

SOBRIETY4YOU

TRAINING METHODOLOGY

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FOREWORD

In today's rapidly changing world, where environmental challenges are becoming more urgent, the need to empower young people to lead the transition to sustainability is greater than ever. The Sobriety4You project recognizes this imperative and serves as a beacon for fostering ecological awareness and energy sobriety among youth. By equipping youth workers, trainers, and participants with innovative tools and knowledge, Sobriety4You aligns with global frameworks such as the United Nations' 2030 Sustainable Development Goals and the Europe 2020 strategy, promoting collective action and local leadership in tackling pressing environmental issues.

Sobriety4You takes a forward-thinking and action-oriented approach. The program emphasizes the critical role young people play as catalysts for change, influencing not only their immediate surroundings but also broader societal systems. By providing comprehensive training, the initiative raises awareness of ecological challenges while simultaneously building the skills needed to implement sustainable solutions. Participants are empowered to take ownership of their learning journey, equipping them to address energy and environmental sobriety challenges with confidence and creativity.

At its core, Sobriety4You fosters a culture of inclusivity and collaboration. The program integrates cutting-edge pedagogical strategies to engage diverse participants, ensuring that everyone—regardless of their background—can contribute meaningfully to sustainability efforts. The training highlights the importance of small, consistent actions, demonstrating how these can collectively lead to significant societal shifts. By encouraging participants to view sustainability as both a personal and collective responsibility, Sobriety4You inspires a mindset of shared accountability and active citizenship.

Moreover, the program does not stop at awareness; it emphasizes actionable outcomes. Through interactive modules, real-world case studies, and scenario-based learning, participants gain practical skills that are directly applicable to their communities. Trainers play a pivotal role, guiding young people to develop critical competencies in areas such as energy efficiency, renewable energy adoption, and sustainable consumption practices. These efforts are further supported by a robust online platform, which extends the reach and accessibility of training materials while fostering a global community of learners.

This document outlines the training methodology that forms the foundation for Sobriety4You's implementation. By instilling a sense of purpose, accountability, and empowerment, the project ensures that young people are not only aware of the issues but are also equipped to take actionable steps toward creating a more sustainable future. This methodology serves as a guide for trainers and participants alike, establishing a pathway for impactful learning and meaningful contributions. Together, they play a crucial role in advancing ecological awareness and fostering sustainable practices within their communities and beyond.

SOBRIETY4YOU-THE PROJECT

The **Sobriety4You** project focuses on the initial and continuous professional development of youth workers, trainers, and mentors, equipping them with innovative tools and pedagogies to address environmental and energy sobriety. By integrating these concepts into youth training programs, the project aims to empower young people to adapt to emerging challenges, fostering sustainable living practices and ecological awareness in alignment with the Europe 2020 strategy and the United Nations 2030 Sustainable Development Goals.

The project targets several key outcomes. First, it seeks to raise awareness among youth and professionals about the importance of environmental and energy sobriety. Second, it aims to equip young people with the skills needed to respond effectively to current and future environmental and energy crises. Additionally, the project emphasizes social inclusion by providing accessible and inclusive training materials, ensuring that underrepresented groups are also addressed. To achieve lifelong learning and progress, innovative pedagogies and assessment techniques will be developed and promoted. Furthermore, the project aims to strengthen networks by fostering cooperation between youth organizations, social associations, and companies to collectively tackle ecological challenges.

The project's target groups include young learners, trainers, youth organizations, and companies. For young learners, the focus is on developing a deep understanding of environmental and energy sobriety, enhancing employability and entrepreneurship through proactive learning, and engaging actively with the Sobriety4You platform. For trainers and youth workers, the project aims to innovate training methodologies, involve them in the training design process, and empower them to equip young people with essential sustainability skills.

Youth organizations and educational entities will benefit from enhanced training quality, improved staff skills, and opportunities for collaborative curriculum design centered on ecological sustainability. For companies, the project underscores the importance of environmental sobriety in business practices, aligning training outcomes with industry needs, and fostering greater employability of learners. Collaboration between companies and youth organizations will also be strengthened.

To achieve these objectives, the project will undertake several key activities. These include conducting a literature review to identify best practices, developing a methodology framework and policy guide for youth organizations, and designing modules and curricular activities on environmental impact sobriety. Teaching materials and guidelines will be created to engage young people effectively. A pilot training program will be implemented, accompanied by a comprehensive training package with policy guidelines on environmental sobriety. Additionally, an online learning management system (LMS) will be launched to host the Sobriety4You content, along with an interactive book featuring policy recommendations for broader accessibility.

The expected outcomes of the project include facilitating access to e-learning courses on environmental and energy sobriety, strengthening the capacity of youth organizations to address ecological challenges, and promoting innovative and inclusive training methods. These efforts will help mitigate the impacts of the ongoing energy and environmental crises by preparing young people with the necessary skills and knowledge.

The Sobriety4You project aims to create local areas of excellence in the youth sector, establish EU-level training standards, and expand the outreach of innovative educational practices. By empowering young people, trainers, and organizations, the project addresses ecological priorities while fostering social inclusion and collaboration across sectors. All resources and training modules developed through the project will be freely available, ensuring widespread access and creating a sustainable foundation for future ecological initiatives in the youth sector.

TRAINING METHODOLOGY FOR SOBRIETY4YOU

The “Sobriety4You” training program takes a youth-centered, resource-oriented, and solution-focused approach to teaching young people the knowledge and skills they need for an environmentally and energy-friendly lifestyle. The methodology is based on developmental pedagogy, which believes in the potential of each participant to grow and take responsibility for their own progress. Trainers play a crucial role in creating a supportive and empowering environment in which young people actively engage in their learning journey.

A YOUTH-CENTRED AND OPEN APPROACH

In the training, the young participants are at the center of the process, which enables them to take responsibility for their learning. Participants decide on the focus, pace, and goals of the training under the guidance of the trainer. This ensures that the content meets their needs and experiences, while also promoting autonomy and ownership.

Trainers are encouraged to remain open and non-judgmental, avoiding the imposition of personal values, ideas, or solutions. Instead, they create a space where participants feel heard, respected, and motivated to explore their own perspectives. Trainers may offer suggestions or tools at appropriate moments, but it is always up to the participants to decide which ideas to adopt. This approach strengthens their sense of responsibility and their ability to act.

AN APPRECIATIVE AND EMPOWERING ATTITUDE

A fundamental principle of the methodology is accepting and valuing participants for who they are, including their personal backgrounds, strengths, and unique characteristics. Trainers build trust by showing genuine respect and appreciation for each participant’s journey while also challenging them to take initiative and responsibility.

The goal is not to solve problems for participants but to empower them to take action themselves. Trainers encourage independence by “pushing the ball back” to participants when they attempt to avoid responsibility. At times, this may require trainers to ask challenging questions or address behaviors that hinder progress.

If participants exhibit disruptive or unproductive behaviors, trainers focus on questioning the behavior itself while maintaining respect for the individual. By addressing the consequences of actions and reinforcing shared agreements, trainers foster accountability without undermining the participant’s sense of value.

A RESOURCE- AND SOLUTION-ORIENTED APPROACH

The sobriety4you program emphasizes identifying and building on participants' existing strengths and resources. Rather than focusing on problems, the training highlights solutions and encourages participants to recognize the tools they already possess to address challenges.

Participants are guided to explore three key types of resources:

- Personal resources: these include their skills, talents, knowledge, and personal resilience.
- Social resources: support networks such as family, friends, community members, and peers.
- External resources: available tools, organizations, infrastructures, and opportunities in their communities that support environmental goals.

