OUTSIDE module
Nr. 7 Project Management for Sustainable development

IO1 – OUTSIDE Toolkit for Teachers

IIS E.Fermi
ASD Trekkify

Project: "OUTSIDE- Open commUniTies for SustaInable DevelopmEnt" Nr. 2020-1-IT02-KA201-079803

Dissemination level: Public
Version: 1.0
Delivery date: 30.06.2021
Keywords: Training modules, toolkit, learning scenarios, OERs

Abstract: This document describes the training modules identified according to the research results and intends to provide piloting partner organizations with the necessary information for an effective implementation of the OUTSIDE piloting during the project and beyond. For each module selected, the OUTSIDE partnership outlined: introduction, learning objectives, learning outcomes, learning scenarios, assessment, OERs (material both originally created and collected).

Introduction

OUTSIDE is a European project funded by the Erasmus+ Programme (Key Action 2 – Cooperation for Innovation and Exchange of Good Practices). The duration of the project is of 30 months, from October 1st 2020to March 31st 2023. OUTSIDE is implemented by 5 European Countries (Italy, Belgium, Croatia, Lithuania, UK). The Partnership is made up of 5 Schools and 4 Organizations active in the field of sustainable development & entrepreneurship. OUTSIDE has the general objective to promote the acquisition key and innovative competences among students, through the creation of entrepreneurial projects in the field of sustainability.

The training modules of the OUTSIDE Toolkit are the fundamental elements of the OUTSIDE Toolkit for Teachers (Intellectual Output 1). They were developed taking into consideration both the desk and field research and OERs in each partner country/region regarding the main pillars of the OUTSIDE methodology: outdoor education, sustainable development, open schooling, entrepreneurship. in each partner country/region (Intellectual Output 1). Modules were developed based on the needs of each country and organization regarding the OUTSIDE methodology. These scenarios aim to guide teachers first, and then learners, during the piloting phase in the design and creation of green business projects. In each piloting country, partners will be responsible for the organization of training groups of students aged 11-17 that will deliver at least 3 green projects per country (Intellectual Output 3).

Training module: Project Management for Sustainable development

Link to the OUTSIDE Resource Center	<mark>To be added later, leave blank for now</mark>	
Introduction to the module	*The module aims to provide links between the concept of project management and sustainable development.* *In particular, it helps learners develop the skills needed to manage green projects, with a special focus on:* • *Project management skills* • *the promotion of a team-based approach to supporting a sustainability activity* • *the development of communication skills.* *The module also intends to provide participants with some practical tips and activities that can be used to encourage environmental awareness and build excitement around the sustainability activities.*	
Keywords	Managing green projects, team-based approach, sustainable team, communication, Green and environmental team-building activities	
Learning objectives	- *understand the principle of project management* - *Build and run a successful "sustainable team"* - *Improve the team's communication skills* - *Manage green projects* - *Encourage environmental awareness and motivation towards sustainability*	
Learning outcomes	- *Teachers will be able to understand the concept of "sustainable team"*	*Time estimation:* *1 hour*
	- *Teachers will be able to build and run successful sustainable teams*	*Time estimation:* *1 hour*
	- *Teachers will be able to establish an effective communication environment*	*Time estimation:* *1 hour*
	- *Teachers will be able to manage green projects*	*Time estimation:* *1.5 hour*
	- *Teachers will be able to adapt and use green and environmental team-building activities*	*Time estimation:* *2 hours*

Teaching and learning activities	• *Workshops/webinar* • *Tests* • *Self-study* • *Literature Review* • *Case study* • *Brainstorming*
Learning content	• *OUTSIDE resource center* • *Theoretical framework/learning scenarios* • *PPT* • *OERs*
Assessment	• *Project-based activities* • *Quiz* • *Group work*
To go further	*Green Teams* *The Importance of Communication in Sustainability*

Training module scenario

Number and title of the training sessions	- *Session 1: getting started with project management* - *Session 2: how to create and run sustainable team* - *Session 3: how to manage a green project* - *Session 4: how to boost internal and external communication skills of the team*
Preparation to the sessions	*Prior to the session, the teacher will have prepared different slide presentations and training material. These documents are needed to support the learning process and to guide discussions. The teacher will make the presentations available to all trainees prior to the training*
Material required	- *Laptop* - *Internet connection* - *Working templates*

Session 1: *Getting started with project management*

Overview:
The purpose of the session will be:
- to understand the principles of project management
- to analyze the main components of a project
- to discover the benefits of the agile PM approach
- to explore the tools for project management

Timeframe and content of the session

30' introduction: (Trainer) - (support: slides & video & web)

Description of the activity

→ **What is project management**

Project management is the process of leading the work of a team to achieve all project goals within the given constraints. This information is usually described in project documentation, created at the beginning of the development process. The primary constraints are scope, time, budget. The secondary challenge is to optimize the allocation of necessary inputs and apply them to meet pre-defined objectives.

