Az Európai Unió támogatásával

4 FOR FUTURE

"WE ARE ENTERING FUTURE TIME"

2022-1-HU01-KA220-SCH-000086810

LEARNING PROGRAMME AND METHODOLOGY

OBJECTIVES OF THE PROGRAM

A sustainable world is becoming one of the most pressing issues of our time. To ensure sustainable development for future generations, we need to recognise the present and find points of intervention in a systemic context to secure this long-term goal. We must research, interpret, see, learn and teach. Today's students are tomorrow's decision-makers. We believe that the mindset of young people We believe that by developing the mindsets of young people in a supportive way, we can achieve a generational shift in their attitudes.

Our aim is to provide our students with the opportunity to get to know a sustainable society, sustainable development, sustainable economy, sustainable world. We will do this through lots of creative games, projects, competitions, theme days and lots of ideas.

The project is implemented in the framework of a cross-border partnership. The project partners are committed to sustainable development:

- Miskolci Szakképzési Centrum Berzeviczy Gergely Technikum - Miskolc
- Bolyai Farkas Elméleti Líceum - Marosvásárhely
- Beszédes József Mezőgazdasági és Műszaki Iskolaközpont – Magyarkanizsa
- Márai Sándor Magyar Tanítási Nyelvű Gimnázium és Alapiskola - Kassa
- Természetjáró Egyesület Magyarkanizsa
- TIT Kossuth Klub Egyesület – Budapest

THE PROGRAM IS SUPPORTED BY THE EUROPEAN UNION AND THE ERASMUS PROGRAM

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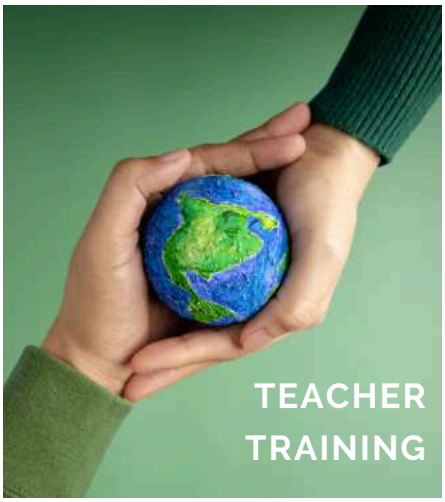
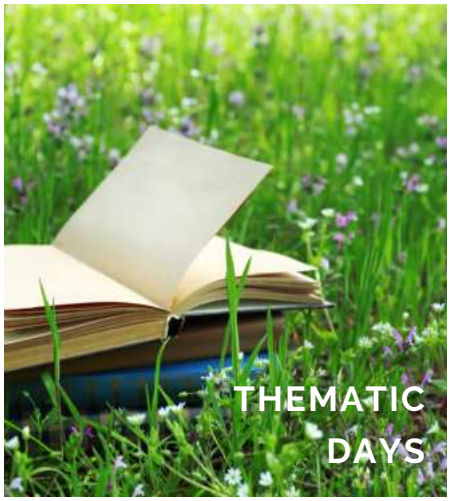
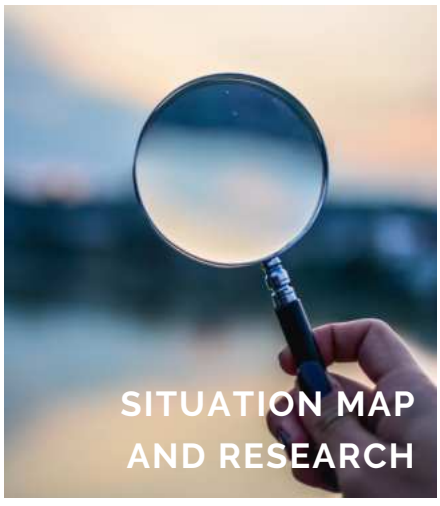
LEARNING PROGRAMME AND METHODOLOGY

Our learning program and methodology contains all the program elements through which we would like to achieve the sustainability sensitization of the target group, the secondary-school students We also provide separate descriptions, toolbars and methodological support for the program elements that appear here, which are provided by https://4forfuture. hu website can be reached by interested parties. In addition, detailed lesson plans are available on the website, primarily supporting methodological implementation requiring student activity.

The following program elements form part of our learning program:







TEACHER TRAINING

I.
PROGRAM ELEMENT

SUSTAINABILITY

EDUCATION
AND/OR
AWARENESS-RAISING

A sustainable world is becoming one of the most pressing issues of our time. To ensure sustainable development for future generations, we need to recognise the present and find points of intervention in a systemic context to secure this long-term goal. We must research, interpret, see, learn and teach. Today's students are tomorrow's decision-makers. We are convinced that by developing the thinking of young people in a supportive way, we can achieve a generational change in their approach.

KEY ISSUE: HOW TO TEACH SUSTAINABILITY

"It's no easier, we are surrounded by problems"

The concept of sustainability was first introduced in the 1990s. Sometimes, even as adults, it is difficult to define what sustainability is: a way to address environmental problems, a way to raise awareness of social problems, or a way to address economic issues. In reality, sustainability is a combination of all of these. The ever-expanding range of problems over the years, currently classified by the UN into 17 categories, has led to negative impacts on the environment and the environment as a whole.

To the possible future of our world and its sustainability, that it is important to acquire the conscious and responsible thinking that supports the mindset that can change a negative vision of the future.

GLOBAL ISSUES AND INDIVIDUAL RESPONSIBILITY

"Come on, what can I do, the problem is much more complex!"

Indeed, sustainability is all about how we can meet our current needs without depleting the environment and natural resources, but preserving them for future generations. The issue covers a wide range of areas, generating major problems. At the same time, the attitudes, attitudes and behaviour of people play a major role in their development. Personal choices have a major impact on regional, national and even global processes. Suffice it to mention consumer behaviour and, conversely, conscious consumer behaviour at this point.

SUSTAINABILITY

EDUCATION
AND/OR
AWARENESS-RAISING

LIGHTS ON!

There are many questions about the education and teachability of sustainability: what is the secret of sustainability education? What is the real role of the teacher in working with students on sustainability issues? What is the real role of the teacher in teaching sustainability? The answer is that the combination of all of these, together with the need to ignite in students the 'light bulbs' that will change their attitudes, and that will make them, individually, in groups or even generationally, start to act differently from their predecessors, and that generational change of attitude and attitudes will support conscious sustainability thinking from the societal side.

SEE THE SYSTEMS! SEE THE CONNECTIONS!

One of the most important goals in teaching sustainability is to give students a systems approach to life and the world around them. See how the individual elements affect a larger whole, or the whole.

In order to be able to formulate intervention points in their own lives, which they can change and improve at a larger system level, so that they can influence processes at a global level by small steps, it is not enough for teachers to transfer knowledge or to explore the systemic connections of existing knowledge, but the student must be encouraged to formulate intervention points themselves, with the aim of changing the students' attitudes and behaviour. At the same time, the teacher has a key role to play in getting students to see what daily routines they can change for a sustainable future.

Sustainability: subject or non-subject?

In the course of their teaching practice, teachers encounter a number of subject areas, the framework and requirements of which can be defined. However, it is difficult to find a subject which, in addition to its own specificity, does not touch in some way on the issue of sustainability. Since the teaching of sustainability is a subject which is not limited to specific areas which goals are to shape students' attitudes, Therefor the most appropriate teaching methods have been put together.

SUSTAINABILITY

EDUCATION
AND/OR
AWARENESS-RAISING

DON'T TEACH IT LIKE LITERATURE!

When we talk about the interconnectedness of systems, when we highlight to students the negative processes in the world that lead to a senseless and unjustified waste of resources and endanger the future, we must definitely abandon educational methods that are based on the delivery, learning and accountability of curricula! In order to choose the most suitable methodology for dealing with sustainability issues, we must always bear in mind that our pedagogical methodology is only effective if students are able to recognise the problems, deal with them and even do something about them! Sustainability education is not measured by class average but by the emergence of a conscious generation.

I KNOW THE TEACHING METHODS, BUT WHAT WOULD BE GOOD FOR ME TO UNDERSTAND THAT THERE IS A PROBLEM IN THE WORLD?

We have learnt many methodologies in our teacher training, and we may use even more in our practice as the world evolves. These may include traditional methods, drama pedagogy, methods that require learner activity, gamification, or even social media or web interfaces. In using a variety of methods, we will only be truly successful if we achieve a change of mindset among students.

Ask well!

While processing sustainability, it is important to keep in mind that the answers to the questions are not black and white. The specific nature of the micro-environment, the social background of the students, their previous knowledge or even the development of the state in question, all influence how the student deals with the sustainability issue. Since our aim is to shape attitudes, a the ability to recognise problems and to formulate independent thoughts, the answers to the questions are not exact. At the same time, we need to encourage students to formulate their own ideas by posing questions based on exact facts, without suggesting solutions.

SUSTAINABILITY

EDUCATION
AND/OR
AWARENESS-RAISING

THE RELATIONSHIP BETWEEN SUSTAINABILITY COMPLEXITY AND DIDACTICS

Sustainability issues have been identified in many areas of our lives, and targets have been set to ensure a sustainable world for future generations. But this gives us a complex and multi-faceted matrix, as these areas are intertwined and have an impact on each other. This complexity affects the natural, economic, social and environmental domains. In order to convey this systems thinking to students, we need to choose didactic methods where students can see through this complexity, interpret the interrelationships, identify the problem areas and identify the impact of the various factors on each other. In addition, it is essential that students are able to follow their experiences in a structured way, to develop critical thinking, to review the credibility of source material, to analyse it and to draw conclusions, and most importantly, to identify possible interventions to help address the problem.