Even when participants display counterproductive or “negative” behaviors, the trainer approaches these behaviors with curiosity rather than judgment. The focus is on understanding the purpose or hidden benefit of the behavior and finding ways to redirect it toward positive outcomes. Trainers encourage participants to reflect on their actions and explore new solutions that align with their goals.

TRAINING STRUCTURE AND IMPLEMENTATION

The methodology follows a systematic structure that engages participants throughout the learning process:

- **Building Trust and Engagement**

At the start of the training, trainers create a safe and welcoming environment where participants feel comfortable sharing their thoughts and experiences. Themes related to environmental and energy sobriety are introduced through open discussions and relatable examples.

- **Exploring Values and Responsibilities**

Participants are encouraged to reflect on their personal values, responsibilities, and their role in fostering sustainability. Through interactive discussions and group activities, they begin to connect their actions to broader environmental goals.

- **Hands-On Learning and Collaboration**

Practical exercises, case studies, and collaborative group projects form the core of the training. Participants engage in role-playing, problem-solving activities, and scenario-based learning, allowing them to apply their knowledge in real-world contexts.

- **Skills Development and Goal Setting**

Trainers help participants identify and develop skills such as critical thinking, teamwork, and problem-solving. Participants are encouraged to set concrete, actionable goals related to energy and environmental sobriety, promoting personal and professional growth.

- **Reflection and Application**

Throughout the training, participants regularly reflect on their progress, achievements, and challenges. Trainers provide constructive feedback, celebrate successes, and reinforce participants' strengths to ensure sustained motivation.

ROLE OF THE TRAINER

Facilitating training in non-formal education settings is very different from traditional classroom teaching. In schools, a teacher usually focuses on delivering knowledge. Facilitators, however, guide people through a learning process where they build their own skills and understanding. Facilitators create an environment where learners can grow in a way that fits their unique needs, which is a key part of empowering others.

When we take the idea of facilitation seriously—helping people become more confident and capable—it shifts the focus from teaching to encouraging, moderating, and empowering. To truly empower learners, it's essential to understand concepts like self-directed learning and to support learners in becoming more autonomous.

A Self-Learning Tool

This learning companion is here to help you grow as a professional facilitator. It's designed to guide your self-development and help you find your own definition of what it means to facilitate. Through observation, practice, and reflection, you'll build a portfolio of your skills and characteristics. This tool allows you to document experiences, evaluate yourself, and express your thoughts in a way that feels natural to you—whether that's writing, drawing, or even brainstorming with others. Different perspectives can add a lot to the process. The companion is divided into four parts:

- **A:** Your attitude as a facilitator, learning style, and goals.
- **B:** The institution and the learning environment you're working in.
- **C:** Templates for practical use, which can be copied and reused.
- **D:** Tools for evaluating and reflecting on your learning process.

A Focus on What Learners Already Know

Facilitation is all about starting with the learner's existing knowledge and potential. Unlike traditional teaching, where the teacher controls the learning process, facilitation encourages everyone to take part. Think of it like cooking: in a classroom, the teacher creates the dish, hoping the group will like it. In facilitation, everyone experiments with the recipe together. It only works if you genuinely believe in your learners' ability to succeed.

Facilitators connect life experiences with learning and use their skills to motivate participants. They help learners set goals, develop strategies, and reflect on challenges—all while taking a step back and letting the group lead whenever possible.

Building Relationships

Facilitators aren't just standing in front of the group like traditional teachers. Often, they're in the background, observing, supporting, or coaching. The goal is to build a trusting relationship while guiding the group toward its objectives. This can mean stepping into different roles depending on the situation—sometimes leading, sometimes letting participants take charge.

A strong relationship with learners makes the process more fluent and rewarding. However, facilitators must balance trust with accountability, ensuring the group stays on track while respecting participants' autonomy.

Embracing Diversity

Facilitation values diversity, seeing differences in attitudes, styles, and backgrounds as resources, not obstacles. While school systems often aim to make everyone conform, facilitation

thrives on individual strengths and perspectives. Still, this comes with challenges, like managing time constraints or addressing conflicts when values clash.

Being diversity-conscious means modeling non-violent, democratic principles. It's about fostering respect and encouraging learning from others' viewpoints. Conflicts can arise, but they're opportunities to learn how to live with disagreement and grow through it.

Conflict as a Learning Opportunity

Conflict happens when needs aren't met, and it can be disruptive or constructive, depending on how it's handled. Good conflict management transforms challenges into opportunities to strengthen relationships. As a facilitator, you'll help participants improve communication and build skills to resolve disagreements effectively.

Lifelong Learning

Facilitators inspire learning in others, but they must also focus on their own growth. Facilitating means being a lifelong learner—someone who gains insights from all kinds of experiences, whether in formal settings, casual interactions, or private reflection. To create meaningful learning for others, facilitators need to stay curious and open to developing themselves.

Attitude Toward Facilitation

Being a great facilitator starts with having the right attitude. A good attitude means understanding your learners' feelings and needs, building strong partnerships with them, and being open to different opinions and conflicts. It also involves being committed to your personal growth as a facilitator. The way you think about concepts like democracy and empowerment can shape how your participants engage with these ideas. Facilitating effectively isn't just about sharing knowledge; it's about fostering inclusive, respectful attitudes and creating space for active citizenship to grow.

Key Competencies of a Facilitator

A good facilitator combines skills, knowledge, and attitudes. These include:

- **Task-specific competence:** Solving problems with a deep understanding of your field.
- **Methodological competence:** Choosing the right methods and evaluating results.
- **Social competence:** Managing relationships, resolving conflicts, and working in teams.
- **Personal competence:** Acting independently, reflecting on challenges, and taking responsibility.

Facilitators use these competencies to inspire and guide learning in a range of situations.

Characteristics of a Facilitator

Facilitators bring unique personal traits to their work. Whether introverted or extroverted, structured or spontaneous, every personality type has strengths to contribute. The key is to understand your traits and use them wisely in a team. Diversity among facilitators helps address the needs of different learners.

Strengths, Weaknesses, and Goals

Each facilitator has strengths to rely on and weaknesses to work on. Reflecting on these can help you set goals for improvement. Whether it's learning new skills, refining your facilitation style, or

adopting a more democratic mindset, setting practical, achievable goals will help you grow in your role.

Balancing Power and Relationships

Facilitators often navigate between being too authoritative or too hands-off. Striking the right balance means knowing when to step in and when to let participants take the lead. Peer facilitation, where participants learn from each other, can be especially effective. However, facilitators must maintain professionalism and avoid becoming overly involved in group dynamics.

Learning and Self-Development

Facilitation is a continuous learning journey. Reflecting on your learning style—whether structured and logical or intuitive and open-ended—helps you create a learning plan tailored to your needs. Choosing the right environment, tools, and methods can enhance your growth as a facilitator.

Building Your Facilitation Practice

Facilitation requires ongoing reflection and improvement. Whether through practical tools, peer feedback, or self-directed learning, facilitators can constantly refine their craft. Writing a letter to your future self about what you want to achieve can be a motivating way to track your progress.

Target Group and Institutions

As a facilitator, it's important to understand the goals and values of the institution you're working with. This means aligning your personal values with the mission of the organization. Reflect on how their goals connect with your own, and consider the overall culture of the organization. This culture is shaped by the way people behave, communicate, and how the space is designed, all of which contribute to the image of the organization.