Project management is then the use of specific knowledge, skills, tools, and techniques to deliver something of value to people. The development of software for an improved business process, the construction of a building, the relief effort after a natural disaster, the expansion of sales into a new geographic market—these are all examples of projects.

All projects are a temporary effort to create value through a unique product, service or result. All projects have a beginning and an end. They have a team, a budget, a schedule and a set of expectations the team needs to meet. Each project is unique and differs from routine operations—the ongoing activities of an organization—because projects reach a conclusion once the goal is achieved.

After having introduced the concept of project management, the trainer asks the participants what their experience on PM is and if they can imagine an activity they

carried out that could be conceived as a project (ex. organization of a dinner, planning of a family trip, etc.) How that activity could be planned and carried out in a more sustainable way (ex. taking green means of transport, ordering natural and organic food etc.)?

45' duration: (Trainer) - (support: slides & video & web)

→ **The main components of project management**

Project management involves planning, controlling and completing the work of a team to achieve specific goals in a specified time. Managing projects effectively and consistently is one of the most important functions for anyone. To be a great project manager, it is important to get these things right. Let's start with the constraints of the work that needs to be completed for the project. This will help determine the people or team that should be involved. The constraints of a project include goals, time and budget.

Project Goals

The first thing you will need to establish are the goals of the project. Ask yourself, "What are the desired outcomes I want to achieve from completing this project?" It can be very helpful to use the SMART Goals framework to set your goals. SMART stands for Specific, Measurable, Achievable, Relevant, and Timely. The goals of your project will help you determine the quality standards of the completed work.

Project Timeline

Once you know the goals of the project, the next step is to determine the time needed to complete the work required to achieve the goal. More often than not, in order for a goal to be realized, the project will need to be completed within a certain amount of time. If you're hosting a webinar to market a product or service, you better believe that the timeline for completing the webinar should not run beyond the date of the webinar. Furthermore, the larger the goal, the more work will need to be completed. If this is the case, it will be useful to identify milestones or micro-goals that need to be accomplished along the way.

Project Budget

There are very few things that cannot be completed with a small budget — as long as you don't care about the end result and you have an infinite amount of time. For example, if you need your website redesigned in a short amount of time on a shoestring budget, you will be unsatisfied with the end result. As we all know, when it comes to good, fast and cheap, you can only pick two.

Project Scope

Now that you have your goals, timeline and budget, you can complete the scope or specifications for the work. It should include a list of all of the tasks, deliverables, deadlines

and resources required to hit your goal. Managing your scope and understanding what deliverables fall in and out of the allocated scope of the project is critical to ensuring that work gets completed on time and to the required specifications.

Now that you've identified your work constraints, it's time to assemble a team. At the risk of stating the obvious, your team will be the collection of individuals delivering the work in the project. Your team should consist of people with the right balance of diligence and capabilities to reach your project goals.

Team Skill Set

Building a team with the requisite skill set to deliver the work on time and on budget is incredibly important in project management. Since the scope of the project will define the deliverables, it can be used as a starting point to determine what the makeup of the team should be in terms of skill and capabilities.

Team Motivation

You should align a team members skillset with the relative importance of the tasks they will be assigned to for the project. For example, if your project requires SEO work on your blog, but this work is neither complex nor critical to the project, then you probably do not want to assign this work to your top SEO specialist. In other words, the work your team members are doing should align with their goals.

Team Chemistry

A team comprised of highly motivated and highly skilled members can still fail if they do not work well together. Two ways you can go about building a team with a lot of chemistry include previous experience working together and compatible personality types. The Myers-Briggs Type Indicatorand DISC profile personality assessments are commonly used for this purpose.

Leadership

Finally, there needs to be capable leaders who are held accountable for ensuring the project is brought to completion. These individuals should be able to inspire the team, communicate effectively, delegate responsibilities and solve issues related to scope creep.