The ultimate goal of sustainability education is to change the way the growing generations approach sustainability issues. Our generation has already identified areas where overpopulation, over-exploitation, resource exploitation, inequitable human treatment and many others require intervention. However, we have put the onus on the shoulders of the rising generations to address these because systems thinking on sustainability takes time to be put into practice.

EDUCATION AS A PEDAGOGICAL TASK

How csn we controll at the same time measure attitudinal change? Monitor the effectiveness of our education? Can we even see and measure attitudinal change? How can we monitor whether we have chosen the right pedagogical methodology in order to change student attitudes? How can we monitor the change in expected behaviours?
When we focus on working on a particular sustainability problem, on the delivery of a particular topic, it is absolutely essential that we always keep in mind that attitude formation must take place in the school among students.

SUSTAINABILITY

EDUCATION
AND/OR
AWARENESS-RAISING

OBJECTIVES OF SUSTAINABILITY EDUCATION

How can we define the goals of sustainability education? What are the educational goals that support the personal development of students in particular, which we should take into account when developing an attitude towards sustainability?

Through education, through knowledge transfer, we aim to:

1. Attitude shaping;
2. Changing students' attitudes to sustainability, shaping their attitudes;
3. Systems thinking
4. support
5. Stimulate interest, students should be open;
6. Students should be able to identify problems;
7. Students are able to analyse the current situation, understand the sustainability the impact mechanism of the sustainability issue;
8. Students can identify possible solutions;
9. students should have the need to improve in the area of sustainability by asserting their rights and following the standards

In addition to develop cognitive skills, it is very difficult to define how to teach sustainability related to the concept of a system's requirements. While in other subjects, accountability is a measurable parameter that can be attributed to performance, attitude formation can be tracked in the form of future behaviour. For this reason, it is advisable to choose and apply a didactic methodology in the teaching process which focuses primarily on student activity.

HOW TO MEASURE LEARNING OUTCOMES?

The expected attitudinal outcome linked to the transfer of sustainability is responsible behaviour, a conscious attitude on the part of students that will accompany them throughout their lives them for life, influence their values and commitment, whether to small-scale problems or complex issues. However, emotional engagement, critical thinking, problem-solving skills, innovative thinking and social sensitivity are key areas in its development. Thus, the choice of teaching methodology should take into account their realisation.

SUSTAINABILITY

EDUCATION
AND/OR
AWARENESS-RAISING

EDUCATION OF SUSTAINABILITY – WATCH OUT!

To ensure that sustainability education is not only about knowledge and information, but also about attitude formation, the following points should be included in our programmes, whatever methodological element we choose to implement in our sessions:

1.Be diverse! To attract and maintain attention, it is essential to avoid giving information in a monotone. To enrich the sessions, it can be helpful to use a variety of examples from around the world, to involve students in the analysis of the problem using questioning methodology and to promote complex thinking. By moving students, using multiple pedagogical methodologies in the classroom, we can avoid students becoming indifferent to the sustainability problem being addressed.
2. Make the student feel that this is his/her business! Through the exercises and methods chosen, the student should feel personally involved. We build our sessions pedagogically well when the students formulate independently the need for a solution to each problem raised. If the light bulbs are not lit in the classroom, we have not achieved a change in students' attitudes, an inner need and necessity to address the sustainability problem.
3. Show the student that the knowledge gained is useful!

NOT MY LIFE, NOT MY PROBLEM!

if students sense that the programs of the occupations really have practical usability, they can understand the direct and indirect effects of the processed topic in certain aspects of their own lives, then they will take ownership of the problem. An example of this could be the local-level sustainability research in our application, where students actually analyse the sustainability problems around them, interpret the impacts and draw conclusions that they and their city leaders can use as intervention points to improve the situation.

SUSTAINABILITY

EDUCATION
AND/OR
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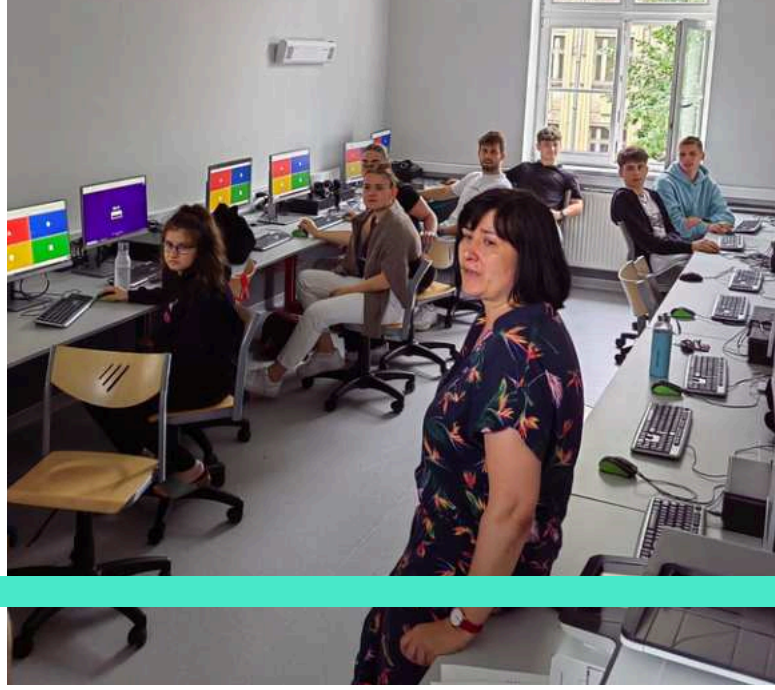


SHOW, BUT DON'T SHOCK!

4. Show me the problem! Every person learns and processes knowledge in a different way. However, it is undeniable that visualisation has an important role to play in understanding the problem. However, the visual presentation of sustainability problems can be like the end of the world. It is important that the visualisation does not give students the feeling that "we were late", but rather that "insert". At the same time, visualisation makes it easier to understand the context of the problems, and to understand issues that are more difficult for the age group to analyse because of their possible lack of life experience.

5. Support them in drawing the right conclusions! A series of tasks using different methodological tools must not only be carried out, but it is also essential to draw correct and consistent conclusions. The development of a systemic, holistic way of thinking is best supported when the teacher does not draw conclusions about the problem at hand, but asks guided questions to students to formulate the correct conclusions from the knowledge.

Students will independently formulate new emphases that will ensure a long-term change of mindset among themselves.

As educators, our primary concern is how we can make the connection with sustainability ideas to the knowledge students already have. We must not forget that students are constantly receiving impulses while learning other subjects and from the world around them. However, the pedagogical aim is different when teaching other subjects. While the transfer of knowledge from other subjects appears, here the primary goal is to understand sustainability and to strengthen the willingness to intervene.

NOW I SEE! - STRENGTHENING THE SUCCESS EXPERIENCE

6. Support the experience of discovery! An important part of the process of teaching sustainability is that students need to undergo an inner development, a transformation of values, for which the teacher is the right person who provides support in the choice of methodology.

SUSTAINABILITY

EDUCATION
AND/OR
AWARENESS-RAISING

In order to make the discovery of new contexts an experience, to use a wide range of methodological diversity, to give students a sense of achievement and to motivate them, one of the best methodological tools is to incorporate project teaching methodology into the classroom, where groups divide tasks among themselves and carry out research in order to complete the task.

STEP OUT OF THE CLASSROOM!

Of course, the teachers' instructions and explanations are necessary for effective management. Let's not forget the elements of experiential education that cannot be carried out in a cloakroom! Taking students out of the classroom environment and allowing them to experience the holistic context of sustainability issues and formulate their conclusions through field trips, field walks and factory visits will make the rising generation even more aware of the need to engage with sustainability issues.

7. "And how is that?" developing a feeling. Students are exposed to and experience a wide range of knowledge about the world around them. One measure of our work as educators is if students develop the desire to further their own knowledge of sustainability issues and develop their holistic vision. This self-sufficiency and sense of responsibility can lead to a generational shift in attitudes, which can be a guarantee for a sustainable world..

PEDAGOGICAL METHODOLOGY AND THE HARMONY OF THE EDUCATIONAL GOALS OF SUSTAINABILITY

The objectives are defined, the question is: which is the most appropriate methodology to achieve them? To do this, it is essential to consider the following:

1. subject objectives
2. group composition
3. availability of equipment
4. working methods

THEMATIC DAYS

II.
PROGRAM ELEMENT

GOALS OF THEMATIC DAYS

The aim of organising a thematic day is to sensitise the school's students, to involve them in solving challenge to involve them in tasks, and to develop a general appreciation of environmental issues. In this context, to transfer the knowledge and good practices acquired into everyday life.

The aim is to get to know the participating students:

- the issue of sustainability, the theme of a thematic day,
- the local and national specificities of the theme of the theme day through situation analysis,
- possible solutions to the problems of sustainability within the theme of the thematic day.

KEY ISSUE: SENSITIZATION

Learning outcomes to be achieved through the work of the theme: knowledge, skills, attitudes, autonomy and responsibility. Through practical activities, students will learn about and master the negative impacts of the theme of the theme day on their environment and the sustainable world, and the micro-level, regional, national and global solutions to these impacts.