You might want to ask yourself a few questions: How would you describe the organization's culture in five words? Do you feel like you fit into this culture, or are there areas where you don't align? What do you notice when you compare this organization to others? Understanding these aspects helps you work more effectively within the institution's environment.

Your Impact

As a facilitator, you play a key role in bringing about social change and helping individuals grow. The success of your work shows in how your participants develop their skills, knowledge, and engagement. Your role as a change agent is vital for moving forward with societal initiatives or fostering personal development in those you work with.

Empowerment, in your own words, is about giving people the tools and confidence they need to take control of their learning and growth. Think about how this idea of empowerment applies to your work, particularly in the context of civic education and building competence.

Consider how participants' actions create change in society, and how your facilitation helps them improve. What results do you see from their involvement in your program because of your efforts?

Participants' Responsibility

From day one, it's important to encourage participants to take responsibility for their learning. This can be done by involving them in setting learning goals and planning activities for the program. You can also promote a positive group atmosphere by encouraging them to contribute to the overall well-being of the group. Giving participants opportunities to lead activities, whether social or educational, can help them develop leadership skills and a sense of ownership.

Some practical ways to encourage responsibility include using tools like daily evaluations, keeping seminar diaries, or co-creating activities with participants. These approaches help everyone take a more active role in their learning.

Your Needs in the Team

Working well within a team means understanding and communicating your needs. These could be personal preferences like how you communicate, what kind of space you need, and your preferred working style. It's also about balancing your time effectively – making sure you have enough time for preparation, reflection, and relaxation.

To integrate into the team successfully, it's helpful to proactively address these needs by proposing structures or routines that help everyone work well together.

Bidirectional Feedback

Feedback is a powerful tool for growth. It's about creating mutual understanding and finding ways to improve together. Effective feedback includes three key elements: appreciation (highlighting what's working well), criticism (addressing areas for improvement), and inspiration (offering ideas for growth).

When giving feedback, use "I" statements, focus on observable actions instead of interpretations, and be respectful and constructive. When receiving feedback, listen carefully, avoid interrupting, and take time to reflect before responding. Be sure to thank the person who provided feedback, as their insights can help you improve.

Practical Takeaway

This guide focuses on understanding the institution's goals, recognizing your impact as a facilitator, promoting participant responsibility, meeting your needs within a team, and using feedback effectively. These are key skills that will help you become a more effective and impactful facilitator.

The Concrete Training

Facilitating a training or workshop is a multifaceted process that requires attention to several critical areas. These include competence development, management, cooperative learning, and personal well-being. Each aspect contributes to the overall success of the training and ensures that participants and facilitators achieve their objectives. Reflection on these areas is crucial for both planning and evaluating your sessions.

Key Focus Areas

- **Competence Development and Assessment**

As a facilitator, one of your primary roles is to foster the acquisition of competencies in participants. This involves empowering them to feel confident and capable of applying what they learn in practical settings. Equally important is your own development as a facilitator—refining your skills, techniques, and confidence in guiding others.

- **Management**

Effective management ensures that the training aligns with its intended goals—whether they are related to content, individual participants, or institutional objectives. This includes handling event logistics, maintaining schedules, and moderating group processes to keep the training on track. These management tasks also serve as key indicators for evaluating the success of the workshop.

- **Cooperative Learning**

Encouraging collaboration is vital for creating a dynamic and engaging training environment. Cooperative learning fosters positive group dynamics, facilitates teamwork among participants, and promotes synergy between facilitators, participants, and any external experts involved.

- **Personal Well-Being**

The well-being of participants is essential for creating a conducive learning environment. This includes addressing any special or social needs and ensuring the physical space supports effective learning. A comfortable and inclusive atmosphere helps participants stay focused and engaged.

Target Group and Preparation

- **Understanding the Target Group**

Each training group is unique, characterized by specific needs, goals, and dynamics. Reflect on what defines the group you are working with and why you enjoy engaging with them. Understanding this connection can provide insights into how best to tailor your approach. Consider also what you gain personally from working with this group—whether it is inspiration, experience, or a sense of fulfillment.

- **Preparation Tasks**

Preparation is key to a successful training. This involves organizing content, planning methodologies, and coordinating with the team. Pay attention to your personal needs, such as your preferred working style and schedule, to ensure that your preparation is efficient and enjoyable. Additionally, consider how to manage logistical aspects like team communication, public relations, and outreach.

- **Team Discussions**

Before the training begins, collaborate with your team to discuss key aspects of the preparation. This can include aligning on objectives, dividing responsibilities, and ensuring everyone is clear about their roles. Open communication during this phase helps create a strong foundation for the workshop.

Workshop Evaluation and Feedback

- **Role and Reflection**

During the workshop, reflect on the activities and methods you led. Consider what worked well and where there is room for improvement. Document your observations and thoughts to guide your future facilitation efforts.

- **Collecting Feedback**

Feedback is an invaluable tool for growth. Gather input from participants, co-facilitators, and external observers. Focus on both positive aspects and areas for improvement. Constructive feedback can help you identify strengths to build upon and challenges to address in your next session.

- **Moderation Assessment**

Evaluate various aspects of your moderation, such as goal achievement, method implementation, and interaction with participants and co-moderators. Consider how well you used visual aids, managed group dynamics, and ensured that outcomes were documented effectively. Reflect on your use of body language, voice, and space to maintain engagement and clarity.

After the Training

- **Reflection and Documentation**

Post-seminar reflection is essential to identify how your plans aligned with actual outcomes. Assess whether your goals were achieved and how your attitude and mood influenced the training. Consider what or who supported you and how these factors contributed to your success.

- **Feedback Analysis**

Review the feedback you received to identify patterns or recurring themes. Summarize the key takeaways and use them to refine your facilitation style.

- **Case Studies**

Document two specific cases from the training that align with your learning goals. Analyze these examples to gain deeper insights into your facilitation practices and identify areas for further discussion with your team or mentors.

The Group and Your Team

- **Target Audience**

Reflect on whether your expectations of the participants were met. Consider how your relationships with them developed over the course of the training and evaluate the quality of these interactions.

- **Teamwork**

Collaboration with co-facilitators is a significant aspect of successful training. Reflect on how well you worked together, whether your needs were met, and what approaches or methods supported teamwork.

- **Conflict Management**

Disagreements or conflicts are inevitable in any team. Evaluate how your team addressed these situations and identify strategies for managing conflicts more effectively in the future.

Goal Achievement and Next Steps

- **Challenges and Obstacles**

Identify any obstacles that may have hindered your ability to achieve goals or develop new competencies during the training process. Understanding these challenges can help you plan strategies to overcome them in the future.

- **Planning for the Future**

Consider your next steps as a facilitator. This might include developing new topics, designing innovative exercises, or pursuing further education to enhance your skills. Write down ideas for articles, handbooks, or other resources that could support your professional growth. Finally, outline concrete measures to continue learning and improving your facilitation practices.

Evaluation and Perspectives

Evaluation and reflection are integral parts of the learning process, providing valuable insights into your growth as a facilitator. This process allows you to assess your achievements, identify areas for improvement, and set future goals. Facilitation is a journey shaped by experiences, challenges, and accomplishments, and reflecting on these elements ensures continued development and adaptability.

Outlook: The Next Steps

Learning is rarely linear; it is a dynamic process characterized by moments of growth, setbacks, and unexpected discoveries. The most valuable lessons often come from ambiguous or challenging experiences, where success and failure coexist. This reflective process helps facilitators gain a deeper understanding of their competencies and provides a foundation for future growth.