Now that you know the critical components of project management, it's time to start applying them to your idea generation strategy. Based on the ideas identified in the previous session (ex. organization of a dinner, planning of a family trip, etc.), the trainer asks the participants to rethink the way those activities were carried out considering the components identified in this session: How that activity could be planned and carried out in a more efficient way (ex. was there a time and/or budget constraint; could the support of friends or relatives be helpful in carrying out those activities)?

30' duration: (Trainer) - (support: slides & video & web)

→ **the Agile PM approach**

Agile project management is an iterative approach to delivering a project throughout its life cycle. Iterative or agile life cycles are composed of several iterations or incremental steps towards the completion of a project. Iterative approaches are frequently used in software development projects to promote velocity and adaptability since the benefit of iteration is that you can adjust as you go along rather than following a linear path. One of the aims of an agile or iterative approach is to release benefits throughout the process rather than only at the end. At the core, agile projects should exhibit central values and behaviours of trust, flexibility, empowerment and collaboration.

The agile philosophy concentrates on empowered people and their interactions and early and constant delivery of value. Agile project management focuses on delivering maximum value against the project priorities in the time and budget allowed, especially when the drive to deliver is greater than the risk. Principles include:

- *The project breaks a requirement into smaller pieces, which are then prioritised by the team in terms of importance.*

- *The agile project promotes collaborative working, especially with stakeholders.*

- *The agile project reflects, learns and adjusts at regular intervals to ensure that the customer is always satisfied and is provided with outcomes that result in benefits.*

- *Agile methods integrate planning with execution, allowing an organisation to create a working mindset that helps a team respond effectively to changing requirements.*

After having introduced the concept of Agile project management, the trainer asks the participants to breakdown the project identified in the previous sessions (ex. organization of a dinner, planning of a family trip, etc.) in smaller tasks. How that activity could be planned and carried out in a more efficient way (ex. assigning tasks to other people etc.)?

30' duration: (Trainer) - (support: slides & video & web)

→ **tools for project management**

Project management can make use of effective tools to help the planning, collaboration, execution and evaluation of a project. To mention the most common and easy to use for each aspect of the project:

- Time management (GANTT chart)

- Task management (Work Breakdown Structure)

- [Collaboration and documentation](#)

- [Risk Management](#)

- [Earned value management](#)

Assessment (group work): 0.5 hours → template 7a

- Given the scenarios provided by the trainer, students should be able to analyze the context and:

- Identify the objectives, scope and timeline of the activity to be carried out
- Breakdown the activity in smaller tasks
- Identify stakeholders and project team

- Student teams are required to fill in the template (part A) in half an hour

Debriefing (10 min): To wrap up the session, the trainer will facilitate a debriefing moment where participants are encouraged to express their questions, doubts, ideas and feelings toward the topics discussed.

Overall duration of the session: *add here the overall time estimation*

OERs and references:

- *OUTSIDE template 7a*

- *Add links*

Session 2: *How to create and run sustainable teams*

Overview:
The purpose of the session will be:
- to understand the components of a sustainable team
- to analyze the relevance of teamwork for the implementation of sustainability activities

- to discover the benefits of a team-based approach to supporting a sustainability activity

- to explore how to build (e.g. allocation of roles etc.) and run sustainable team

- to encourage environmental awareness and build excitement around the sustainability activities

Timeframe and content of the session

15' introduction: (Trainer) - (support: slides & video & web)

Description of the activity

→ **Ice breaker: Identify your strengths (15 minutes)**

Trainer will start the introduction to the module by asking participants to identify what are their strengths (e.g. organizational skills, communication skills, etc.), interests (e.g. financial, communication, environment etc.) and profile. Participants are then asked to work in small groups and try to identify how they could share responsibilities. The initial brainstorming will then inform the next sessions.

45' duration: (Trainer) - (support: slides & video & web)

→ **The project team**

A project team is a group of people working together in collaboration or cooperation towards a common goal. For teams to be effective it is important that team members are understood as individuals in terms of their capabilities, their preferences, their cultural norms and expectations as well as the social dynamics between team members. Teams are increasingly international, with individuals who bring diverse skill-sets and perspectives, and can be located across countries and continents. National cultures are influential in shaping behaviours in project-based working. The project professional has an opportunity to improve outcomes by harnessing diversity and inclusion from the people available.