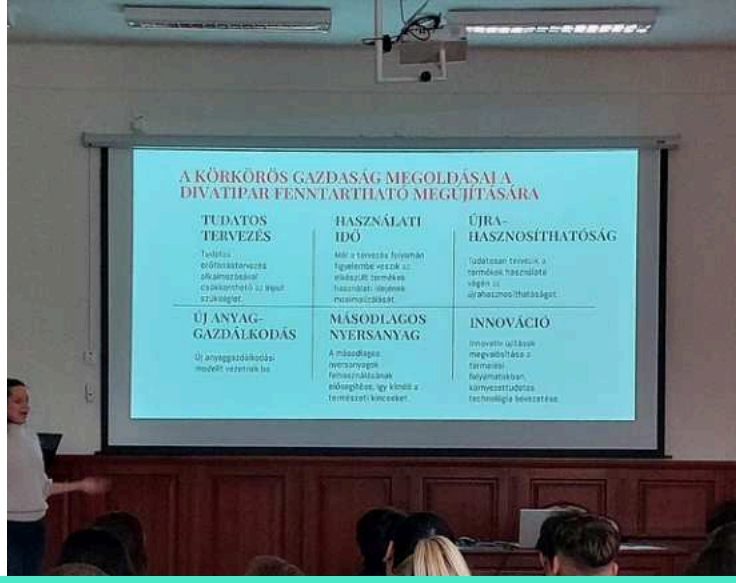
The thematic day also aims to give teachers:

- be able to integrate the ideas of sustainability, the knowledge and practices of the thematic day methodology into their own pedagogical practice,
- achieving consistency with the pedagogical/professional programme of the own institution;
- methodological adequacy and practical feasibility

Teaching-learning goals:

On the thematic day, the topic of the thematic day and the context of sustainability will be interpreted. students learn the special terms of the field. There is an exchange of views on the subject. students learn about the sustainability goals of the thematic day, interpret their importance and the limiting factors of their implementation, so they will be be able to independently analyse the situations that arise and build a solution proposal for them independently.

FOCUSES OF THEMATIC DAYS



The processing of the thematic day should emphasise the importance of the necessary change of mindset. The focus of the thematic day is to support a change of mindset that can be achieved by the target group, secondary school students and their environment, in addition to presenting and understanding the sustainability problem identified.

KEY ISSUE: CHANGE OF MIND

The short-term and long-term impacts of a sustainable world on environmental quality should be emphasised. Students should be introduced to the responses of different states, including affluent societies, to changes in the environment, and to the impact of socio-economic problems in declining societies on the environment. The theme day will highlight the importance of globalisation and sustainability való the contradictions between globalisation and the pursuit of sustainability. It will also introduce the target group to environmental policy instruments.

Areas of competence development implemented by the thematic day:

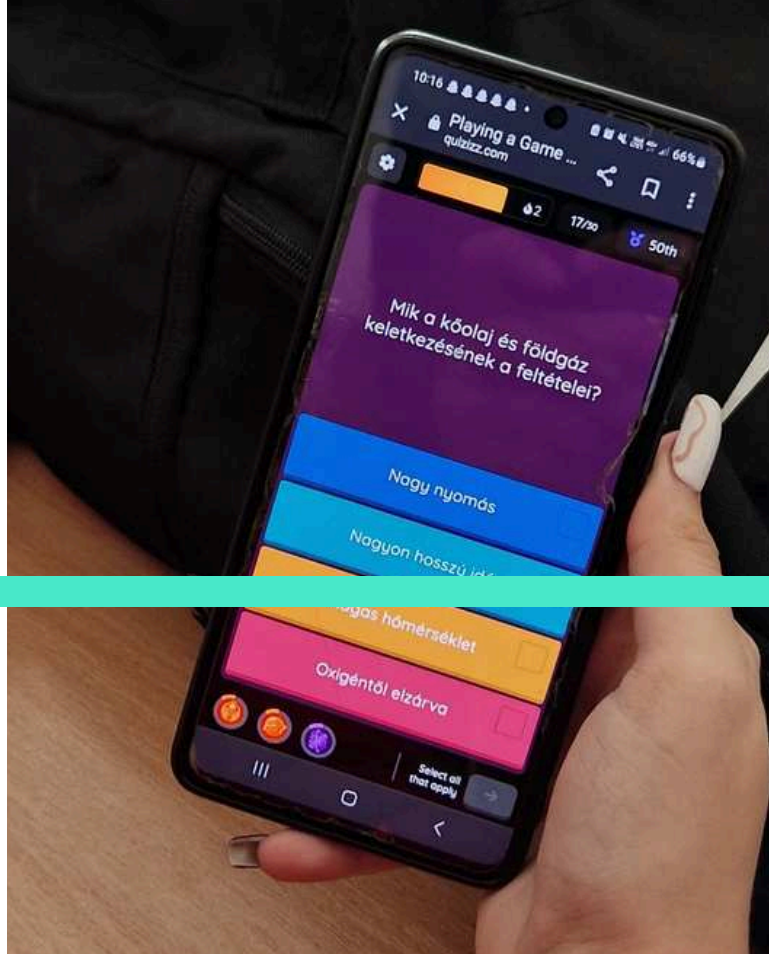
Training tasks:

The aim is for students to acquire the knowledge related to the professional field, to make logical connections between the theme of the theme day and the principles of sustainability, and to use professional terms with confidence.

Educational tasks:

In the course of the thematic day, the educational goal is to support the communication of information, to strengthen the expression of position, communication skills, autonomy and flexibility. development of conflict management, improvement of social competences In addition, emphasis is placed on the development of social competences, awareness, change of perspective. The joint development of the individual value system and the system of abilities is realized

METHODOLOGICAL SOLUTIONS



we recommend that the following methodological tools be used during the processing of the topic day during the transfer of new knowledge and the organization of existing knowledge: **explanation, discussion, illustratio**n using web pages, articles.

KEY ISSUE: MOVE THE STUDENT!

In addition, as a method that requires student activity, the preparation, evaluation and discussion of a recommended short presentation related to the topic. It is recommended to focus on pupils' joint work when working through the topic. Using the tools of questioning, develop discussion situations where students argue about the topic unit raised.

Among the drama pedagogical methods, we can carry out a **simulation exercise** on the problem raised in a "scenario", where students explore the conflicts of interest between the theme of the theme day and sustainability as actors representing different interests

Using the tools of **gamification**, we recommend repetition of previously acquired knowledge. We recommend using the Internet to work through the topic. Students should collect current problems and process them using the methodological tools of discussion and argumentation.

Students can also use the **project method** to analyse the ideas raised by each content element. The project method allows students to acquire new knowledge by building on the interest of the students and the joint activities of teachers and students, organising the learning process as a series of projects.

FRAMES OF THEMATIC DAYS

General framework for thematic days:

- It is imperative that students are taken out of the usual school dynamics, so typically frontal forms of knowledge transfer are avoided.
- During the thematic day, it is advisable to have one activity or content element in one place, managed by one or two coordinators during the day. Classes will participate in each of the programme elements according to a pre-defined schedule.
- In order to keep track of the students' progress, it is useful to have a "passport" to be handed to the classes, and they will receive a stamp, signature and points from the coordinators for participation in the given station.
- If the number of pupils justifies it, it is advisable to implement one or more programme elements in several locations in order to ensure efficient delivery.
- Recurring patterns should be used for thematic days (e.g. if we are thinking about a sustainability quiz, organise a sustainability quiz on each thematic day)
- We recommend that all schools start and end the theme day in the same way.
- It is important to involve local actors (local government, NGOs, universities, research institutes and businesses) in the development of the programme.
- For the preparation and implementation of the thematic day, it is necessary to set up an organizing group for the school. It is important to involve students in the organization.
- it is necessary to determine the school's ability to organise its own programmes. how many programmes can the school provide
- It is necessary to assess the school's infrastructure.

Proposed Form of Conduct

It is advisable to build the scenarios of thematic days according to the concept of an obstacle race between classes. Classes are circularly involved in each project element students only know at the end of the thematic day that everyone who has progressed through the content elements has won, since this ensures their perspective formation, supports their complex thinking. this aspect is very important, because the key to understanding environmental problems is keeping constant attitudes to action and lifestyle.

SITUATION MAP AND RESEARCH

III.
PROGRAM ELEMENT

SITUATION MAP AND RESEARCH

FRAMEWORK OF SUSTAINABILITY RESEARCH:

A sustainable world is becoming one of the most pressing issues of our time. In order to ensure sustainable development for future generations, we need to recognise and take a systems approach to the present. to find points of intervention in a systemic context in order to secure this long-term goal. We must research, interpret, see, learn and teach. Today's students are tomorrow's decision-makers. We are convinced that by developing young people's mindsets in a supportive way, we can achieve a generational shift in their attitudes.

Our aim is to make cross-border partnership in the framework of to familiarise our students with the challenges of sustainable society, sustainable development, sustainable economy and sustainable world. We will do this through lots of creative games, projects, competitions, theme days and lots of ideas.

In addition to the implementation of theme days, local and international sustainability competitions and eco-camps, our awareness-raising programme gives students an insight into researching sustainability issues. The aim of sustainability research is to introduce students to problem-solving research methods through active involvement, with an emphasis on raising students' awareness of local issues and on the importance of sustainability research for the future to raise awareness and openness to local issues. Local research results are compared in an international research report.