Taking Stock

As a facilitator, you have accumulated valuable knowledge through experience, discussions with peers, and independent research. Reflect on the expertise you have developed and how it defines your unique facilitation style. Consider the following:

- What key strengths or competencies now characterize your facilitation portfolio?
- Which areas of expertise are your strongest assets?

Future Goals

Looking ahead, identify realistic and meaningful goals to further develop your facilitation skills. Consider what would complete your professional competence profile:

- What is your next achievable learning milestone?
- Which new skills or knowledge would you like to master?

Motivational Drivers

Intrinsic motivation plays a key role in long-term growth. Reflect on what inspires you to learn and grow:

- What specific topics or areas excite you?

- How can you harness your natural enthusiasm to deepen your expertise?

Becoming a Professional Facilitator

At the beginning of this journey, you had an idea of the “ideal” professional facilitator. After gaining hands-on experience, consider how your understanding has evolved. Facilitation involves not just tools and methods but also creativity, adaptability, and empathy.

Reflect on what makes a facilitator effective. What tools, materials, and skills have been most useful in your practice? Which of these have helped you empower others and foster meaningful learning experiences?

Exploring Different Approaches

Throughout your learning process, you encountered a variety of approaches to non-formal education and facilitation. Each method brings unique strengths and challenges, and reflecting on these experiences can shape your facilitation style.

- **Most Promising Concepts:** Which methods or approaches have been most effective in your experience?
- **Critical Discussion:** Are there any techniques you found challenging or less effective? How could they be improved or adapted?

Plan-Process-Evaluation

Training programs typically involve three key stages: planning, implementation, and evaluation. Each stage plays a critical role in the success of your facilitation. Reflect on how you managed these stages:

- **Planning**

Consider your preparation process and the competencies you have developed. Were there any gaps or challenges that you still need to address?

- **Process**

During facilitation, reflect on how well your plans translated into action. What did you do effectively, and what areas could use improvement? What new skills or insights did you gain through the process?

- **Evaluation**

Evaluation is essential for understanding the outcomes of your facilitation. Assess the effectiveness of your methods and tools. Which aspects of your evaluation process worked well, and what needs refinement?

Perspectives: Future as a Facilitator

As you consider your future in facilitation, reflect on your motivations, professional identity, and practical considerations. Think about the role facilitation will play in your life and how it aligns with your goals and values.

- **Vision for the Future**

What do you see as your next steps in facilitation? Reflect on how motivation, your professional profile, and economic factors shape your aspirations.

- **Collaboration Opportunities**

Identify potential collaborators, partners, or organizations that align with your vision. Consider how these relationships could enrich your practice and open new opportunities.

- **Continued Learning**

Lifelong learning is essential for facilitators. Plan how you will continue to expand your knowledge and skills. Explore resources, workshops, or self-directed learning opportunities to keep growing professionally.

Evaluation Talk with Mentor or Learning Supervisor

Engaging in a dialogue with a mentor or coach can provide valuable feedback and guidance. Use this opportunity to reflect deeply on your experiences and development as a facilitator.

- **Learning Process**

What qualifications, training, or experiences have you gained? Consider the influence of mentors, peers, and life experiences on your growth.

- **Competence Development**

Reflect on the skills and methods you have mastered. Identify which ones you enjoy most and why. Consider your strengths and areas where you faced challenges or disappointment.

- **Goal Achievement**

Evaluate how well you met the goals you set at the beginning of your journey. Were there any unexpected achievements or lessons learned along the way?

- **Collaboration**

Assess your interactions with mentors, coordinators, and peers. Reflect on what worked well and how teamwork contributed to your growth.

- **Future Steps**

Think about the role facilitation will play in your life moving forward. Identify areas for further development and set goals for continued learning and professional growth.

TRAINER SKILLS FOR SOBRIETY4YOU

To become a Sobriety4You trainer, a high interest in sustainability, environmental impact, and energy sobriety is fundamental. Trainers must be open to engaging in various roles within the training process to understand participants' perspectives deeply. It is crucial for trainers to have experienced these roles to deliver effective and empathetic training:

- The Participant (Learner): Experiencing the training firsthand to empathize with participant challenges and opportunities.
- The Observer: Observing group dynamics and identifying areas for intervention.
- The Facilitator (Trainer): Guiding participants through structured learning experiences and reflections.

SETTING THE FOUNDATION

Planning

Planning describes the design of a learning process according to the needs and resources of the learners and according to pedagogical criteria and principles. A learning process consists of various standard elements. No matter if it lasts several days, several hours, or only one hour,

- 1) the working conditions need to be clarified and created, or
- 2) learners need to be enabled to involve their qualities, curiosity and expertise. At several stages of a longer process they also need systematically planned opportunities to
- 3) reflection on their needs, questions and experiences, and also to assess their learning during the process (formative evaluation). A final evaluation focuses on the learning outcome, its relevance for their future and also on the evaluation of the learning process.
- 4) work on topics also flows into the design of an agenda in the form of blocks.
- 5) finally, learners and educators need to describe learning outcome or competence development.

While these standard elements offer orientation for the design of trainings or workshops, they are always filled differently. If one goal is to align the educational process with the needs and abilities of the learners, then it is also necessary to leave room for adaptation of the planning in the process, including with the learners. Because the success of competence-centred education depends not on certificates or grades but what learners are able to demonstrate, to what they are enabled to do, also planning needs to apply: transparency – name and specify goals and methods. Furthermore, these need to be in a logical relation. Learner in the centre: needs of learners influence the program design in a significant way. An explicit competence description helps to achieve this.

Defining Goals and Purpose



Before going deeper into planning, the definition of the goals has priority. They help educators and their organizations to prioritize and sort what they really want to achieve (and to assess what extent they achieved them so far). In contrast, of thinking in methods first, is that educators would not necessarily be able to describe the deeper meaning behind a unit or method.

Goals create happen. They set also criteria for transparency about what should be achieved and what is going assessment/evaluation. Clear goals make educators more flexible and freer to negotiate with participants and to adapt plans when they are confident that the overall process is moving in the right direction or should change. Following a structured design helps to later, during the workshop, to establish a healthy balance between a goal-oriented implementation according to a plan and a process-oriented approach embracing participation and suggestions by the learners. This implies that the agenda and methodology need to be presented, co-decided, and leave space for alternative suggestions.

Education addressing transversal competences has always a universal dimension. In example, addressing “critical thinking” helps learners in many different social situations and activities. In conclusion addressing transversal competences is generally an aim of competence-centred learning. In consequence, activities need to provide space for these kinds of learnings.

Second, if competence-centred learning should help people to apply their abilities in their life, the socio-economic-cultural contexts become important. Competence-centred learning has a meta-dimension, instigating understanding of and reasoning about these different roles and contexts: VET-related learning can link with experience of learners outside the job. Civic learning could relate to the job contexts of learners. Education for Democratic Citizenship and Human Rights Education bring a transversal domain into learning which is relevant for all. Consequently, democracy and rights should be understood as a goal dimension of transversal learning in democracies. These things in advance suggest that before thinking about very concrete goals of a learning process, we should think about the social and political level – about its overall social purpose.

COMPETENCE

The framework breaks down into six main areas, each with its own criteria (standards for evaluating success) and indicators (examples of behavior that show the criteria have been met). These indicators demonstrate knowledge, skills, and attitudes through three main perspectives: how trainers think and approach their work, the skills they use in action, and how they express their emotions and attitudes.

