.30-10.45	**Break**
10.45-12.15	**Workshop Part II** • Mini presentation (20 minutes/5 slides) • Discussion (20 minutes) • Icebreaker (5 minutes) • Debate (45 minutes)
12.15-13.15	**Lunch**
13.15-15.15	**Group session** • Groups work on tasks in international teams (120 minutes)
15.15-15.30	**Break**
15.30-16.30	**Plenary session** • Students present the results of their work (10 minutes for the team – 5 teams) • Summary

FACILITATED TEAMWORK ACTIVITY

PROBLEM DESCRIPTION:

Sustainability starts with sustainable living and our daily behavior. Depending on whether we live in the city or the countryside, we can change our lives in hundreds of different ways to protect nature and support local and global communities, and thus contribute to the goals of sustainable development.

But where to start? What activities have the greatest impact on the planet? where to look for inspiration? With just a few simple steps, everyone can contribute to a more sustainable future.

In the busy student life that usually takes place in big cities, most of us operate on autopilot: we grab lunch to go, fill our shopping cart without paying attention to the amount, eat in a hurry on the bus or in front of the computer without thinking about what exactly we supply to the body, etc.

TASK:

Students work in mixed/international groups (representing different countries or universities).

1. Using the knowledge of the SDGs, students analyze their daily routines and habits and define activities that have a negative impact on the planet and society (excessive consumption, fashion based on modern slavery, moving in non-ecological means of transport, lack of waste segregation, etc.).
2. For each of the 17 goals, students come up with 3 actions that can minimize negative impacts or produce positive impacts on the planet.
3. Students create a list of the 10 most important and most effective actions for sustainable development that each student can and should implement.
4. Students prepare a poster with a previously prepared list of 10 activities and present it to the other participants and disseminate it across their university social media platforms.

FINAL PRODUCT

1. A bank of everyday habits and activities that have a negative impact on the planet.
2. A bank of everyday actions that can have a positive impact on the planet.
3. A list of 10 actions for sustainable development that students can take every day, popularized in the University's social media platforms.

DAY 2

Title

SUSTAINABLE CONSUMPTION

CONTENT

SUSTAINABLE DEVELOPMENT GOALS

- **SUSTAINABLE CITIES AND COMMUNITIES**
- **RESPONSIBLE CONSUMPTION AND PRODUCTION**
- **INNOVATION, INDUSTRY, AND INFRASTRUCTURE**
- **ECONOMIC GROWTH AND DECENT WORK**

OBJECTIVES

Students will learn:

- The concepts of sustainable consumption and production and cradle2cradle
- How cities are transforming themselves towards a sustainable future
- What is the circular economy and how it is implemented in selected cities
- Decoupling - elimination of the link between economic development and the increase in the consumption of resources and energy.

ACTIVITIES

- Mini presentations
- Discussions
- Groupwork

TOOLS

- CANVAS for Sustainable Development Goals.
- Microsoft EXCEL for calculators.
- Mentimeter for collecting student feedback

TUTORS

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AGENDA

8.45-9.00	**Arrival: breakfast, coffee and tea**
9.00-10.30	**Workshop Part I** • Mini presentation (20 minutes/5 slides) • Discussion (20 minutes) • Group work (45 minutes)
10.30-10.45	**Break**
10.45-12.15	**Workshop Part II** • Mini presentation (20 minutes/5 slides) • Group work (70 minutes)
12.15-13.15	**Lunch**
13.15-15.15	**Group session** • Mini presentation (20 minutes/5 slides) • Groups work on tasks in international teams (100 minutes)
15.15-15.30	**Break**
15.30-16.30	**Plenary session** • Students present the results of their work (10 minutes for the team – 5 teams) • Summary

FACILITATED TEAMWORK ACTIVITY

PROBLEM DESCRIPTION:

Worldwide consumption uses natural resources in a way that has destructive impacts on the planet. Economic progress has caused environmental degradation. Our planet has a limited capacity for natural resources. The robbery economy devastates our planet. According to a United Nations report, if the global population reaches 9.6 billion by 2050, the equivalent of almost three planets could be required to provide the natural resources needed to sustain current lifestyles. Thus we need to find the answers to the following questions:

- How to create more sustainable consumption patterns?
- How to promote sustainable lifestyles?
- How to develop without increasing consumption?