Sustainability situation map and research purpose, results, impacts

The aim of the sustainability research is to raise the awareness of sustainability among the target group of secondary school students, while learning about the research methodology. The research methodology document will help to compare the results of the research carried out in each partner country, enabling students to compare sustainability issues internationally.

The 4 schools involved in the project will prepare a research analysis of at least 15 pages per school and municipality, which will be sent to the local municipal authorities. A delegation of students and their mentor will take the document to the municipal leaders.

SITUATION MAP AND RESEARCH

Based on the local research analyses, a summary electronic publication will be produced by integrating the documents of the 4 municipalities in a professional way. The document will be available in English and Hungarian.

Measuring the effectiveness of research:

- **Can you reflect on the local situation?**
- **Is the respondent mix sufficiently diverse?**
- **Is the research relevant from a local perspective?**
- **Did the research achieve its aim, did it motivate a sufficient number of students to participate in local research activities?**
- **How have the attitudes of the students in the research changed?**

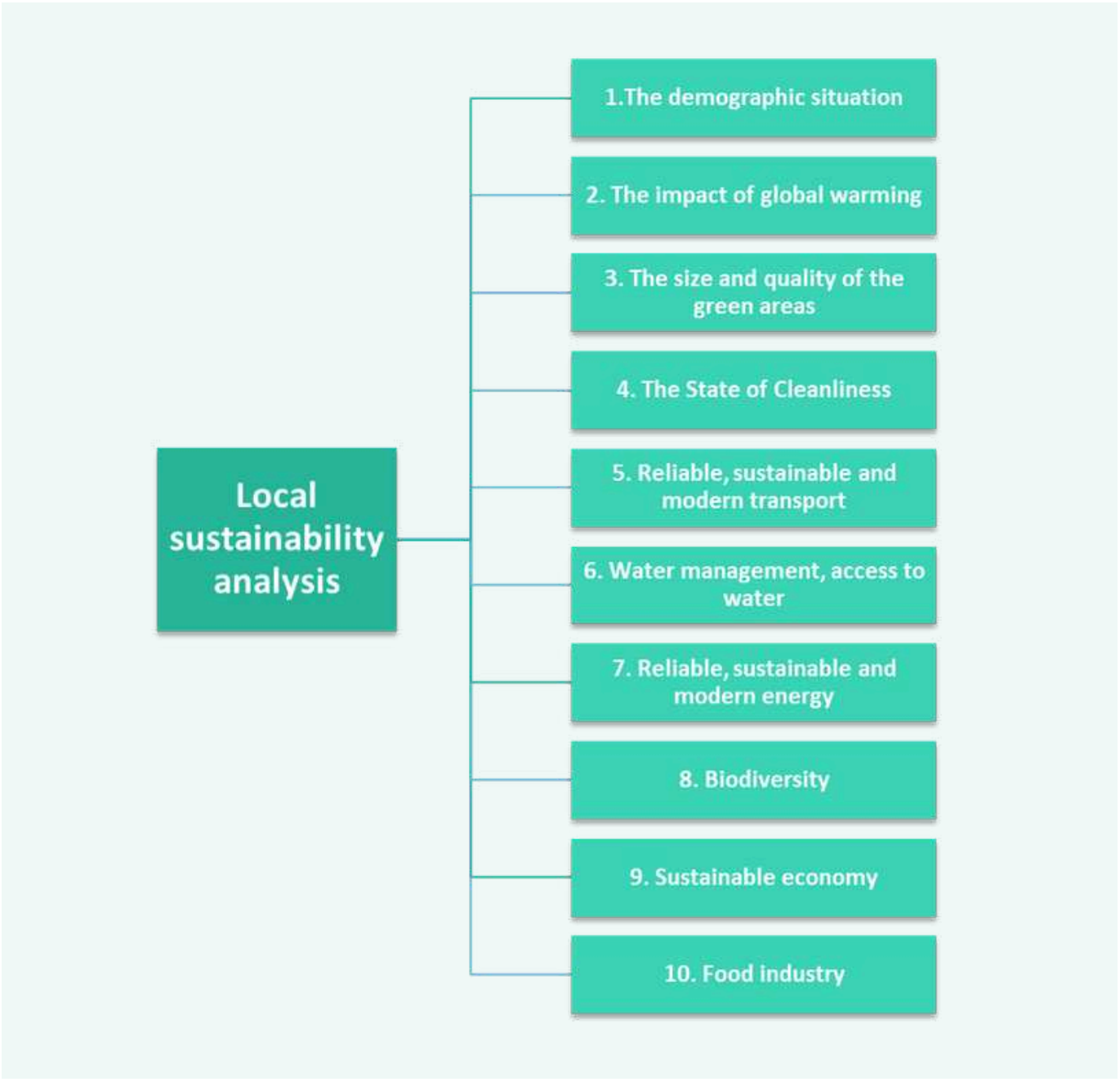
As a result of the research, students are able to formulate points of intervention at local level that promote the sustainability of the city, supporting the development of attitudes in their generation.
The tasks of the partners involved in the sustainability research were defined, the research tasks were codirected by mentor teachers, and a standard document structure was provided to support the professional work, analyses and conclusions drawn by the participants.

RESEARCH METHODOLOGY

The first part of the questionnaire to be used in the sustainability attitudes survey, the general questions, is based on social science research on this kind of environmental The NEP (New Environmental Paradigm) consists of three dimensions (as originally conceived): the balance of nature, the limits to growth and the refutation of the anthropocentric approach. The NEP has acted as the antithesis of the dominant social paradigm, whose main features are mass consumption, continued economic growth and faith in science and technology to solve environmental problems.
For the second part of the questionnaire, we structured the questions around ten areas of environmental pressure that are fundamental to everyday life. In each case, questions were formulated to provide an indication of the respondent's attitudes, habits and knowledge of the environmental component.

SITUATION MAP AND RESEARCH

OUR SUSTAINABILITY RESEARCH AT LOCAL LEVEL WILL EXAMINE THE FOLLOWING PROFESSIONAL AREAS:



SITUATION MAP AND RESEARCH

THE BASIC LOGIC OF SUSTAINABILITY RESEARCH ADOPTED BY THE PARTNERSHIP:

Research methodological tools for sustainability analysis and research:

- questionnaire

The logic of the research questionnaire:

- Statistics on filler data, such as gender, age ranges, education
- sustainability attitude test
- 10 topics
- 5 questions are considered for each topic.
- 3 possible suggestions and ideas for each topic.

In the research summary situational assessment:

- Each topic is analyzed in a maximum of 1 page.

In the research summary suggestions:

- 5 proposals for each topic are made by the students involved in the research.

In terms of the formal requirements for research papers, we follow the logic of traditional research publications, i.e. we divide the analysis into abstract, introduction, material and methods, results, summary and bibliography

SITUATION MAP AND RESEARCH

FOCUS GROUP RESEARCH

The survey will be completed by 150 people. During the completion of the survey, care is taken to ensure that the respondents give a sufficient number of answers in a sufficient time. Based on the statistical distribution of the responses, we draw conclusions about the target group about the target group's attitude towards sustainability issues and conclusions the possible ways of shaping their attitudes and the factors influencing them.

As the city-wide situation assessment should include sustainability information on the school, the situation of the pupils' families, so the focus group research includes a demographic survey. However, the primary focus group of the research is secondary school students.

PROFESSIONAL ORGANISATIONS COLLABORATING IN THE CONDUCT OF THE RESEARCH

In order to ensure the credibility of the research and to carry out the widest possible sustainability assessment, it is recommended to examine and analyze the data sets of the meteorological service, Statistical Office of the country concerned.

Country	Organization	Contact
Hungary	Országos Vadgazdálkodási Adattár	www.ova.info.hu
	Országos Meteorológiai Szolgálat	www.omsz.hu
	Központi Statisztikai Hivatal	www.ksh.hu

SITUATION MAP AND RESEARCH

PERSONAL CONDITIONS OF THE RESEARCH

Participation in sustainability research at local level is based on the criteria set out in the validation criteria, professional experience, qualifications and working with the students involved in the research in the school.

DATA CLEANING OF RESEARCH RESULTS

In order to be able to confirm which respondents' views and suggestions are reflected in the evaluated answers, it is advisable to carry out an attitude analysis of the respondents as a first step of the research activity.

The following parameters are measured in the preliminary test:

GENDER BREAKDOWN

we start the analysis of the composition of the respondents by the gender distribution from the distribution we can conclude that the sustainability-related issue affects women or men in a higher proportion, from which the conclusion can be drawn which can be drawn the conclusion that in relation to the issues of a sustainable world which is not more sensitive.

DISTRIBUTION BY AGE

By examining the age distribution of respondents, our aim is to show the age distribution of the younger and older generations in our research. in our study we highlight how people of different ages relate to which sustainability issues and what differences appear between generations. In our analysis, we present the respondents between the ages of 14-25 in the research questionnaire as students, while we examine the respondents from the additional age group as adults.