Youth Work and Non-Formal Learning

This framework is rooted in the context of European youth work and follows the principles of non-formal learning. These principles include centering on learners and their development, setting shared learning goals between trainers and learners, transparency and confidentiality, voluntary participation, and democratic values and practices. Non-formal learning is participatory, flexible, and responsive to the needs of learners. This framework aligns with those values, making it highly adaptable for different settings.

Using the Competence Model

This framework is not a strict checklist but a flexible framework that trainers can adapt to different contexts. It's designed for various educational and cultural backgrounds, allowing users to integrate their own theories and approaches. While providing a structure for skill development, it encourages creativity, intuition, and openness to new ideas. The framework is also valuable for teams of trainers. It can help team members complement one another's strengths, ensuring that a group's collective skills cover all necessary areas.

The Role of Intuition

While the framework provides detailed indicators, it also acknowledges the importance of intuition—that “magic element” where knowledge, skills, and attitudes combine seamlessly. Intuition helps trainers respond effectively to unexpected situations and create impactful learning experiences.

Competence Area 1: Understanding and Facilitating Individual and Group Learning Processes

This area focuses on creating and adapting methods that support learning, fostering a safe and inspiring environment, and addressing learners' needs. Key skills include selecting and adjusting teaching methods to suit different situations, encouraging creativity and improvisation, building supportive relationships with learners, recognizing group dynamics and adjusting approaches to support individual learning styles, and inspiring participation and empowering learners. Trainers

should demonstrate empathy, respect, and attentiveness, while also effectively managing their emotions and maintaining ethical boundaries.

Competence Area 2: Learning to Learn

This area emphasizes self-assessment and personal growth. Trainers are encouraged to reflect on their learning achievements and areas for improvement, set learning goals and pursue them proactively, seek and integrate feedback into their development, adapt to unexpected learning opportunities, and provide resources that support individual learning. Openness to new ideas, curiosity, and a willingness to challenge personal habits are key attitudes in this area.

Competence Area 3: Designing Educational Programs

Designing effective programs involves building on the principles of non-formal learning, such as transparency and participation, assessing learners' needs and tailoring approaches accordingly, integrating learners' social and cultural backgrounds into program design, using technology and innovative tools where relevant, and evaluating program impact and adapting based on feedback. Flexibility, creativity, and a commitment to democratic values are crucial.

Competence Area 4: Cooperating Successfully in Teams

Teamwork is essential for trainers, and this area includes actively contributing to team tasks and clarifying roles, taking on responsibilities and supporting team members, encouraging collaboration and learning within the team, and managing disagreements constructively and maintaining a positive team dynamic. Good communication, empathy, and an openness to different perspectives are vital.

Competence Area 5: Communicating Meaningfully with Others

This area focuses on active listening and empathy, expressing thoughts and emotions clearly, supporting learners in developing communication skills, addressing identity and diversity-related issues, and promoting mutual understanding in diverse groups. Trainers should demonstrate respect, non-judgment, and a commitment to inclusive dialogue.

Competence Area 6: Intercultural Competence

Intercultural competence involves accepting ambiguity and change, raising awareness of cultural and identity-related dimensions, encouraging learners to reflect on their identities, using diverse perspectives to enrich the learning process, and promoting human rights and addressing stereotypes. An openness to complexity and a willingness to challenge assumptions are key traits in this area.

Time Planning and Session Structure

When designing longer workshops or training sessions, it's helpful to organize the time into structured blocks like half-days or full days, each with a specific goal or focus. This gives the session a clear direction and allows participants to stay engaged. Once you've set the big picture, you can move on to detailed planning of smaller segments, or "units," in the next step.

For the plan, it's important to include recurring elements that provide consistency and rhythm throughout the program. For instance, you should schedule regular breaks to give participants time to recharge. It's also a good idea to start and end each day with group discussions for planning and evaluation. These moments help set expectations and reflect on progress.

Key Phases of a Workshop

1. First Steps:

Begin with activities that set the stage for learning. This might include exploring participants' needs and expectations, setting up a positive working environment, and using icebreakers or name games to help the group get comfortable. Early activities can also introduce personal beliefs, expertise, and experiences, fostering trust and connection within the group.

2. Guidance Through the Process:

Throughout the session, plan regular touchpoints to guide participants. These could include daily briefings at the start of each day to outline goals and closing sessions to summarize

progress. Adding energizers or cool-down activities can help maintain focus and energy during long sessions.

3. Evaluation and Reflection:

Build in time for participants to assess their progress. Start with an initial assessment of their needs and knowledge. During the session, use regular feedback moments to adapt your approach. At the end, hold a final evaluation to review achievements and gather feedback about the entire workshop.

4. Transfer and Documentation:

A critical part of any workshop is ensuring participants can apply what they've learned in real life. Include activities or discussions that connect the training to their personal or professional lives. Document key takeaways and outcomes to secure the learning for future reference.

Dynamics in a Learning Process

Learning processes are influenced by multiple factors that work together but can sometimes conflict. Effective planning needs to balance these elements to create a smooth and engaging experience. It involves managing group dynamics, using logical structures, and encouraging creativity. Learning is not a straightforward path; instead, it cycles through stages of experience, reflection, and conceptualization. To support this, the plan should include regular opportunities for participants to engage in activities, reflect on them, and connect their insights to broader ideas or concepts.

Another key aspect of learning is the balance between divergent and convergent thinking. Divergent thinking opens possibilities, encourages exploration, and sparks creativity, while convergent thinking narrows the focus and guides participants toward clear decisions or conclusions. A successful learning process alternates between these two modes. For example, participants might begin with brainstorming to explore possibilities and later analyze those ideas to determine the best course of action.

The sequence in which topics are presented also matters. While the agenda may follow a linear progression, it's essential to ensure that the content builds logically. Foundational ideas should be introduced early, with more complex or challenging topics following later. Alternating between heavier and lighter activities can help maintain participants' energy and focus throughout the session.

Group dynamics play a critical role in the learning process. Groups typically go through stages, such as forming (building trust), storming (working through differences), norming (settling into a rhythm), and performing (working efficiently together). Early activities like icebreakers or team-building exercises can help set a positive tone. As the group progresses, cooperative strategies can support collaboration and ensure that group differences are managed constructively.

Competence-oriented learning processes take a holistic approach, addressing three dimensions: cognition (thinking), emotion (feeling), and practice (doing). This means combining intellectual activities like discussions, emotional engagement through storytelling or role-playing, and practical hands-on tasks. Together, these activities ensure that participants develop a well-rounded set of competences—knowledge, skills, attitudes, and values—that they can apply in real-world contexts.

To create a balanced learning process, it's helpful to reflect during planning. Are there enough opportunities for participants to experience, reflect, and act? Is the balance between exploration and focused thinking clear? Does the flow of topics feel logical and engaging? Are group dynamics supported, and do activities address the cognitive, emotional, and practical

dimensions of learning? Thoughtful consideration of these aspects can lead to a meaningful and effective learning experience.

Selection and Adaptation of Methods

Selecting and adapting methods for a learning process is essential to creating a meaningful and effective experience. The methods used should align closely with the educational objectives and be adjusted to suit both the learners and the context of the session. Educators must consider how the chosen approach supports the goals and creates opportunities for participants to engage actively and reflectively.

The relationship between goals and methods is critical. Every method should be justifiable in terms of how it serves the learning objectives. Educators also bring their own expertise and familiarity with specific methods, which influence their choices. While this document doesn't provide a full exploration of method training, it offers criteria to help educators select and adapt methods thoughtfully.