TASK:

1. On a tailored canvas students describe what the University can do to achieve its goal of sustainable consumption.
2. In order to increase environmental awareness among students and spread pro-environmental attitudes, students have to plan a competition for a MURAL made of anti-smog paints. They have to develop an action scenario with detailed work points:
    - What will be the rules of the contest?
    - How to encourage students to take part in the contest?
    - How to get support from university authorities?
    - How to find prize sponsors?
    - How to get wall space? How to get permission for the mural?

FINAL PRODUCT

1. Completed canvas: What can the University do to achieve its goal of sustainable consumption? What are the challenges?
2. Project: planning the eco-competition

DAY 3

Title

SUSTAINABLE HEALTHCARE AND EDUCATION

CONTENT

SUSTAINABLE DEVELOPMENT GOALS

- **END POVERTY IN ALL ITS FORMS EVERYWHERE**
- **ZERO HUNGER**
- **GOOD HEALTH AND WELL-BEING**
- **QUALITY EDUCATION**

OBJECTIVES

Students will learn:

- The multidimensionality of poverty and the identification of basic life needs
- What is sustainable agriculture and what are the threats to the global food system
- Tools to combat hunger and poverty in the context of sustainable development (humanitarian aid)
- How a sustainable environment affects the quality of life
- How to define basic education that everyone should have access to

ACTIVITIES

- Mini presentations
- Discussions
- Groupwork
- Debates

TOOLS

- Multimedia projector
- Flipchart
- Color pens/markers
- Map of the world

TUTORS

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AGENDA

8.45-9.00	**Arrival: breakfast, coffee and tea**
9.00-10.30	**Workshop Part I** • Mini presentation (20 minutes/5 slides) • Discussion (10 minutes) • Group work (55 minutes)
10.30-10.45	**Break**
10.45-12.15	**Workshop Part II** • Mini presentation (20 minutes/5 slides) • Group work (70 minutes)
12.15-13.15	**Lunch**
13.15-15.15	**Group session** • Mini presentation (20 minutes/5 slides) • Groups work on tasks in international teams (90 minutes) • Presentation of results of survey Healthy food in the Visegrad countries – survey (10 minutes)
15.15-15.30	**Break**
15.30-16.30	**Plenary session** • Students present the results of their work (10 minutes for the team – 5 teams) • Summary

FACILITATED TEAMWORK ACTIVITY

PROBLEM DESCRIPTION:

According to the UN, the primary school enrollment rate in developing countries has reached 91%, meaning that 57 million children are out of school. More than half of the out-of-school children live in Sub-Saharan Africa. An estimated 50% of school-aged children who are out of school live in conflict-affected areas. 103 million young people around the world are still illiterate, more than 60% of whom are women. But access to quality education is also a challenge for the EU as many EU citizens belonging to ethnic minorities face daily discrimination and treatment as second-class citizens. Many do not benefit from language or education rights in their mother tongue. There are 50 million speakers of 60 minority languages (many of them endangered) across the European Union today. These communities want to live their lives according to their traditions.

TASK:

1. In groups, students make a list of 5 minorities in the Visegrad countries and the key educational challenges they face.
2. Students mind map on how to protect and promote cultural and linguistic diversity in the Visegrad region through quality education to support previously defined minorities.
3. Students develop a one-year assistant program for minorities in the Visegrad countries (Roma, war refugees, etc.) operated by their universities.

FINAL PRODUCT

1. List of characteristics of the key minorities in the Visegrad Region from the perspective of access to quality education
2. Projects of an academic assistance program for the Visegrad minorities

DAY 4

Title

SUSTAINABLE EQUALITY

CONTENT

SUSTAINABLE DEVELOPMENT GOALS

- **GENDER EQUALITY**
- **REDUCED INEQUALITIES**
- **PEACE, JUSTICE, AND STRONG INSTITUTIONS**
- **PARTNERSHIPS FOR THE GOALS**

OBJECTIVES

Students will learn:

- What gender inequality is and what its manifestations are?
- What equal opportunity means
- The impact of democratization on peace, rule of law
- Participatory budgeting as a tool for the inclusion of citizens in the decision-making process
- The social responsibility of businesses as partners of the state.