DISTRIBUTION BY PLACE OF RESIDENCE

the distribution of respondents by place of residence in the case of students two-thirds are partly urban residents

SITUATION MAP AND RESEARCH

one-third of them live in the agglomeration of the city under investigation. for adults, the proportion of urban residents may differ from this number. for adults, the proportion of urban residents may differ from this number Uat the same time, it is likely that the respondents living in the agglomeration of the examined city are also organically connected to the city and its surroundings in connection with their studies and work, So their responses are relevant to the local sustainability assessment

DISTRIBUTION BY SCHOOL LEVEL

In terms of the distribution of educational attainment, the study is of particular importance because it is fundamentally observable that the younger generations are much more inclined to adopt a sustainability approach. The study also suggests that the focus of this approach can be targeted. The survey looks at the responses of people about to graduate, those who have graduated from high school, students in vocational education, students in higher education and those already in employment. we carry out our sustainability assessment among respondents with different qualifications and professional experience

ATTITUDE TEST

We start our research with a general attitude test. The study focuses on 5 topics. Our aim is to assess the relationship between the following general sustainability issues and the group of students and adults. We are looking for answers to the following five statements:

„1. I consider sustainable development important in order to preserve the environment and natural resources for future generations."

This point of the attitude survey supports the need to point out sustainability problems among young people, information and it is necessary to teach students the conscious thinking that they can do for a sustainable future..

„2. environmental transformation processes since the Industrial Revolution lead to an ecological crisis."

SITUATION MAP AND RESEARCH

The distribution of responses suggests that both older generations are interested in rethinking how a sustainable world works, but that the main focus should be on sensitising the younger generation of students.

„3. Nature's ability to self-reproduction corrects human intervention in all cases."

We are looking for answers to the question of how respondents feel about nature's ability to reproduce itself. On the scale, 1 represents the parameter not at all, 5 represents the parameter completely. The distribution of the responses gives an indication of the proportion of adults who consider nature's ability to reproduce itself and human conscious behaviour to be important for sustainability. And whether this awareness can be deduced for students.

„4. Who is responsible for solving the problems? Munltiple answers are possible."

This question is designed to explore respondents' perceptions of personal responsibility and the authorities,

the role of civil society organisations and local authorities in achieving the sustainability goals. The results of the study show that personal The result shows the extent to which continuous and conscious support for students' change of attitude is necessary to develop a sense of personal responsibility.

„5. I am interested in sustainability issues."

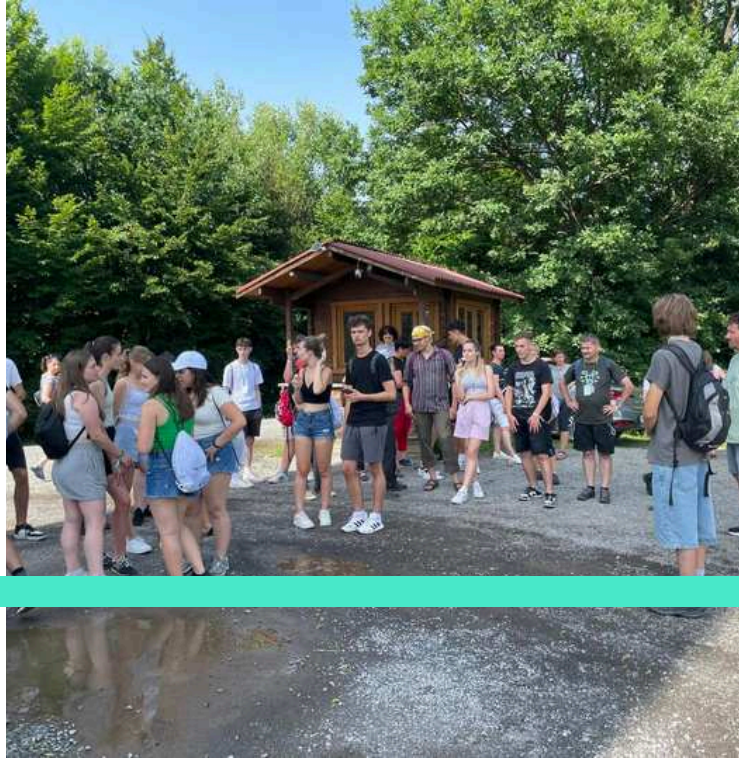
The responses indicate the extent to which both study groups need support for a change of mindset to achieve a sustainable world.

SUSTAINABILITY CAMP

IV.
PROGRAM ELEMENT

SUSTAINABILITY CAMP

SZOVÁTA, TRANSYLVANIA



THE GREEN CAMP

the Sustainability Camp is an orientation week during which the participating students go around several environmental problems globally and locally. 10-10 students from all schools arrive to the camp, who form teams of 4-4 people, with international composition. Teams are working on 5 environmental issues: energy crisis, waste management, global warming, water crisis and loss of biodiversity. Each team is coordinated by an invited renowned professional and a mentor teacher. The aim of the camp is to interpret the sustainability problem and to develop a group idea of their own, which is presented to their peers and teachers in a presentation by young people. The presentation must briefly present the environmental problem and summarize its own innovative solution to the presented topic.

A tábor során a résztvevők a témájukhoz szükséges információkat plenáris előadások, egyéni mentorálás és lokális terepszemlék segítségével szerzik meg. During the camp, the participants obtain the information necessary for their topic through plenary lectures, individual mentoring and local field visits.

T**opics chosen by the partnership:**

- **Biodiversity**
- **Global warming**
- **Water crisis**
- **Waste management**
- **Energy crisis**

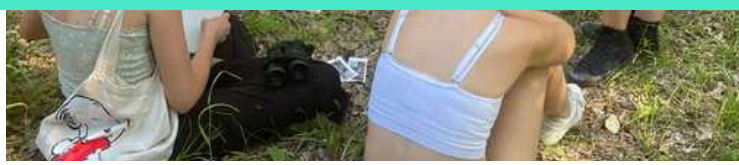
from the students arriving at the camp we form 10 mixed teams, each containing 4 students. The formation of international teams supports international knowledge sharing, exchange of experience, community building. Each team is assigned to a topic by sweepstake. One team examines the topic on the basis of local and the other on the basis of global aspects. In connection with the topic, students listen to presentations, carry out research and field exercises. The sustainability problem identified is analysed jointly, a solution proposal is drawn up with the help of mentors. They represent the presentations to each others. In addition to the professional programs of the camp, the participants get to know the natural beauties and traditions of the host country, in our case Transylvania.

IN THE HEART OF TRANSYLVANIA: MEETING OF SMILE AND ATTITUDE SHAPING

In the following, we would like to illustrate the professional content and atmosphere of the implemented camp elements with pictures.

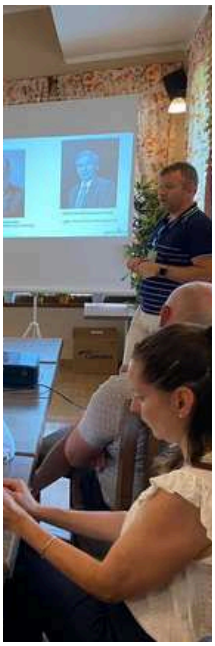
SUSTAINABILITY CAMP

SZOVÁTA, TRANSYLVANIA



LOSS OF BIODIVERSITY

two teams working on biodiversity became acquainted with the flora and fauna of deciduous forests on a mountain hiking trail above Sováta with the professional support of the biologist of the milvus group, Kiss Réka

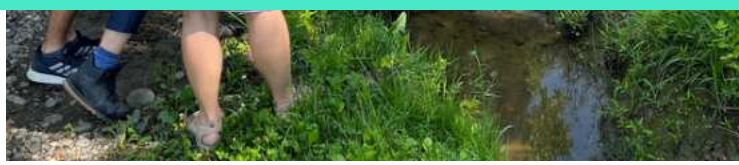


GLOBAL WARMING

students listened to lectures on environmental protection, the possibility of reducing CO2 emissions, global warming and its effects. You can try an application. This shows what needs to be done to reduce CO2 emissions. the rapporteur dr hajdu lászló hunor the president of the pando association.

SUSTAINABILITY CAMP

SZOVÁTA, TRANSYLVANIA



WATER CRISIS

AStudent groups dealing with the water crisis, led by hajdú zoltan, visited the following settlements: Kisadorján, Gálfalva, Székelytompa, Nyárádszereda. Students learn about water management of the towns.

WASTE MANAGEMENT

After a short presentation of Jeszenszky Attila, the members of the two student groups visited the all4plast waste processing plant In Nyárádszereda. where the local selective body collection processes as well as the recycling processes were viewed by the students

SUSTAINABILITY CAMP

SZOVÁTA, TRANSYLVANIA

ENERGY CRISIS

Energy crisis groups listened to a very informative presentation by his mentor, dr. Sebestyén Tihamér. After that they visited the Illésmező hydroelectric power plant, the solar park and the kibéd, the biomass plant.

PREPARATION AND PRESENTATION

the groups processed the experiences and information they had seen and heard during the field work with the help of their mentor. Our students presented what they learned this week and presented their solutions to the environmental problems they encountered. We have seen high quality shows.

LOCAL AND INTERNATIONAL INNOVATION COMPETITION

V.
PROGRAMELEM

LOCAL AND INTERNATIONAL INNOVATION COMPETITION

Within the framework of the Erasmus competition, we organize a local and international sustainability innovation competition as the last element of our methodological program. The reason for this is that the implementation of the programme covers two years. After the sustainability awareness training presented above, students will be able to interpret sustainability problems in their environment, they are able to interpret their effects and consequences in a context, develop independent innovation ideas and present prototypes. By processing the previous elements of the methodological program, awareness-raising will be implemented among the target group.