To ensure participants are comfortable and engaged, facilitators should avoid overwhelming them. Learners should have the freedom to form their own opinions and participate voluntarily. Transparency about why a method is chosen and how it fits the session's goals helps learners reflect on their own experiences. Differences of opinion should be welcomed as opportunities for constructive dialogue, and the learning process should be centered on the participants' needs, motivations, and contributions.

Using a mix of methods adds variety and ensures flexibility. Alternating between activities that focus on different types of engagement—such as cognitive versus creative, individual versus group, or theory versus practice—keeps the session lively and adaptable. This diversity allows facilitators to respond to the evolving needs of the group and create a richer learning environment. For example, one segment might involve playful activities to boost energy, while another could require focused concentration for deeper reflection.

When designing methods, educators working in contexts like civic education should aim to connect form and content. Learning about democracy and participation, for example, should incorporate activities that reflect democratic principles, such as collaborative decision-making. Approaches that link participants' actions to broader systems—like media, institutions, and everyday life—encourage systemic thinking. Methods grounded in real-world examples, such as discussing current events or analyzing political advertisements, make the learning experience relevant and relatable.

Learners benefit from opportunities to reflect on their own and others' perspectives. Methods like role-playing or group discussions, which allow participants to take on different viewpoints, are particularly effective. When planning methods, factors like group size, prior knowledge, social background, and available resources should be considered to ensure inclusivity and accessibility.

Another critical consideration is balancing the three dimensions of learning: cognition, emotion, and practice. These correspond to thinking, feeling, and doing. Cognitive activities might include discussions or reading, while emotional engagement could involve storytelling, group interaction, or role models. Practical activities, like hands-on projects or simulations, give learners the chance to apply their knowledge. Together, these dimensions create a holistic

approach that addresses diverse learning preferences and supports comprehensive competence development.

Finally, facilitation is an interactive and evolving process. Plans may need to shift to accommodate the group's dynamics or emerging needs. Flexibility and a willingness to try new things are essential qualities for effective facilitators. By thoughtfully selecting and adapting methods, educators can create an inclusive, engaging, and impactful learning experience.

Co-Creating the Relationship

Building Trust and a Supportive Group Atmosphere

Trainers must create a safe, inclusive, and goal-oriented environment. Trust and mutual respect between trainers and participants are essential to foster collaboration and open dialogue.

Sustainable Presence

Trainers should remain conscious and present throughout the training process, listening actively, observing group interactions, and adapting to participants' needs. They must also reflect on their own environmental attitudes and behaviors to serve as role models.

Example: In activities like "Energy Detectives", trainers should observe how participants engage with energy-related challenges, integrating these observations to guide meaningful group discussions.

Communicating Effectively

Active Listening

Trainers should focus entirely on participants expressed and implied concerns, ensuring that their feedback is acknowledged and addressed in the context of their goals. This skill enables participants to feel heard and understood, which enhances engagement.

Open, Resource-Oriented, and Goal-Focused Questions

Trainers should use a variety of questions tailored to the session's phase and context:

Open-ended Questions: Encourage reflection and exploration of energy sobriety challenges (e.g., "What small changes in energy consumption can you make today?").

Resource-Oriented Questions: Help participants identify and leverage their strengths, skills, and external support systems (e.g., "What resources in your community could help promote renewable energy use?").

Solution-Oriented Questions: Guide participants toward actionable outcomes (e.g., "How can you implement sustainable transportation solutions in your daily life?").

Facilitating Learning and Goal Achievement

Establishing Awareness and Action

Trainers must integrate data, observations, and participant input to foster awareness about sustainability issues. They help participants develop tangible action plans that address environmental challenges.

Planning and Goal setting

Trainers collaborate with participants to create actionable plans, assigning responsibilities and setting achievable deadlines. Trainers should facilitate group efforts to ensure accountability and progress.

Example: In “Small Changes, Big Results”, trainers help participants draft local action plans for energy efficiency, incorporating measurable steps to reduce energy consumption in their schools or workplaces.

Specific Skills for Energy and Environmental Sobriety

Well-Grounded Methodology

Trainers must have personal experience with sustainable practices in their roles as learners, observers, and facilitators. They should be familiar with energy sobriety concepts and tools, such as carbon footprint calculators, renewable energy adoption techniques, and sustainable consumption practices.

Moderating Sustainability Processes

Trainers must guide participants through structured learning phases:

- Introduction: Setting the context and explaining the objectives (e.g., the importance of energy sobriety).
- Engagement: Involving participants in hands-on activities (e.g., analyzing energy consumption scenarios in “Who Cares About That?”).
- Reflection: Encouraging participants to share insights and observations.
- Action Plan Development: Assisting participants in designing realistic plans to implement sustainable practices.
- Conclusion: Summarizing the session, distributing responsibilities, and discussing next steps.

Facilitating Group Processes

Experience in group dynamics is essential. Trainers must ensure every participant has a voice, encourage collaborative problem-solving, and manage conflicts constructively.

Holistic Thinking

Trainers should approach energy sobriety with a systems perspective, considering the interconnectedness of environmental, social, and economic factors. They must help participants understand their role within this ecosystem and identify impactful changes they can make.

ETHICAL GUIDELINES FOR SOBRIETY4YOU TRAINERS

The Sobriety4You project is focused on providing young people and youth workers with the knowledge and skills to tackle environmental and energy sobriety issues. To implement its training effectively, it follows ethical guidelines inspired by global sustainability frameworks, such as the UN's 2030 Sustainable Development Goals and the European Green Deal. These principles help ensure sustainable education and promote responsible behavior change. Trainers are encouraged to align these guidelines with their national ethical standards.

The project outlines ethical conduct in four key areas:

Respect for Rights and Dignity

Trainers must respect participants' cultural values and ensure training is inclusive and free from bias. They should foster a supportive environment, valuing diverse perspectives. Privacy is important, and only necessary participant information should be collected and kept confidential. Informed consent is vital, with participants knowing the purpose and methods of training and being able to withdraw anytime. Trainers should also encourage self-determination by allowing participants to make decisions about their learning.

Competence

Trainers should be aware of the ethical guidelines and ensure safe and effective practices. They must recognize their limits and seek help when necessary. Trainers should clearly communicate

the strengths and limitations of their methods and continuously improve their skills through ongoing education.

Responsibility

Trainers are expected to uphold high professional standards and report unethical practices within their organizations. They must ensure that tools and activities are safe and appropriate and stop any harmful activities immediately. Trainers should also provide continuous support for participants and resolve ethical issues according to the guidelines.

Integrity

Honesty and transparency are essential. Trainers should accurately represent their qualifications and avoid exaggerating the potential outcomes of their methods. They must also provide clear feedback and address any unethical behavior from colleagues. These ethical principles guide trainers in delivering effective, responsible, and culturally sensitive education that supports the goals of Sobriety4You.

HOW TO BECOME A SOBRIETY4YOU TRAINER

The Sobriety4You program offers a structured pathway for individuals to become trainers in environmental and energy sobriety. The goal is to equip trainers with the necessary skills, ethical understanding, and pedagogical knowledge to lead both training-of-trainers (ToT) sessions and youth-focused training. Trainers will play a crucial role in empowering young people to adopt sustainable practices and address environmental challenges.