ACTIVITIES

- Word cube system (game)
- Round robin method
- Brainstorming
- Short skits
- A simulated public deliberation process

TOOLS

- Flipchart
- Color pens/markers
- Sticky notes

TUTORS

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AGENDA

8.45-9.00	**Arrival: breakfast, coffee and tea**
9.00-10.30	**Workshop Part I** • Mini presentation (20 minutes/5 slides) • Brainstorming (20 minutes) • Word cube system (game) (50 minutes)
10.30-10.45	**Break**
10.45-12.15	**Workshop Part II** • Mini presentation (10 minutes/5 slides) • Group work (50 minutes) • Round robin method (60 minutes)
12.15-13.15	**Lunch**
13.15-15.15	**Group session** • Mini presentation (10 minutes/5 slides) • Groups work on tasks in international teams (110 minutes)
15.15-15.30	**Break**
15.30-16.30	**Plenary session** • A simulated public deliberation process (10 minutes per team – 5 teams) • Summary

FACILITATED TEAMWORK ACTIVITY

PROBLEM DESCRIPTION:

The problem of equality is not only about gender. Ethnically persecuted people have gone into hiding in Europe, and we have war refugees and economic refugees. We also have people with various disabilities and people with addictions or economic problems. Gender equality is a fundamental human right. Violence against women remains endemic. According to a United Nations report: "Globally, 26 percent of ever-partnered women aged 15 and older (641 million) have been subjected to physical and/or sexual violence by a husband or intimate partner at least once in their lifetime"

https://www.un.org/sustainabledevelopment/gender-equality/

TASK:

1. Analyze the most current Gender Inequality Index (*Documentation and downloads | Human Development Reports (undp.org)*) and its relation to SDGs. Present to each other the position of your country. Present the results of your analysis on the poster:" Gender Inequality in Visegrad Countries".
2. List 10 forms of gender inequality and rank them from the most to least common in the Visegrad Region.
3. For each of the gender inequality forms define 3 consequences for the Visegrad community.
4. Develop a University program that would eliminate at least 3 of the listed forms of gender inequality at your universities.

FINAL PRODUCT

1. Posters presenting Gender Inequality in Visegrad Countries
2. Rankings of the forms of gender inequality in the Visegrad region
3. University programs eliminating gender inequality from academic life

DAY 5

Title

SUSTAINABLE CLIMATE

CONTENT

SUSTAINABLE DEVELOPMENT GOALS

- **CLEAN WATER**
- **CLEAN AND AFFORDABLE ENERGY**
- **BIODIVERSITY**
- **CLIMATE ACTION**

OBJECTIVES

Students will learn:

- What the key challenges and forecasts are regarding access to drinking water
- What the current global energy mix is and what the climate change targets are
- How to secure our future through biodiversity
- What key climate actions need to be taken to save our planet

ACTIVITIES

- Mini presentations
- Discussions
- Teamwork
- Game ”Message for the planet”

TOOLS

- Multimedia projector
- Flipchart
- Color pens/markers
- Game

TUTORS

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AGENDA

8.45-9.00	**Arrival: breakfast, coffee and tea**
9.00-10.30	**Workshop Part I** • Mini presentation (20 minutes/5 slides) • Brainstorming (20 minutes) • Game (50 minutes)
10.30-10.45	**Break**
10.45-12.15	**Workshop Part II** • Mini presentation (10 minutes/5 slides) • Group work (60 minutes) • Feedback session (60 minutes)
12.15-13.15	**Lunch**
13.15-15.15	**Group session** • Mini presentation (10 minutes/5 slides) • Groups work on tasks in international teams (110 minutes)
15.15-15.30	**Break**
15.30-16.30	**Plenary session** • A simulated public deliberation process (10 minutes per team – 5 teams) • Summary

FACILITATED TEAMWORK ACTIVITY

PROBLEM DESCRIPTION:

Achieving energy and climate goals will require continued policy support in implementing solar photovoltaic modules, wind turbines, and biofuels worldwide. We use a lot of electricity every day. We use electricity for most of the appliances in our houses such as the washing machine, dishwasher, and refrigerator. In addition to the irreparable damage to the planet, it causes huge electricity bills at the end of the month. We can avoid this by calculating our own electricity consumption. Eco-calculators will not only make us aware of how much electricity we use for what, but also help us consciously use electricity. Thus, aware and sustainable citizens should know:

- How to calculate the amount and cost of energy consumption of household appliances
- How to use electricity wisely and how to save energy
- How to calculate energy production by photovoltaic panels
- How to select the number of photovoltaic panels to power an electric car

TASK:

Students use an EXCEL spreadsheet to prepare the following ECO calculators:

1. ECO calculator to calculate the amount and cost of energy consumption of household appliances.
2. ECO calculator to calculate energy production by photovoltaic panels.
3. ECO calculator to select the number of photovoltaic panels to power an electric car
4. ECO calculator comparing the cost of fuel consumption by a traditional car and the cost of energy consumption by an electric car

FINAL PRODUCT

ECO calculators that calculate the cost of energy consumption in the Visegrad countries: household appliances, photovoltaic panels, and electric cars.