The local and international innovation competition is the culmination of a two-year series of programs, where students provide innovative solutions to the problems identified during the cooperation of the recent period

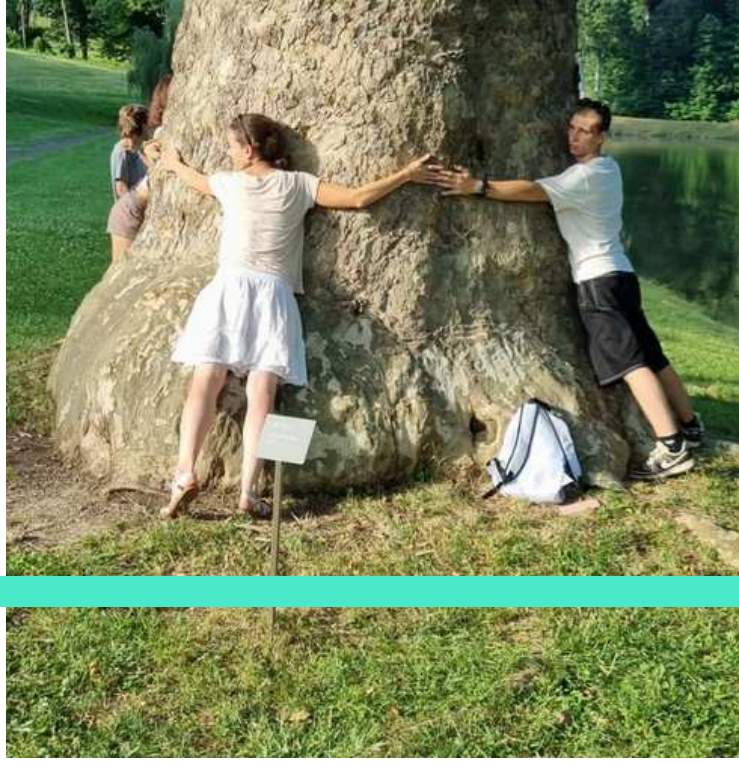
The program series aims to achieve a generational change of attitude among young people by supporting the development of their thinking. during the competition we expect young people to be active and show their ability to express themselves. in the local and international sustainability innovation competition, students present their innovative ideas in the pitch genre, which are analyzed and evaluated by a renowned professional jury.

programs implemented during the local and international innovation competition give students the opportunity to organize their own thoughts and acquired knowledge. share it with each other, or evaluate the problems of the present and the sustainability opportunities of the future by presenting and analysing the results of their mini-research.

A number of local sustainability innovations are also involved in the sensitization of students within the programme. we provide students with opportunities to consult with specialists with the support of their mentor teachers.

as the first part of the programme element we organize a local sustainability innovation competition within the partner schools. In the framework of the competition, the competing teams submit proposals and ideas related to sustainability and the preservation of our immediate environment. **The idea could be to create an application, develop a product, launch a service, rethink a service or organize a school action.**

LOCAL AND INTERNATIONAL INNOVATION COMPETITION



The themes of the competition will be built around the themes of two previously implemented programme elements. The reason for this is that students will be dealing with a sustainability problem that can be analysed at the systemic level, its causes and effects, its local, regional, national and global consequences and its interconnections. The two programme elements implemented so far are the theme days and the sustainability research and problem mapping. Thus, the priority themes in which we are looking for proposals are:

- **Energy crisis, energy saving**
- **Biodiversity**
- **Global warming and its local impact**
- **Sustainable economy and rationalization of consumption**
- **Sustainable, modern transport**
- **Water management, access to water**
- **Food Industry**
- **Waste management**
- **or any topic related to sustainability.**

The partnership has decided that the number of teams competing in local competitions will be three. As partner schools, the two most innovative teams will qualify for the international finals.

As the sustainability innovation presented in the local competition may be further enhanced by the suggestions of the local jury and experts, and may explore new aspects, the partnership has accepted that both the composition of the teams and the technical material presented in the local competition may change in the run-up to the international competition

COMPLETE LIKE THIS

The local round of the competition and the international competition differ in terms of methodology and the product to be presented. For the local competition, students prepare a presentation of 10 to 15 slides, and if they can present their innovation in a work of art, they can also present it. In the competition round, each student explains and interprets a thematic unit. In addition to the evaluation tasks of the professional jury, it is very important that it focuses on the approach and interpretation of the sustainability problem and its proposals for solutions, i.e. that the approach is also reflected in the presentation of the students' independent entries.

LOCAL AND INTERNATIONAL INNOVATION COMPETITION

THE ASSESSMENT CRITERIA

The evaluation criteria and weighting of the entries presented were the result of a lengthy professional consultation. The jury has considered whether a project on any other theme professional The evaluation criteria for our competition should be different from those of a quantifiable or clearly definable competition in any other field. The primary aim of our competition is to raise awareness among students and their engagement with the subject should be encouraged during the evaluation process.

In the light of the above, the jury will assess the following seven criteria using the weighting presented:

1. DESCRIPTION OF THE PROBLEM 1-10 POINTS
2. ORIGINALITY OF THE IDEA 1-20 POINTS
3. FEASIBILITY OF THE IDEA (IF THERE IS A PROTOTYPE, A HIGHER SCORE MAY BE GIVEN) 1-20 POINTS
4. THE ENVIRONMENTAL RELEVANCE OF THE IDEA 1-20 PONT
5. VISUAL PRESENTATION 1-10 POINTS
6. PRESENTATION STYLE 1-10 POINTS
7. ANSWERS TO QUESTIONS 1-10 POINTS

However, the methodology of the international finals differs from the local competitions, where students use the classic presentation method. The reason for this is that the aim of our programme is not only to raise awareness of sustainability among the target group, secondary school students, but we also want to introduce new methodological elements, analytical possibilities and presentation styles into the implementation of our programmes, which will help students to develop in other areas.

Along the above concept, the partnership decided that the finalist teams would present their entries in the PITCH genre

THE PERFECT PITCH

Although the PITCH genre is something that mentors and students have heard of, it is not something they have worked with before. They usually identify this presentation methodology with the investor shows presented in the media. In our programme, we undertake to familiarise teachers, trainers, mentors and students alike with this new presentation method.

LOCAL AND INTERNATIONAL INNOVATION COMPETITION

Our experience shows that teachers' prior knowledge also needs to be supported, so we include teacher preparation training as a first element in our methodological professional programme to achieve the perfect pitch.

What is Pitch? In short, it is an attention-grabbing and understandable, convincing introduction, presentation, presentation. Something for a purpose.
It is so simple, but it is so complicated.

The length of the Pitch usually does not exceed 5-8 minutes, where the speaker presents his/her ideas in a spectacular, memorable, effective and to the point way.The uniqueness of the Pitch lies in the fact that it is not only the verbal communication that is emphasized, the narrow communication of information, but the way of delivery, the expression of enthusiasm, commitment, the appearance of non-verbal communication elements are of particular importance. **While a presentation is the presentation of a topic, a pitch is the persuasion of the audience about what the speaker is committed to.**
The power of personal action, the technique of conveying ideas, the encouragement to think together are all specific to Pitch.

ALL PITCH PRESENTATION, BUT NOT ALL PRESENTATION PITCH

When preparing a presentation in the Pitch genre, you should start your preparation by thinking through the following questions:

1. WHO IS THE PITCH FOR?
2. WHAT IS THE PROBLEM, WHAT IS THE CHALLENGE?
3. FOR WHOM IS THE PROBLEM IMPORTANT?
4. WHO IS THE TARGET GROUP? (HOW BIG IS THE MARKET?)
5. WHAT COULD BE THE ANSWER TO THE CHALLENGE?
6. WHO ARE THE COMPETITORS?
7. WHAT IS INNOVATION?
8. WHAT IS THE VALUE IN OUR OFFER?
9. WHO ARE WE?
10. WHY ARE WE MORE? HOW ARE WE DIFFERENT?

LOCAL AND INTERNATIONAL INNOVATION COMPETITION

HOW TO BUILD UP PITCH?

If you want to get a really good result in the PITCH genre, the most important thing is to attract attention effectively. A good opening can have a significant impact on the listener's attention, Than we can control their thinking. At the same time, we must not forget to leave a mark on the audience about who we are. It's a good idea to create an expressive logo, if you choose a brand name you can build a brand around your idea of innovation. Choose a clever title for your presentation! A title that is evocative, revealing or shocking can grab the audience's attention

So it doesn't matter if you're trying to convince the public to change their mindset on sustainability, presenting a business plan to a major investor, or showing your boss how to make the organisation more effective.

PITCH is really good if you choose the right style: you can be surprising, humorous, inquisitive. The key is to keep your attention. The AIDA analysis of marketing science distinguishes 4 phases that audiences must go through in order to be won over: these are:

- **to attract attention,**
- **the trigger of interest,**
- **the desire,**
- **and action.**

ANALYZE THE TARGET GROUP BEFORE PITCH

At the same time, we must always be mindful of where and for whom PITCH is aimed. If we try to engage the audience in a style where we have not analysed them as a target group, we will not be able to reach them!

Our opening sentences, our lead-ins, are a guarantee that PITCH is worth listening to. So start with a sentence that will make your listeners want to hear the second, third and thirteenth sentences.

LOCAL AND INTERNATIONAL INNOVATION COMPETITION

AMILYEN A KEZDÉS, OLYAN AZ ELŐADÁS!