PREREQUISITES FOR BECOMING A TRAINER

To participate in the Sobriety4You training program, candidates should meet the following prerequisites:

- **Familiarity with the Sobriety4You Approach:** Applicants should understand the program's fundamental pedagogical approach, trainer skills, and ethical guidelines as outlined in the Sobriety4You curriculum.
- **Experience in Youth Work or Training:** Candidates should have experience working with young people in educational, community, or youth development settings. A strong interest in sustainability and energy sobriety is essential.
- **Commitment to the Program Goals:** Applicants must be motivated to contribute to the program's mission of fostering environmental awareness and empowering young people.

STEPS TO BECOMING A TRAINER

1. Learning Agreement

Before beginning the training, all participants will sign a **Learning Agreement** that outlines the roles, responsibilities, and expectations of both the trainer and the program organizers. This document includes:

- Personal and professional information about the participant.
- A statement of motivation and pre-qualification.
- Acknowledgment of the program's pedagogical approach, ethical guidelines, and training standards.
- Commitment to completing the training and implementing follow-up activities.

The Learning Agreement serves as a foundational contract for the training process.

2. Training for Trainers (ToT)

The Sobriety4You program includes a **20-hour, 3-day intensive training** that focuses on:



- Understanding the principles of energy and environmental sobriety.
- Developing essential training skills and techniques.
- Familiarizing participants with the Sobriety4You modules and tools.
- Ethical and inclusive practices in sustainability education.

Participants will engage in hands-on activities, group discussions, and theoretical learning. They will also gain access to the **Sobriety4You Online Learning Platform**, which provides additional materials such as:

- Texts and instructional guides.
- Training videos.
- A small training pack containing basic information and module overviews.

3. Implementation Phase

After completing the ToT program, trainers will implement the Sobriety4You training program with **15 young people in their respective partner countries**. During this phase, trainers will:

- Apply the tools and methods learned during training.
- Facilitate engaging and interactive activities with young participants.
- Evaluate the program's impact and adapt it to the local context as needed.

Trainers are expected to document their implementation process and share feedback with the program team to ensure continuous improvement.

4. Youthpass Certificate

Upon successful completion of the training and implementation phases, trainers will receive a **Youthpass Certificate**. This credential acknowledges their contribution to the program and their skills in sustainability education, supporting their professional growth.

KEY FEATURES OF THE SOBRIETY4YOU TRAINING PROGRAM

- **Specialized Training Modules:** Trainers learn to deliver engaging activities like *"Energy Detectives"* and *"Small Changes, Big Results"*.
- **Practical Implementation:** Trainers gain hands-on experience by working directly with young participants.
- **Accessible Resources:** The Sobriety4You Online Learning Platform offers ongoing support and resources to enhance trainers' knowledge and skills.
- **Focus on Sustainability:** Trainers inspire young people to adopt sustainable practices and contribute to energy sobriety initiatives.



SOBRIETY4YOU TRAINING-OF-TRAINERS METHOD:

Sobriety4you training approach focuses on being flexible, creative, and interactive, while still staying true to the program's goals. It starts with **Contextual Immersion**, where participants are introduced to the theme of energy sobriety through stories, videos, or real-life examples. By

connecting the topic to situations they can relate to, participants feel more engaged and curious about how it applies to their own lives.

Next comes **Dynamic Discovery**, where participants dive deeper into the topic through brainstorming and open discussions. There's no strict structure here—just a chance for everyone to explore their thoughts and share ideas freely. Tools like mind maps can be used to help the group visualize their collective understanding, making the process collaborative and inclusive.

In **Interactive Problem-Solving**, participants work together to tackle real-world challenges, like finding ways to cut down on energy use in a community or workplace. To make it fun and engaging, activities can include role-playing or even games where they design energy-efficient solutions using limited resources. This hands-on stage builds teamwork and brings the concepts to life in a practical way.

After that, the **Reflective Insights** phase gives participants time to think about what they've learned and how it fits into their lives. Whether through journaling or group reflection sessions, this step encourages people to look at their own habits, motivations, and any challenges they might face in adopting more sustainable practices.

In **Action Prototyping**, participants get creative and start developing ideas for real projects, like small sustainability initiatives or campaigns they can implement in their communities. Instead of aiming for perfection, they test and improve their ideas with help from peers and mentors, focusing on learning and growing along the way.

Finally, **Continuous Evaluation** is built into the training from start to finish. After every activity, there's a chance for participants to give and receive feedback, helping them track their progress and adjust as needed. Simple tools like goal maps can be used to visually capture achievements and keep everyone motivated.

OVERVIEW OF THE MODULES

The **Introduction to Energy Sobriety** module serves as the foundation of the training, introducing participants to the concept of energy sobriety and its critical role in sustainable living. Participants learn how energy sobriety differs from energy efficiency by focusing on reducing unnecessary energy consumption through behavioral and systemic changes. Key topics include the four pillars of energy sobriety: convivial, dimensional, structural, and usage sobriety. Through concept mapping and reflective exercises, participants identify energy-consuming behaviors in their lives and explore practical, sober alternatives. By the end of this module, participants will grasp the importance of energy sobriety and be motivated to implement small but impactful changes in their daily lives.

The **Energy Efficiency in Practice** module provides participants with strategies to reduce energy consumption while maintaining comfort and functionality. The session covers principles of energy efficiency, including technological advancements such as LED lighting, smart grids, and efficient HVAC systems. Behavioral approaches like unplugging unused devices and setting optimal thermostat temperatures are also emphasized. Activities like interactive quizzes and scenario workshops help participants identify inefficiencies and develop actionable solutions for homes, schools, or workplaces. This module equips participants with both the knowledge and practical skills to improve energy efficiency in their communities.

The **Renewable Energy Adoption** module raises awareness about the importance of transitioning to renewable energy sources as a response to climate change. Participants explore different types of renewable energy, including solar, wind, geothermal, and hydropower, while discussing their benefits and limitations. Through activities like carbon footprint calculations and renewable energy action planning, participants understand how switching from fossil fuels to renewables can reduce environmental impact. This module inspires participants to advocate for renewable energy adoption in their personal and professional contexts.

In the **Sustainable Consumption Practices** module, participants focus on reducing waste and adopting eco-friendly behaviors. Key topics include minimizing food waste, adopting sustainable shopping habits, and understanding the principles of a circular economy. Activities like life cycle analysis of everyday products and role-playing eco-conscious decision-making help participants connect their consumption choices to broader environmental outcomes. This module empowers participants to make sustainable choices that significantly reduce their ecological footprint.

The **Climate Action and Advocacy** module equips participants with tools to take meaningful action and influence their communities. Participants delve into the fundamentals of climate change, exploring its causes, impacts, and solutions. They learn advocacy strategies for raising awareness, influencing policies, and leading youth-led sustainability initiatives. Interactive activities such as campaign design and stakeholder mapping enable participants to create actionable plans for local climate action. This module encourages participants to be proactive leaders in promoting sustainability and resilience.

The **Behavioral Change and Lifestyle Adaptation** module emphasizes the importance of reflecting on and adapting personal behaviors for a sustainable future. Participants examine the behavioral science behind energy and resource consumption and learn strategies for adopting low-carbon lifestyles. Through activities like energy usage diaries and commitment exercises, participants identify opportunities to reduce their environmental impact. By the end of this module, they will have personalized action plans to integrate sustainable practices into their lives.

The **Case Studies and Best Practices** module highlights successful initiatives in energy sobriety and sustainability from around the world. Participants analyze national and international examples, such as France's Energy Sobriety Plan, to draw valuable insights. By working through real-world scenarios in problem-solving workshops, participants learn to adapt these best practices to their local contexts. This module fosters critical thinking and inspires participants with actionable ideas to address sustainability challenges in their communities.