DAY 6

Title

UNIVERSITY LIVING LABS FOR SUSTAINABILITY

CONTENT

SUSTAINABLE DEVELOPMENT GOALS

- **POSITIVE CHANGE THROUGH LIVING LABS**
- **UNIVERSITY AND SUSTAINABLE DEVELOPMENT GOALS (SDGS)**
- **UNIVERSITY AS LIVING LABS**
- **PARTNERSHIP BETWEEN STUDENTS AND ORGANIZATIONS**

OBJECTIVES

Students will learn:

- How living labs can initiate and implement positive change for the climate and the community
- How the university can contribute to the implementation of the Sustainable Development Goals
- How living labs can be organized at universities - good practice
- How to establish and maintain partnerships with various organizations

ACTIVITIES

- Mini presentations
- Discussions
- Groupwork
- Brainstorming

TOOLS

- Multimedia projector
- Flipchart
- Color pens/markers
- Sticky notes

TUTORS

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AGENDA

8.45-9.00	**Arrival: breakfast, coffee and tea**
9.00-10.30	**Workshop Part I** · Mini presentation (20 minutes/5 slides) · Discussion (20 minutes) · Icebreaker (5 minutes) · Group work (45 minutes)
10.30-10.45	**Break**
10.45-12.15	**Workshop Part II** · Mini presentation (20 minutes/5 slides) · Discussion (20 minutes) · Icebreaker (5 minutes) · Brainstorm (45 minutes)
12.15-13.15	**Lunch**
13.15-15.15	**Group session** · Groups work on tasks in university teams (120 minutes)
15.15-15.30	**Break**
15.30-16.30	**Plenary session** · Students present the results of their work (10 minutes for the team – 5 teams · Summary

FACILITATED TEAMWORK ACTIVITY

PROBLEM DESCRIPTION:

Through numerous presentations, discussions, meetings, and group work conducted in the first week of the workshop, students will have had the opportunity to understand the needs, opportunities, and achievements of their communities and universities in the field of sustainable development.

In essence, Living Labs aim to create partnerships or programs that link university academic activities (such as learning and teaching and academic research) with internal (e.g. career offices, libraries, canteens) and external partners (non-profit organizations, local authorities, and companies). That is why the university's living labs are unique - they use the creativity and commitment of students to initiate and implement a sustainable transformation of the university through cooperation with university units and external organizations.

However, the first step in this process is to identify activities.

TASK:

Students use an EXCEL spreadsheet to prepare the following ECO calculators:

1. Creating ideas: In teams and without worrying about quality or originality come up with 99 ideas within this hour (per team). Quantity is your goal here. Write each idea on a separate sticky note.
2. Prioritizing ideas: Select 10 ideas that appear to be the most promising. You can either select the best ideas and add elements of other ideas to them or combine various ideas into one.
3. Selecting ideas: Together, separate ideas into three categories: (A) FOR NOW, (B) FOR LATER, (C) FOR THE FUTURE. The idea(s) you identified in your FOR NOW category are the ones most promising for your organization and should be selected as your LIVING LAB project.
4. Presenting ideas: In brief, present your selected ideas to other groups

FINAL PRODUCT

1. A bank of creative ideas for sustainable universities
2. Ideas for Student Living Labs projects

DAY 7

Title

LIVING LABS AND PROJECTS

CONTENT

PROJECT MANAGEMENT TECHNIQUES AND TOOLS

- **WHAT IS PROJECT AND PROJECT MANAGEMENT?**
- **THE PROJECT MANAGEMENT LIFECYCLE**
- **DEVELOPING THE PROJECT PLAN**
- **PROJECT OPERATION RISKS AND CHALLENGES**

OBJECTIVES

Students will learn:

- The foundations of project management and what makes projects successful
- The 4 phases of the project management life cycle: initiation, planning, execution, and closure
- Steps for the project planning phase with key templates to support this process
- Managing the key risks and challenges related to project management in the university ecosystem