→ **The team roles**

Proper project team organization is one of the key constraints to project success. If the project has no productive and well-organized team, there's an increased probability that this project will be failed at the very beginning because initially the team is unable to do the project in the right manner. Without right organization of teamwork, people who form

the team will fail with performing a number of specific roles and carrying out a variety of group/individual responsibilities. Hence, when you plan for a new project, first you must take care of the best project team organization through team building activities.

Every team, regardless of the project type, size and nature, has three roles (defined as "conventional"). These roles are:

- **Project manager**: a team leader is a person who provides leadership and guidance to the team and takes responsibility for the results of teamwork.
- **Member**: a project team member is a person who is actually involved in doing assigned tasks. Team members directly access the project and actively evolve its processes.
- **Contributor**: a project team contributor is a person or an organization that participates in teamwork but is not actually involved in performing tasks and carrying out project team responsibilities. Contributors help improve the project through giving valued suggestions, expert judgment and consultation. They aren't responsible for the project results. Often project team contributors have an interest or concern in the project, so they facilitate successful completion.

For the scope of the OUTSIDE methodology, we defined 4 basic roles each OUTSIDE green project should have:

- **Project manager**: the person responsible for coordinating the team, monitoring the implementation and the timeline, facilitating the workflow within the team, harmonize the decision-making process
- **Financial officer**: the person in charge of leading the budget design, monitoring expenses and reporting them to the team
- **Communication officer**: the person in charge of the communication with internal and external stakeholders and responsible for conveying the environmental value of the project to the public
- **Marketing specialist**: the member in charge of defining marketing tools, channels and strategies for promoting the project to the public.

Here's a small checklist of the key tasks for creating a project team organizational chart:

- **Make a Project Team List**. First you need to list all the people (and theirs names) who are supposed to be the participants of your project team. You can do this after you've finished interviews with candidates to the team.
- **Allocate the basic roles**. Now you must think about what individuals will take what roles. Use the results of your interviews to start with leaders, then list members and contributors.
- **Identify additional roles**. Analyse your project and define whether you need specific roles (ex. IT specialist)
- **Assemble the Whole Team**. Use your team list with the details on the roles assigned to your people to assemble the team. This means you need to formally constitute the team.
- **Identify the Stakeholders**. Your team if formed, now you need to identify the stakeholders or those people/organizations having a direct interest in or affected by your project. They are the sponsor and the customer. Note that although the stakeholders are not participants of the team, they're added to the project team organizational plan because they influence decisions of the team.

- **Build the chart**. Finally use all the data to create the chart and display relationships between the team and stakeholders on it. The relationships will show who is reporting to whom and what supervisory mechanism is used for leading teamwork.

After having introduced the concept of project team and roles, the trainer asks the teams to start brainstorming about sharing responsibilities. To what extent the project roles identify match with the strengths and interests introduced during the ice-breaking activity?

25' duration: (Trainer) - (support: slides & video & web)

→ **Running a project team "The open leadership approach"**

Open leadership is a set of practices and skills people can use to mobilize their communities to solve shared problems and achieve shared goals. To put it another way, open leaders design and build projects that empower people to collaborate within inclusive communities. Open leaders are guided by open principles. They strive for:

- Understanding: They make the work accessible and clear.

- Sharing: They make the work easy to adapt, reproduce and spread.

- Participation & inclusion: They make the work inviting, relevant and safe for all.

To apply these principles, open leaders take these practices. They:

- Design: They make contextual, deliberate decisions about how and when to be open

- Build: They create structures and systems that ensure clarity and process-based management.

- Empower: They model personal leadership skills that sustain them and their contributors.

As a result, open leaders and their communities, organizations and projects work towards these objectives. They help their communities, organizations and projects:

- Improve the efficiency, quality and relevance of their work.

- Discover new, innovative solutions that make sense to them.

- Increase the discoverability, reach, lifespan and usefulness of their work.

Not every community, organization or project works towards all of those objectives, principles or actions at once. Instead, open leaders work with their contributors - the people who give their time, talent and expertise to a project - to focus on the elements that will help them achieve shared goals. For example, a local project might first work to improve efficiency, quality and relevance. Later, it might share more to increase the discoverability, reach, lifespan and usefulness of its work. Then another community could

discover new, innovative solutions localized for them.

After having introduced the concept of open leadership, the trainer asks the teams to start brainstorming about the challenges the open leadership approach could bring to a project. Would the decision making-process be easier?