Finally, the **Evaluation and Reflection** module provides an opportunity for participants to assess their learning and share feedback. Structured tools such as evaluation sheets, group discussions, and future planning exercises help participants reflect on their progress and outline steps for applying their knowledge. This concluding module ensures that participants leave with a clear understanding of their achievements and a roadmap for creating long-term impact.

These training modules are designed to build on each other, ensuring a holistic learning experience. By integrating theoretical knowledge, practical exercises, and collaborative discussions, the Sobriety4You program equips participants with the skills and motivation needed to drive sustainable change in their lives and communities.

EVALUATION METHODOLOGY FOR TRAINING ACTIVITIES WITH YOUNG PEOPLE AND YOUTH WORKERS

The main purpose of the monitoring and evaluation process were to assess the effectiveness of Sobriety4You project in terms of its aims and objectives under WP3 : Training Development. The evaluation process is developed to provide relevant information to improve the follow-up processes of the project as well as to serve as a guide to the other organizations and give information about the lessons learnt, the challenges and the obstacles faced during the implementation of training activities with young people and youth workers. During the

monitoring and evaluation, both quantitative and qualitative research methods were used and evaluation forms for each training program, qualitative and quantitative instruments can be found in the related activities' evaluation sections as offline forms.

The main objective of the project is to act on environmental impact sobriety through a youth training program, a collection of technical methods and good practices and an online platform with rich examples at destination of young through the help of youth workers as mentors. For reaching out this aim, the project internalizes several work packages, under Work Package 3 (Curriculum & modules about environmental impact sobriety), the following objectives were set out :

- *To empower the young people and the professionals working in the youth field – along with other groups such as disadvantaged youngster from rural areas, or low skilled youngsters-with the necessary skills to face upcoming challenges*
- *To provide young people with all the basic skills and transversal competences making them responsive to energy saving and ecological challenges*

Therefore, to reach these objectives 5 main activities planned to be implemented (5 national workshops and 1 training of trainers activity) with the involvement of 85 people from 5 different countries (Turkey, Spain, Austria, Greece and Serbia). Here therein, the evaluation methodology is laid out for these activities.

This monitoring and evaluation strategy is developed to understand that the above-mentioned activities contributed to the general aim and helped young people and youth workers to develop attitudes, skills and knowledge i.e. competences during the implementation of the activities concerning to the energy sobriety. With the planning process of this evaluation strategy, we planned to answer the following questions in the end of the project:

- *Did Training of Trainers activity contributed to the professional development of youth workers?*
- *Did local experimentations i.e. workshops contributed to the awareness raising of young people?*
- *Did methods developed contributed to the knowledge share and increasing the awareness raising of young people?*
- *What was the overall satisfaction of the participants of each activity?*

The development of the monitoring and evaluation strategy was done with the involvement of the staff of the partner organizations and the evaluation forms are developed in one stage rather than pre- and post-form stages. The reasoning behind this way of development of the strategy has been that the participants would not over-evaluate themselves prior to participating in the activity as well as gathering the results that are unrealistic.

This issue is called as response-bias in social science. Response bias *"is a general term for a wide range of tendencies for participants to respond inaccurately or falsely to questions. These biases are prevalent in research involving participant self-report, such as structured interviews or surveys. Response biases can have a large impact on the validity of questionnaires or surveys"*. Therefore, to overcome this issue, we have internalised the following monitoring and evaluation strategy rather than the exhibition due to huge number of viewers and not every viewers possibility to fill out a longer survey as well as willingness.

Therefore, the evaluation process is done one-stage, at the end of the training/workshop:

- **Before the training/workshop:** *by asking participants to evaluate themselves after the training concerning to their prior knowledge before participation to activity.*
- **After the training/workshop:** *by asking participants to evaluate themselves after the training concerning to their current knowledge/skill-set/attitudes.*

As we have planned to use the paper format evaluations for the activities, for the national events, the evaluation sheet (Annex -2) is translated to country languages to develop a uniform report of the training activities that the methods and curriculum developed is tried out.

Methodology and Tools

While developing monitoring and evaluation methods and tools, it was believed that the practices carried out for this purpose should be positioned as a part of the training program process, not as an end-of-project study. In line with this belief, methods and tools were developed within the knowledge of the project and training teams, in parallel with the training program development process, before the project implementation phase began.

Overall process of the evaluation strategy is developed in four stages due to the nature of the project. The scheme of the monitoring and evaluation strategy and development of the plan can be seen below.

The above methodology will help us as consortium to follow-up the outcomes of every stage and to tackle with the challenges and obstacles of the possible activities under WP3 and WP4 (training of trainers activity and national workshops). In that way, we as partners will be able to follow-up each other's work through the national reports as well as document every step to have a full fetched evaluation process.

The tools identified for the implementation of the monitoring and evaluation strategies are :

- Application forms to gather the expectations
- Post-Test forms to evaluate the overall satisfaction and change upon the participants
- Quantitative indicators to understand the achievement of the activity
- Daily Evaluations to adjust the content to increase the participants' needs
- Verbal Evaluation to make participants discuss and provide direct feedback not only to the team but to the participants as well
- Partner Evaluations to evaluate to overall consortium
- Quantitative Indicators for overall project to understand the achievement of the project
- Lessons' Learnt are to be a guiding principle for the partners for next projects
- Revision of the methods developed and providing guiding material for the development of e-learning modules

These tools are going to be used in the overall implementation of the project to provide a detailed evaluation of each activity and the understanding of the overall process of the project.

ANNEX – 1: TRAINING OF TRAINERS EVALUATION SHEET

Pre-Evaluation Form

This form should be used to evaluate the educational process of the training of trainers activity. As youth workers your opinions matters to us high manner. This form is designed to understand the understand the extent to which the goals of the training are achieved. Your contributions will help us to improve training as well as the overall implementation of our project. Thank you in advance for your since answers.

Age:

Gender:

Form Number:

- Please rate the following statements from 1 to 10 and write your score in the box next to the item.

1. I do not know/can't do /do not agree.....10.I know fully/can do fully/agree fully

		A
1	I have clear understanding of "energy sobriety means".	
2	I can implement trainings for young people in my country.	
3	I have an idea how to reduce my energy consumption.	
4	I know what the sustainable consumption practices are.	
5	I know about how to implement training activity with young people.	
6	I can develop training activity for young people on energy efficiency.	
7	I can promote the energy sobriety in my community.	
8	I can create awareness on the impacts of energy consumption and practices in my community.	



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Q9. Do you think you have developed professionally and personally during the training?

Q.12. Please use this place in case you did not find a space as well want to say something further.

Thanks for your interest and patience.



ANNEX -2 : EVALUATION SHEET FOR NATIONAL WORKSHOPS

The below feedback form is subject to change according to the needs of participants and developed generally to take quantitative and qualitative information to help the participants during the implementation of their local workshops. This form can be developed as online or offline form but, the age and gender-aggregated data will be requested from participants at any circumstance.

Feedback Form	
Gender :	Age :
	Yes No
Do you find the activity beneficial for the community?	
Do you think the activity is implemented in a better way?	
Do you consider this activity successful?	
Would you recommend the activity to the others?	
Please rate the following statements from 1-5 (1 is not satisfied - 5 fully satisfied)	
Accessibility of the Location	
Content of the Activity	
Quality of the Activity	
Please leave a comment about your experience of the activity.	
If you were in our position, what would you change?	

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