ACTIVITIES

- Mini presentations
- Groupwork
- Case studies
- Discussions with experts

TOOLS

- Multimedia projector
- Project planning templates
- Videoconference suit

TUTORS

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AGENDA

8.45-9.00	**Arrival: breakfast, coffee and tea**
9.00-10.30	**Workshop Part I** · Mini presentation (30 minutes/20 slides) · Group work (30 minutes)
10.30-10.45	**Break**
10.45-12.15	**Workshop Part II** · Case study: campaign for sustainable transport (60 minutes) · Discussion with project management experts (30 minutes)
12.15-13.15	**Lunch**
13.15-15.15	**Group session** · Groups work on their projects and daily tasks in the university teams (120 minutes)
15.15-15.30	**Break**
15.30-16.30	**Plenary session** · Students present the results of their work (10 minutes for the team – 5 teams) · Summary

FACILITATED TEAMWORK ACTIVITY

PROBLEM DESCRIPTION:

The idea of a sustainable University operation is only the first step to success. It is necessary to precisely define what we want to achieve, how we want to achieve it, and with whom (if we take partners into account). We need to define the necessary resources (mainly human and financial) and the method of obtaining them, and we also need to plan activities so that our ideas can be implemented on time and within the available resources. We also need to understand what forces will oppose our initiative and what barriers we will have to face. Therefore, once we have an idea, we must develop a project plan as quickly as possible, using the available tools, but also experts offered by universities and partners.

TASK:

Students work in university or national groups (representing one country or university).

1. Develop a project plan selected for implementation by your Living Lab. Your proposal should be developed from the perspective of a student group proposing a sustainable development project on campus and/or in the community.
2. Define the scope of this project and a budget that reflects what you want to achieve.
3. Decide on the project team and partners. Consider engaging the broader academic community and consulting on individual solutions.
4. Create a detailed work schedule using a Gantt chart.

FINAL PRODUCT

A Living Lab group project proposal addressing the university sustainability challenge

DAY 8

Title

LIVING LABS AND STAKEHOLDERS

CONTENT

- **STAKEHOLDER CLASSIFICATION**
- **QUADRUPLE HELIX (QH)**
- **COLLABORATION AND CO-CREATION WITH INSTITUTIONS**
- **MULTI-STAKEHOLDER DIALOG WITH ONLINE TOOLS**

OBJECTIVES

Students will learn:

- Who are stakeholders and how to identify them
- What is Stakeholder Engagement, and what are the steps in the stakeholder engagement process
- The benefits of quadruple helix stakeholder engagement
- How to use online tools to engage groups of stakeholders

ACTIVITIES

- Mini presentations
- Discussions
- Groupwork
- Debates

TOOLS

- Multimedia projector
- Flipchart
- Color pens/markers
- Stakeholder maps

TUTORS

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AGENDA

8.45-9.00	**Arrival: breakfast, coffee and tea**
9.00-10.30	**Workshop Part I** • Mini presentation (20 minutes/5 slides) • Discussion (20 minutes) • Icebreaker (5 minutes) • Group work (45 minutes)
10.30-10.45	**Break**
10.45-12.15	**Workshop Part II** • Mini presentation (20 minutes/5 slides) • Discussion (20 minutes) • Icebreaker (5 minutes) • Group work (45 minutes)
12.15-13.15	**Lunch**
13.15-15.15	**Group session** • Groups work on tasks in international teams (120 minutes)
15.15-15.30	**Break**
15.30-16.30	**Plenary session** • Students present the results of their work (10 minutes for the team – 5 teams) • Summary

FACILITATED TEAMWORK ACTIVITY

PROBLEM DESCRIPTION:

In project management, both business and academic, the role of stakeholders cannot be overestimated. They can support student initiatives or hinder their implementation, and in extreme situations even prevent their implementation. That is why it is so important to select the most important stakeholder groups and carefully analyze them in terms of their needs, possible engagement, optimal channels, and frequency of communication. If this task is carried out well, students can use the enormous power of key stakeholder support and engagement in the project implementation. What is more, students will also learn about potential barriers and threats and will be able to mitigate or neutralize them from the very beginning.

TASK:

Students work in university or national groups (representing one country or university).

1. Students define the key stakeholders of the project proposal.
2. Students fill in the stakeholder profile template defining:
   - When will the stakeholder consider the project a success?
   - What is particularly important for the stakeholder in the project?
   - Why is a stakeholder important to the project? How should you get involved?
   - How does the stakeholder want to be informed about the project (how often and through what channel)?