25' duration: (Trainer) - (support: slides & video & web)

→ **Team building for sustainability**

Team building is a collective term for various types of activities used to enhance social relations and define roles within teams, often involving collaborative tasks. Team building is one of the foundations of organizational development that can be applied to groups such as sports teams, school classes, projects teams. Team building includes:

- aligning around goals

- building effective working relationships

- reducing team members' role ambiguity

- finding solutions to team problems

There are many environmentally friendly team building activities that can be organized and that can inspire the work of the team. Here you can find some ideas!

What kind of activities could your students organize to improve their team building?

Assessment (group work): (0.5 hours) → template 7b part A

- Given the template 7b, define:

- your team roles

- decision making process

Students are given 20 minutes to discuss together and sum up the results of the discussion by filling in the table on the next page.

Learning activity (team building): (half a day)

«Community clean-up»

By using template 7b part B, teachers can propose the activity to the students.

Debriefing (10 min): To wrap up the session, the trainer will facilitate a debriefing moment where participants are encouraged to express their questions, doubts, ideas and feelings toward the topics discussed.

Overall duration of the session: <mark>*add here the overall time estimation*</mark>

OERs and references:

- *CHECK LIST*

- *Template 7b part A*

- *Template 7b part B*

- *Add links*

Session 3: *How to manage a green project*

Overview:
The purpose of the session will be:
- to plan the timeline of your project
- to monitor the implementation of the activities
- to identify potential risks and take action though mitigation measures
- to understand the principles of budgeting
- to identify and interact with your internal and external stakeholders

Timeframe and content of the session

10' introduction: (Trainer) - (support: slides & video & web)

Description of the activity

→ **Ice breaker: budget and time (10 minutes)**

Trainer will start the introduction to the module by asking participants to think about the project ideas identified in the learning scenario 1 (e.g. plan an holiday, organize a wedding, organize the end of the year party, etc.) and think of a budget and a timeline. You and your team have been assigned the task, how can you manage it?

45' duration: (Trainer) - (support: slides & video & web)

→ **The project life cycle**

Regardless of the methodology or terminology used, the same basic project management processes or stages of development will be used. Major process groups generally include:

- **Initiation**: The initiating processes determine the nature and scope of the project. If this stage is not performed well, it is unlikely that the project will be successful in meeting the needs. The key project controls needed here are an understanding of the environment and making sure that all necessary controls are incorporated into the project. Any deficiencies should be reported and a recommendation should be made to fix them.

- **Planning:** After the initiation stage, the project is planned to an appropriate level of detail. The main purpose is to plan time, cost, and resources adequately to estimate the work needed and to effectively manage risk during project execution. As with the Initiation process group, a failure to adequately plan greatly reduces the project's chances of successfully accomplishing its goals.

- **Production or execution**: The execution/implementation phase ensures that the project management plan's deliverables are executed accordingly. This phase involves proper allocation, co-ordination and management of human resources and any other resources such as material and budgets. The output of this phase is the project deliverables.

- **Monitoring and controlling**: Monitoring and controlling consists of those processes performed to observe project execution so that potential problems can be identified in a timely manner and corrective action can be taken, when necessary, to control the execution of the project. The key benefit is that project performance is observed and measured regularly to identify variances from the project management plan

- **Closing**: Closing includes the formal acceptance of the project and the ending thereof. Administrative activities include the archiving of the files and documenting lessons learned.

→ **The project initial timeline: the GANTT chart**

A Gantt chart is a type of bar chart that illustrates a project schedule. This chart lists the tasks to be performed on the vertical axis, and time intervals on the horizontal axis. The width of the horizontal bars in the graph shows the duration of each activity. Gantt charts illustrate the start and finish dates of the terminal elements and summary elements of a project. Terminal elements and summary elements constitute the work breakdown structure of the project.

After having introduced the GANTT chart and its aims, the trainer asks the teams to start drafting an initial timeline of their project. The trainer provides the OUTSIDE GANTT chart template to facilitate the work (template 7c part A)

→ **Financial planning – the project budget**

A budget is a financial plan for a defined period, often one year. It may also include planned sales volumes and revenues, resource quantities, costs and expenses, assets, liabilities and cash flows. Companies, governments, families, and other organizations use it to express strategic plans of activities or events in measurable terms. A budget is the sum of finances allocated for a particular purpose and the summary of intended expenditures along with proposals for how to meet them. It may include a budget surplus, providing money for use at a future time, or a deficit in which expenses exceed income.