Pay close attention to how you start your PITCh presentation. To really capture the audience, you can use the following tools:

- **analogy, parallel,**
- **an easy-to-remember example,**
- **individual indicators. Combining things that are far from each other,**
- **suitable quote less well-known but striking quote,**
- **shocking facts and statistics,**
- **opening question,**
- **story.**

This is just to get the attention of the audience, the real purpose of our PITCH performance is not yet achieved. In order to really justify the need for intervention, we need to present the initial circumstances. Situational analysis is an essential part of making the case for PITCH!

DESCRIBE, IDENTIFY THE PROBLEM!

During the situation analysis, we look at who is affected by the problem, what happens if we do not intervene, and what negative impacts we can expect. We should also look at how the problems are interlinked. Try to demonstrate the need for intervention in a complex context. But never forget that PITCH is a relatively short presentation! Sometimes less is more

General tips to to achive a perfect PITCH:

1. BE BRIEF, POSITIVE, AND CREDIBLE!
2. KNOW WHO THE AUDIENCE IS!
3. AVOID THE GENERALITIES. TELL ME SPECIFICS!
4. CONLY TELLS THE 5 MOST IMPORTANT NUMBERS THAT SHOCKS AMAZES TOUCHES!
5. USE ONLY 10 IMAGES THAT FASCINATE YOU!
6. AVOID THE JARGON!
7. APPEARANCE MATCHING THE THEME STYLE
8. PLAN THE ENDING. TAKE YOUR TIME.

LOCAL AND INTERNATIONAL INNOVATION COMPETITION

PRESENT THE SOLUTION!

Using the ideas described above, we used an engaging, interesting, attention-grabbing style that was appropriate for the target group, then used facts and data to analyse the need for intervention, getting to the point where we show the solution we consider to be the most effective and ideal for problem solving.

DISCOVER THE UNIQUENESS OF YOUR IDEA!

Let's show the unique idea of innovation that distinguishes the problem given solution to a problem from others! Let's talk about the unique value that our ideas and professionalism add to improve the existing situation. In addition to forward-thinking ideas, this is where our presentation can showcase technological innovations, prototypes and visualisations. While the tangible test pieces are going around, let's not forget to revisit our main arguments.

Remember that the primary goal during PITCH is not to appeal to logic, but to evoke emotions from the audience. Thus, it is more about engaging the audience in a kind of inspiring co-thinking than striving for professional perfection. What we want to achieve during PITCH is to make the audience burn with the desire to take action to tackle the problem.

PROVE THAT YOU ARE THE BEST TEAM TO SOLVE THE PROBLEM!

Remember that you must not only appeal to the audience emotionally, but you must never put credibility and professionalism in the background! Never underestimate the competence of the audience, and be prepared to answer their questions! We must not only answer questions, but also engage in a process of reflection with our audience.

LOCAL AND INTERNATIONAL INNOVATION COMPETITION

BAD ENDING: “THANK YOU FOR YOUR ATTENTION!”

After a great start, a comprehensive analysis of the situation, the presentation of a forward-looking, innovative solution, during which we will get the audience to want to do something, the biggest hobby at the end of our presentation is to use the <questions= or
<Thanks for your attention!= We conclude our PITCH speech with a thought! Make a QR code with the resources you have used, or link the expected questions from the audience to the prototype presentation, showing around. To lead through, project again our logo that is both chatty and representative of our PITCH presentation message!
A few more supporting ideas to present the perfect PITCH:

1. FIND THE EXACT MESSAGE OF THE PITCH!
2. LET'S GIVE OUR PITCH A HARD LOGICAL CURVE!
3. FOCUS ON EMOTIONAL ELEMENTS, QUOTES, PERSONAL STORIES, QUESTIONING TECHNIQUES!
4. DEVELOPING THE PERFORMANCE TECHNIQUE!

Our international innovation competition, as described above presented in the previous sections methodology will be implemented using. The training of teachers and trainers is carried out by professionals who, after listening to and analysing each other's PITCH speeches, take a comprehensive view and discuss together the problems that may occur during the preparation of students. Students also grow by learning a new genre. Their expressive skills, communication techniques and professional collaboration. They will be able to select information to achieve the goal rather than overloading it, to find the focus of their analysis.

WE WISH YOU SUCCESSFUL, INNOVATIVE, CREATIVE, GREEN COMPETITIONS!

SOURCES

THANK YOU FOR USING OUR LEARNING METHODOLOGY!

We have prepared detailed information materials, toolkits and lesson plans for the program elements of our sustainability sensitizing methodology program thus supporting both the work of teachers and educators applying the program and the student-oriented change of attitude in the target group.
You can find the detailed Professional Materials on our website:

https://4forfuture.hu

Please, see the "Partnereinknek" menu.
the professional materials are available on the following links:

Teacher training:
http://4forfuture.hu/img/1699682698_56914e215fd44ad63176.pdf

Thematic Days methodology and toolkit:
http://4forfuture.hu/img/1720858661_eddd4895599e665e3215.pdf

Mentoring materials for thematic days:
http://4forfuture.hu/img/1714971232_bd104c4da17b8c73ff68.pdf

Research - Report at local level:
http://4forfuture.hu/img/1692954148_2cb5c4263a60097d2bf8.pdf

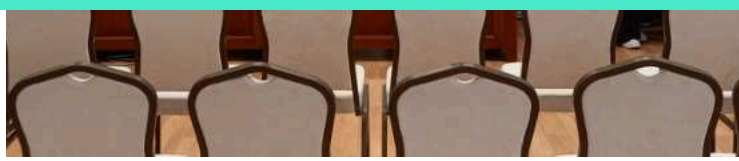
Research - Report at international level:
http://4forfuture.hu/img/1692954171_1669e3cfafdc4c9c9de9.pdf

Local problem map and Research Comparative analysis:
http://4forfuture.hu/img/1705466526_0bc5f42c32f7fa5603ed.pdf

Local and international competition:
http://4forfuture.hu/img/1700546282_b36317c069c5b3f91a83.pdf

PHOTOS TAKEN DURING THE PROJECT CAN BE SEEN IN THE DOCUMENT. THE PARTICIPANTS IN THE PICTURE CONTRIBUTED TO THE PUBLICATION OF THE PICTURES

EVALUATION, QUALITY ASSURANCE



For all project elements, special attention should be paid to the evaluation and quality assurance of events and activities, along the following priority aspects:

Efficiency	Professional content	Organization, scenario	Mood, involvement
Has the activity achieved its intended purpose? • Expansion of knowledge • Changing attitude • Commitment Further use, development is possible?	Is it possible to understand? Does it meet the needs of the age group? Professionally correct? Is it adaptable to institutional conditions? Comprehensive? Does it contain all the necessary information for its implementation?	Flexibility Management of scheduling The circumstances of the event location, quality of related services	Student attitudes: how interactive was the event? What was the mood of the event like? What was the best and the worst part of the event?

The purpose of the evaluation is to assess the usefulness, efficiency and future applicability of the project element in our institutions and to identify the points where development or modification may be required in the future.

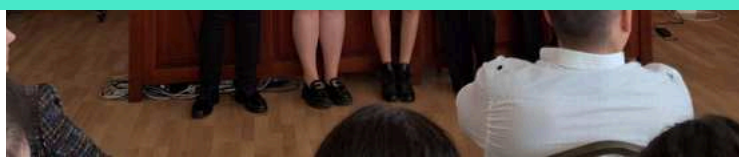
Quality assurance at the end of all project elements in the form of an online questionnaire for students and teachers. There are separate questionnaires with different emphasis for students and teachers.

We used Google questionnaires during the implementation of the project. The questionnaires are evaluated by the working group organising the project element and/or by the working group responsible for quality assurance. fter drawing conclusions, propose possible amendments to increase the effectiveness of subsequent similar activities

sample questionnaires:

INTERNATIONAL INNOVATION COMPETITION

STUDENT ASSESSMENT QUESTIONNAIRE



Our questionnaire was prepared in connection with the evaluation of the 2022-1-HU01-KA220-SCH-000086810 számú, „Jövő időbe lépünk - 4 for future" című Erasmus+ KA220 project

element of the international competition of public education cooperation partnerships
Place of implementation: Sárospatak, Hungary
Date of implementationa: 2024.07.07. - 2024.07. 11.
this questionnaire is a quality assurance tool, its aim is to evaluate the programme and to use the lessons of the questionnaire in the organisation of our subsequent programmes Please share your experiences and comments with us.
Thank you for your cooperation!
the data shared during the questionnaire is treated confidentially.

Funding by the European Union. the opinions and statements contained herein reflect the views of the author and do not necessarily correspond to those of the European Union or the EACEA official corresponds. Neither the European Union nor the eacea can be held responsible for them.

Your school:

- Miskolci Szakképzési Centrum Berzeviczy Gergely Technikum
- Bolyai Farkas Elméleti Líceum
- Márai Sándor Magyar Tanítási Nyelvű Gimnázium és Alapiskola
- Beszédes József Mezőgazdasági és Műszaki Iskolaközpont

1.1. In which previously managed program elements of Jövő időbe lépünk - 4 for future Erasmus project did you take part?

- Research activity, local research report
- Thematic days - Energy crisys
- Thematic days - Biodiverzity
- Thematic days - Global warming
- Thematic days - Sustainable consumer habits
- Sustainability Camp

INTERNATIONAL INNOVATION COMPETITION

STUDENT ASSESSMENT QUESTIONNAIRE

1.2. To what extent were you able to build on the previous elements of the project in preparation for the international sustainability innovation competition? (Completely / To a large extent/ In part / Not at all / Not relevant)

- Research activity, local research report
- Thematic days - Energy crisys
- Thematic days - Biodiverzity
- Thematic days - Global warming
- Thematic days - Sustainable consumer habits
- Sustainability Camp

2.1. To what extent did the international innovation competition program preparation, local and international rounds help in understanding the sustainability problem?