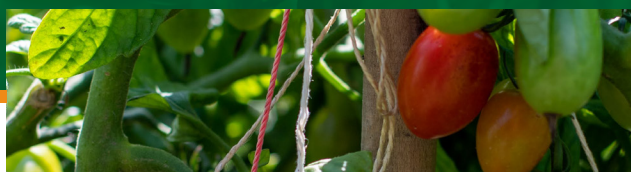
FINAL PRODUCT

Stakeholder Profile Template filled for the A Living Lab group project proposals

DAY 9

Title

LIVING LABS AND COMMUNICATION



CONTENT

- **PROJECT COMMUNICATION PLAN**
- **COMMUNICATION AUDIENCE**
- **SOCIAL MEDIA AS THE COMMUNICATION CHANNEL**
- **COMMUNICATION MESSAGE DEVELOPMENT**

OBJECTIVES

Students will learn:

- How to build and implement a consistent Living Labs and project communication plan
- How to define and analyze communication needs and preferences of living labs project audiences
- How to choose communication channels, including social media
- How to develop key messages for effective project communication

ACTIVITIES

- Mini presentations
- Discussions
- Groupwork

TOOLS

- Multimedia projector
- Flipchart
- Color pens / markers
- Communication plan templates

TUTORS

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AGENDA

8.45-9.00	**Arrival: breakfast, coffee and tea**
9.00-10.30	**Workshop Part I** • Mini presentation (20 minutes/5 slides) • Discussion (20 minutes) • Icebreaker (5 minutes) • Group work (45 minutes)
10.30-10.45	**Break**
10.45-12.15	**Workshop Part II** • Mini presentation (20 minutes/5 slides) • Discussion (20 minutes) • Icebreaker (5 minutes) • Group work (45 minutes)
12.15-13.15	**Lunch**
13.15-15.15	**Group session** • Groups work on tasks in international teams (120 minutes)
15.15-15.30	**Break**
15.30-16.30	**Plenary session** • Students present the results of their work (10 minutes for the team – 5 teams) • Summary

FACILITATED TEAMWORK ACTIVITY

PROBLEM DESCRIPTION:

Students have a huge creative potential and provide fantastic ideas every day on how to change the university and the local communities they come from and affect them for the better. Unfortunately, the effects of this creativity and commitment, which we create through exercises, workshops, laboratories, and projects, are wasted every day, because we are unable to transform ideas and concepts into implemented projects, and even if we manage to initiate the implementation of the project, there is usually a lack of communication and dissemination. Therefore, an integral element of each project developed and implemented by living laboratories should be its communication from the very beginning, preferably at the stage of creating the concept. This is what we will deal with on the penultimate day of the workshop: communication planning - its purpose, channels, message, and recipients.

TASK:

Students work in university or national groups (represent one country or university).

1. Students develop a project communication plan, including:
   - The purpose of the communication
   - The communication audience (their needs and preferences)
   - The communication channels (university webpage, social media, blogs)
   - The key messages
2. The project dissemination presentations, infographics, and short film scenarios

FINAL PRODUCT

1. Students Living Labs project communication plan
2. Students Living Laps project presentation
3. Students Living Labs promotion/dissemination infographics and film scenario

DAY 10

Title

FINAL PROJECT PRESENTATIONS

CONTENT

- **TEAM PRESENTATIONS**
- **STAKEHOLDER FEEDBACK**
- **DISCUSSION**
- **MEDIA COMMUNICATION**

OBJECTIVES

Students will:

- Develop presentation and communication skills.
- Learn about the value of feedback from a range of stakeholders
- Learn how to iterate projects based on the feedback
- How to encapsulate and distribute results to relevant, interested audiences/ stakeholders

ACTIVITIES

- Group presentations
- Feedback sessions
- Discussions
- Interviews

TOOLS

- Multimedia projector
- Camera
- Videoconference set

TUTORS

All tutors

AGENDA

8.45-9.00	**Arrival: breakfast, coffee and tea**
9.00-10.30	**Workshop Part I** • Project presentation – Group 1 (30 minutes) • Discussion (15 minutes) • Project presentation – Group 2 (30 minutes) • Discussion (15 minutes)
10.30-10.45	**Break**
10.45-12.15	**Workshop Part II** • Project presentation – Group 3 (30 minutes) • Discussion (15 minutes) • Project presentation – Group 4 (30 minutes) • Discussion (15 minutes)
12.15-13.15	**Lunch**
13.15-15.15	**Project summary and closing discussions** • Summary by all stakeholder groups (students, tutors, stakeholders/guests) (60 minutes)
15.15-15.30	**Break**
15.30-16.30	**Media materials production** • Short video presentations for social media • Interviews for Partner University communication (English and national languages)