A project budget is the total projected costs needed to complete a project over a defined period. It's used to estimate what the costs of the project will be for every phase of the project. The project budget will include such things as labor costs, material procurement costs and operating costs. But it's not a static document. Your project budget will be reviewed and revived throughout the project.

The key to creating a project budget is to make all the line items easy to track. If you can apply a straightforward process to project expenses, then you can monitor the spending on a project accurately and timely. The first step in creating a budget is to identify expenses. You need to list everything that's required to bring a project completion. This includes wages for labor, equipment, materials and more.

Examine your project plan thoroughly and identify expenses on your own to start. Then, your team members might be able to help you recognize certain expenses that you didn't recognize immediately, so be sure to ask them to look over your expense list when creating a budget. It's imperative that you list absolutely every expense. The more you identify, the less you'll be surprised by unforeseen expenditures later in the project.

Here below you can find a short checklist:

1. identify your expenses
2. estimate your costs

3. add in extras (reserve, contingency costs, etc.)

By using template 7c part A, the trainer asks the teams to identify expenses and estimate budget. What can you do if the estimated expenses exceed the available budget?

30' duration: (Trainer) - (support: slides & video & web)

→ Project monitoring and risk management

Monitoring is a continuous assessment that aims at providing all stakeholders with early detailed information on the progress or delay of the ongoing assessed activities. It is an oversight of the activity's implementation stage. Its purpose is to determine if the outputs, deliveries and schedules planned have been reached so that action can be taken to correct the deficiencies as quickly as possible.

Good planning, combined with effective monitoring and evaluation, can play a major role in enhancing the effectiveness of development programs and projects. Good planning helps focus on the results that matter, while monitoring and evaluation help us learn from past successes and challenges and inform decision making so that current and future initiatives are better able to improve people's lives and expand their choices. Monitoring and controlling includes:

- Measuring the ongoing project activities ('where we are');

- Monitoring the project variables (cost, effort, scope, etc.) against the project management plan and the project performance baseline (where we should be);

- Identifying corrective actions to address issues and risks properly (How can we get on track again);

- Influencing the factors that could circumvent integrated change control so only approved changes are implemented.

Risk management is the identification, evaluation, and prioritization of risks (defined in ISO 31000 as the effect of uncertainty on objectives) followed by coordinated and economical application of resources to minimize, monitor, and control the probability or impact of unfortunate events or to maximize the realization of opportunities.

The risk management plan should propose applicable and effective security controls for managing the risks. For example, an observed high risk of computer viruses could be mitigated by acquiring and implementing antivirus software. A good risk management plan should contain a schedule for control implementation and responsible persons for those actions. In order to design an effective risk management plan, we propose the following steps:

- Identify the threats

- Assess the vulnerability of critical assets to specific threats

- Determine the risk (i.e. the expected likelihood and consequences of specific types of attacks on specific assets)

- Identify ways to reduce those risks

- Prioritize risk reduction measures

By using template 7c part A, the trainer asks the teams to identify the potential risks of their project and plan counteractions. What can you do if an unexpected risk arises?

30' duration: (Trainer) - (support: slides & video & web)

→ **The project stakeholders: internal vs external**

The term project stakeholder refers to, "an individual, group, or organization, who may affect, be affected by, or perceive itself to be affected by a decision, activity, or outcome of a project." Project stakeholders are entities that have an interest in a given project. These stakeholders may be **inside or outside an organization** which:

- sponsor a project, or

- have an interest or a gain upon a successful completion of a project;

- may have a positive or negative influence in the project completion.

Stakeholder management is then a critical component to the successful delivery of any project, programme or activity. It is a four-step process of:

1. identifying stakeholders

2. determining their influence

3. communication management plan

4. influencing stakeholders through engagement

To facilitate the process, a project team under the guidance of the communication responsible can elaborate a stakeholder register.

Particular attention should be given to **external stakeholders** those who do not have a direct tie to the project. They are not employees and do not have any direct financial interest in the profit or loss of the project. Instead, they have an interest in how the project affects the community or a part of the community. External stakeholders include government entities such as city councils, local schools, other businesses and residents in the area where the team implements its project.

https://smallbusiness.chron.com/external-stakeholders-company-64041.html

By using template 7c part A, the trainer asks the teams to identify the main internal and external stakeholders of their project. How could the external stakeholders have a negative impact on your project? This session is complementary to the next one where the teacher will focus on the communication strategy and on stakeholders' engagement.