FACILITATED TEAMWORK ACTIVITY

PROBLEM DESCRIPTION:

Students have a huge creative potential and provide fantastic ideas every day on how to change the university and the local communities they come from and affect them for the better. Unfortunately, the effects of this creativity and commitment, which we create through exercises, workshops, laboratories, and projects, are wasted every day, because we are unable to transform ideas and concepts into implemented projects, and even if we manage to initiate the implementation of the project, there is usually a lack of communication and dissemination. Therefore, an integral element of each project developed and implemented by living laboratories should be its communication from the very beginning, preferably at the stage of creating the concept. This is what we will deal with on the penultimate day of the workshop: communication planning - its purpose, channels, message, and recipients.

TASK:

Students work in university or national groups (represent one country or university).

1. Students develop a project communication plan, including:
   - The purpose of the communication
   - The communication audience (their needs and preferences)
   - The communication channels (university webpage, social media, blogs)
   - The key messages
2. The project dissemination presentations, infographics, and short film scenarios

FINAL PRODUCT

1. Students Living Labs project communication plan
2. Students Living Laps project presentation
3. Students Living Labs promotion/dissemination infographics and film scenario

SDG	SDG characteristic		SDG facts	
	Education	Research	Infarstructure	Community engagement
Current activities				
Recommended activities				

	Poverty – the lack of basic human needs, such as clean water, nutrition, health care, education, clothing and shelter, because of the inability to afford them. Situation or way of life that arises as a result of the inability to access or lack of resources to meet basic human needs physical and psychological wear that affect the level and quality of life or people.Closely related to the human dignity	• Between 2015 and 2018, global poverty continued its historical decline, with the global poverty rate falling from 10.1 per cent in 2015 to 8.6 per cent in 2018. • Owing to the COVID-19 pandemic, the global poverty rate increased sharply from 8.3 per cent in 2019 to 9.2 per cent in 2020, rewinding progress by about three years. • For the first time in two decades, the world's share of workers living with their families below the international poverty line increased from 6.7 per cent in 2019 to 7.2 per cent in 2020, meaning that an additional 8 million workers were pushed into poverty.

	Education	Research	Infarstructure	Community engagement
Current activities				
Recommended activities				

Visegrad Fund

Visegrad Sustainable Living Labs Network 4 Youth of Universities

The VSLLN4YOU project aims to create the Living Labs (LLs) network, which will enable the co-creation and testing of innovative and sustainable solutions, relevant to the Visegrad Universities and Region, in cooperation with partners from the private, public, and civil society sectors. The SLLs will engage students with real-world experience, working on sustainable projects and green solutions, and prepare them to be change agents in their personal and professional lives. Through SLLs, workshops, training materials, and conference, the project offers knowledge transfer for sustainable change.

UNIVERSITY of INFORMATION TECHNOLOGY and MANAGEMENT
in Rzeszow, POLAND

University of Information Technology and Management

The University of Information Technology and Management (UITM) in Rzeszów, is a non-public higher education institution operating since 1996. It is the largest and highest-ranked private university in southern-east Poland. During 25 years of activity, over 60 thousand people have studied here, both from Poland and abroad. Currently, there are 6 000 undergraduate and postgraduate students at four faculties: Management, Applied Computer Science, Media and Social Communication, Medical Faculty. Since 2015, UITM is entitled to award a doctoral degree as part of Media Studies and in 2022 the University obtained such powers also in the fields of Economy and Finance, as well as in Medical Science. UITM is also very engaged in matters important to the regional (Podkarpacie) and local community and cooperates with a wide range of partners representing public administration, business and the non-governmental sector.

PÉCSI TUDOMÁNYEGYETEM
UNIVERSITY OF PÉCS

University of Pécs

The University of Pécs with its 20,000 students, with more than 4,500 international students, with 1,400 lecturers and researchers, with its 10 faculties is one of the largest higher education institutions in Hungary and the centre of knowledge within the Transdanubian region. Its roots date back to 1367. The UP represents classical values, while the challenges of the present and future times are being adapted successfully as well. Covering a wide range of educational areas, it extends far beyond the city of Pécs. The UP operates an independent faculty in Szekszárd and runs significant training programmes in the towns of Kaposvár, Szombathely and Zalaegerszeg and even abroad in Zombor.

Czech University of Life Sciences Prague

Czech University of Life Sciences Prague (CZU) is the third largest public university in Prague. Backed by more than one hundred years of history, CZU combines cutting-edge technologies, progressive science and research in agriculture, forestry, environment, engineering, economy, management and business. CZU provides complete higher education, summer schools, lifelong learning courses and the University of the Third Age to over 19,000 people. About one third of the study programmes is taught in English with more than 2,000 students involved. CZU cooperates with a number of private and public organizations and research institutions both at local and international level. The university is a member of EuroLeague for Life Sciences (ELLS), a prestigious network of universities, and also belongs among twenty-eight members of Agrinatura, a group of European universities and research institutions with aim to foster sustainable agricultural development. In the last years CZU established the Centre for Precision Agriculture, Bioeconomy Platform of the Czech University and Water, Soil and Landscape Centre. Research activities and PhD. programmes of the university target the focus areas of the faculties, which are also strongly concentrated in research pillars reflecting UN Sustainable Development Goals.

University of Presov

The University of Presov ranks among the most renowned and distinguished universities in the Slovak Republic. The University was officially established by Act No. 361/1996 Coll. on the division of the Pavol Jozef Šafárik University in Košice with effect from 1 January 1997. It is a member of Danube Rectors Conference (DRC), the European Universities Association (EUA) and the National Rectors Conference with the main aim to promote a unified system of higher education in Europe. The University of Presov is also a co-founder of the Alliance of the Central-Eastern European Universities and Euro-Mediterranean University (EMUNI). The University consists of 8 faculties which offer a number of accredited study programmes in all 3 degrees (Bachelor, Magister and Doctoral degree) and in both full-time and part-time form. The University of Presov develops an intense research activity and it has three Centres of excellence. A wide range of courses and educational products are offered by the Centre of Competences and Lifelong Learning.

Recommended sources:

- Leal Filho, W., Salvia, A. L., Pretorius, R. W., Brandli, L. L., Manolas, E., Alves, F., ... & Do Paco, A. (Eds.). (2019). Universities as living labs for sustainable development: Supporting the implementation of the sustainable development goals. Springer.
- Purcell, W. M., Henriksen, H., & Spengler, J. D. (2019). Universities as the engine of transformational sustainability toward delivering the sustainable development goals:"Living labs" for sustainability. International Journal of Sustainability in Higher Education, 20(8), 1343-1357.
- Cremers, P. H. (2016). Guidebook Living Labs: Tool for designing and evaluating living labs at the interface between school and workplace.
  https://research.hanze.nl/ws/files/15946927/Guidebook_Living_Labs_21_1_2016.pdf
- Patrycja Graczyk, Embedding a Living Lab approach at the University of Edinburgh,
  https://www.ed.ac.uk/files/atoms/files/embedding_a_living_lab_approach_at_the_university_of_edinburgh.pdf

Guidelines and toolkits

- *IARU_Green_Guide_for_Universities_2014.pdf (ethz.ch)*
  https://ethz.ch/content/dam/ethz/main/eth-zurich/nachhaltigkeit/Bildmaterial/Green%20Guide/IARU_Green_Guide_for_Universities_2014.pdf

- *LivingLabsMethodologyBook_web.pdf (ltu.se)*
  https://www.ltu.se/cms_fs/1.101555!/file/LivingLabsMethodologyBook_web.pdf

- *Campus as a Living Lab - The SEED Center*
  https://theseedcenter.org/resources/seed-toolkits/campus-as-a-living-lab/

- *Regenerative Sustainable Development of Universities and Cities (e-elgar.com)*
  https://www.e-elgar.com/shop/gbp/regenerative-sustainable-development-of-universities-and-cities-9781781003633.html

- *Greening Universities Toolkit V2.0 | UNEP - UN Environment Programme*
  https://www.unep.org/resources/toolkits-manuals-and-guides/greening-universities-toolkit-v20

- *Toolkits - European Network of Living LabsEuropean Network of Living Labs (enoll.org)*
  https://enoll.org/toolkits/

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