Assessment (group work): 0.75 hours → template 7c part A

Given the template 7c part A, the trainer asks the teams to identify:

- the project timeline

- the potential risks

- expenses and estimate budget

- the main internal and external stakeholders of their project.

Learning activity (group work): 2 weeks → template 7c part B

«Agenda 2030 – a Circular Economy for a Sustainable Word»

By following template 7c part B, students are invited to develop project on plastic reduction.

Debriefing (10 min): To wrap up the session, the trainer will facilitate a debriefing moment where participants are encouraged to express their questions, doubts, ideas and feelings toward the topics discussed.

Overall duration of the session: add here the overall time estimation

OERs and references:

- Template 7c part A

- Template 7c part B

- Add links

Session 4: *How to boost internal and external communication skills of the team*

Overview:
The purpose of the session will be:
- to understand the relevance of communication in a team
- to design a communication plan
- to identify the channels and techniques
-to understand the importance of communicating the sustainability

Timeframe and content of the session
10' introduction: (Trainer) - (support: slides & video & web) Description of the activity → **Ice breaker: the stakeholders (10 minutes)** **In the previous sessions the students' teams have identified the stakeholders of their project. Think of the school context, who are the external stakeholders (e.g. parents)? How do they affect the classes?**
45' duration: (Trainer) - (support: slides & video & web) → **The communication plan** A communication plan is a road map for getting a message across to an audience, pinpointing who you need to get information to as well as when and how you intend to communicate it. It's an essential tool across the business world, whether you're working in marketing, human resources, public relations, or corporate affairs. Taking the time to specify your goals, audiences, and communication strategies will make your plan as strong and effective as possible.

Clear communication in project management isn't just about where you should be communicating, it's also about which team members should be receiving which types of messages. Internal communication is as important that the one addressed to the external stakeholders and the audience. Sharing a communication plan can give your team clarity about which tools to use when and who to contact with each of those tools. Without a communication plan, you might have one team member trying to ask questions about work in a tool that another team member rarely checks. Rather than being able to clearly communicate and move forward with work, each team member would end up frustrated, confused, and disconnected from the work that matters.

A communication plan can be easily created in 4 four steps:

1. Define your target stakeholders (internal and external)

2. Define the objectives and your overall communication strategy

3. Establish your communication methods and channels for both internal and external communication

4. Create a timeline or a calendar for your plan

By using template 7d, the trainer asks the teams to design the communication plan for their project. Are all the components of the plan necessary? If not, why?

→ **Communicating the sustainability**

Today's stakeholders, such as governments, consumers or buyers, expect companies to go well beyond compliance and to articulate how they're addressing major global challenges, from climate change to modern slavery. It's no longer enough to minimise your impacts. You must show how you contribute to a better future for people and the environment.
As sustainability has become a mainstream business concern, more and more companies are communicating their stories. Leading businesses are open about the challenges they face, and explain the important work they do to address complex social and environmental issues.
By communicating their efforts authentically, they demonstrate credibility, and earn greater trust and recognition among stakeholders.

Communicating your sustainability programme can unlock huge benefits, whether you're a large multinational or a small local business. Well-crafted communications can be a powerful tool, from engaging employees and helping to drive change internally, to sparking stakeholders' interest in the big milestones you're meeting on your sustainability journey. It can also help you increase competitive advantage as your position on social and environmental issues differentiates you from your peers.
Communicating your sustainability efforts will also help you address growing challenges, such as new reporting regulations, declining consumer trust in brands and closer scrutiny from investors.

Communicating Sustainability – how to produce effective public campaigns

By using template 7d, the trainer asks the teams to integrate the communication plan with the sustainability components. What is the message you want to deliver? What is the sustainability added value of your project?

Assessment (group work): 0.5 hours → template 7d

By using template 7d, the trainer asks the teams to design the communication plan for their project and to integrate it with the sustainability components.

Debriefing (10 min): To wrap up the session, the trainer will facilitate a debriefing moment where participants are encouraged to express their questions, doubts, ideas and feelings toward the topics discussed.

Overall duration of the session: add here the overall time estimation

OERs and references:

- Template 7d

- Add links