1 disagrees at all - 5 fully agree

2.2. To what extent has the international sustainability innovation competition highlighted possible solutions to address the sustainability problem?

1 disagrees at all - 5 fully agree

2.3. To what extent was your prior knowledge sufficient to process the innovation idea during the international sustainability innovation competition?

1 disagrees at all - 5 fully agree

2.4. How do you assess the institutional and mentoring support you receive?

1 nem volt elegendő a támogatás - 5 nagy segítség volt a mentori támogatás

2.5. To what extent has the international sustainability innovation competition highlighted the fact that you can also do something to solve the problem?

1 disagrees at all - 5 fully agree

INTERNATIONAL INNOVATION COMPETITION

STUDENT ASSESSMENT QUESTIONNAIRE

3.1. After the international sustainability innovation competition, how important do you think it is to talk to your family and friends about the sustainability issues raised?

1 disagrees at all - 5 fully agree

3.2. What are the long-term benefits of the international sustainability innovation competition? Multiple responses can be marked.

- International Student Relations
- Student Relations and Making Friends
- Becoming a European citizen
- Understanding sustainability issues
- Identify opportunities for sustainability intervention
- Development of independence
- Broadening vision
- Learning about other cultures
- Professional development
- Experiences for a lifetime
- Self-understanding
- Travelling
- Developing personal skills (e.g. you can research and present more preparedly

4.1. How do you feel about the international sustainability innovation competition?

1 not good - 5 perfect

5.1. what was your opinion about the preparation of the international sustainability innovation competition process, local competition, the least successful part of the international round?

short answer

5.2. what, in your opinion, was the preparation of the international sustainability innovation competition process, local com

short answer

INTERNATIONAL INNOVATION COMPETITION

STUDENT ASSESSMENT QUESTIONNAIRE

5.3. how do you rate the cultural programs related to the international round sárospatak? (Perfect / nice / Acceptable / did not like / did not take part)

- Sárospataki vár
- Megyer-hegyi Tengerszem
- Füzéri vár
- Füzérradványni Kastély
- Magyar Nyelv Múzeuma - Széphalom
- Kalandpark - Sátoraljaújhely
- Üveghíd - Sátoraljaújhely

If you have any further suggestions or comments regarding the international sustainability innovation competition, please share them with us! You support the improvement of our future programs with your feedback

short answer

INTERNATIONAL INNOVATION COMPETITION

STUDENT ASSESSMENT QUESTIONNAIRE

Our questionnaire was prepared in connection with the evaluation of the 2022-1-HU01-KA220-SCH-000086810 számú, „Jövő időbe lépünk - 4 for future" című Erasmus+ KA220 project

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Institution:

- Miskolci Szakképzési Centrum Berzeviczy Gergely Technikum
- Bolyai Farkas Elméleti Líceum
- Márai Sándor Magyar Tanítási Nyelvű Gimnázium és Alapiskola
- Beszédes József Mezőgazdasági és Műszaki Iskolaközpont

In what capacity did you participate in the international sustainability innovation competition in Sárospatak?

- accompanying teacher
- mentor
- managementt associate
- other

1.1. In your opinion, how did the international sustainability innovation competition help students to understand the sustainability problem?

1 disagrees at all - 5 fully agree

INTERNATIONAL INNOVATION COMPETITION

TEACHER ASSESSMENT QUESTIONNAIRE

1.2. During the preparation for the international sustainability innovation competition, in your opinion, to what extent were the groups able to build on the previous elements of the project? (Completely / To a large extent/ In part / Not at all / Not relevant)

- research activity
- thematic days
- Sustainability Camp

1.3. ONLY FOR MENTORS: to what extent did the support, background materials and guidelines you received during the project help you in your preparation? (Completely / To a large extent/ In part / Not at all / Not relevant)

- Background materials of research activities
- Professional materials of thematic days
- Methodological materials of thematic days
- Knowledge acquired during the ecocamp

2.1 To what extent do you think the international sustainability innovation competition has highlighted the potential solutions to address the sustainability problem?

1 disagrees at all - 5 fully agree

2.2 In your opinion, to what extent did the international sustainability innovation competition support and lead students and teachers to take action to solve the problem?

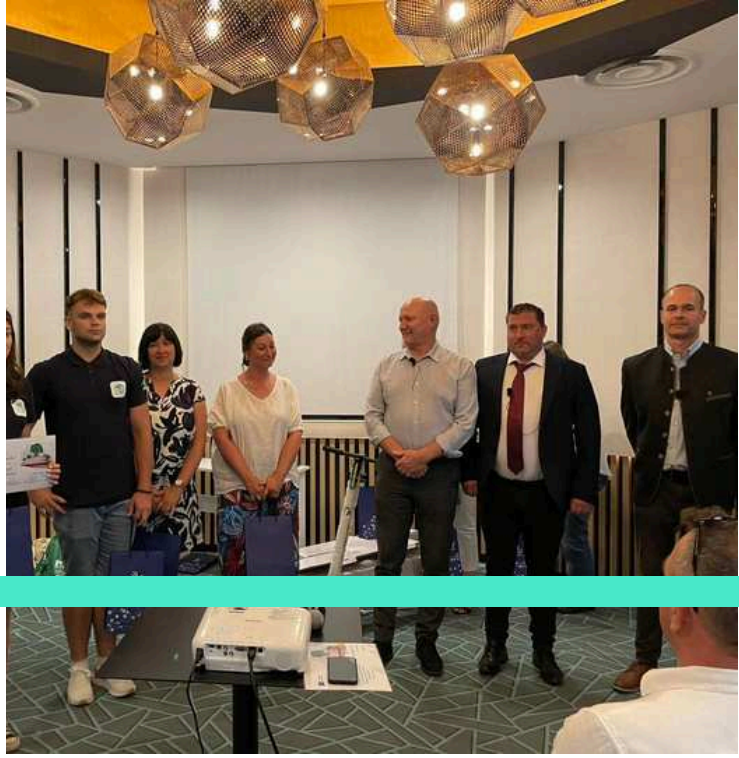
1 disagrees at all - 5 fully agree

2.3 Do you think that the international sustainability innovation competition has reached the goal of having students and teachers talk about the sustainability problems they have raised with their families and friends after the camp?

1 disagrees at all - 5 fully agree

INTERNATIONAL INNOVATION COMPETITION

TEACHER ASSESSMENT QUESTIONNAIRE



2.4 how do you evaluate the implementation of mentoring, professional teaching, joint thinking and work at local and international level - including mentor preparation events? (It worked well and contributed to excellent results / worked wellt / it was just ok / did not work / did not take part)

- local cooperation between mentor teachers, specialist teachers, project management
- International cooperation

3.1 How do you feel about the international sustainability innovation competition?

1 I am not satisfied at all - 5 I am totally satisfied

3.2 please rate the accompanying local knowledge programs organized in connection with the international sustainability innovation competition! (excursion, sightseeing, local information, presentation of cultural diversity, competitions)

1 I am not satisfied at all - 5 I am totally satisfied

3.3. What are the long-term benefits of the international sustainability innovation competition? Multiple responses can be marked.

- International Student Relations
- Student Relations and Making Friends
- Becoming a European citizen
- Understanding sustainability issues
- Identify opportunities for sustainability intervention
- Development of independence
- Broadening vision
- Learning about other cultures
- Professional development
- Experiences for a lifetime
- Self-understanding
- Travelling
- Developing personal skills (e.g. you can research and present more preparedly

INTERNATIONAL INNOVATION COMPETITION

TEACHER ASSESSMENT QUESTIONNAIRE

4.1 What, in your opinion, was the least successful part of the international sustainability innovation competition?

short answer

4.2 What, in your opinion, was the best part of the international sustainability innovation competition?

short answer

If you have any further suggestions or comments regarding the international sustainability innovation competition, please share them with us! You support the improvement of our future programs with your feedback

short answer

SITUATION MAP AND RESEARCH

RESEARCH QUESTIONNAIRE LOCAL PROBLEM MAP

Below you can find the complete questionnaire of our sustainability research:

STATISTICS DATAS

1. Sex:

- male
- female

2. Age:

- 14-25 (young)
- 25-40 (young adult)
- 40-65 (middle aged)
- 65 felett (aging)

3. Residence

- Town
- Agglomeration of the town

4.educational attainment:

- Currently studying in high school
- Primary school
- Professional Worker Certificate
- School Leaving Exam
- Currently studying at university
- University

AWARENESS, ATTITUDE

1. I consider sustainable development important in order to preserve the environment and natural resources for future generations.

yes / yes, but I cannot influence the situation / not my responsibility

2. Environmental transformation processes since the Industrial Revolution lead to an ecological crisis.

1 disagrees at all - 5 fully agree

3. Nature's ability to self-reproduction corrects human intervention in all cases.

1 disagrees at all - 5 fully agree

4. Who is responsible for solving the problems? More answers are possible

- Government
- Local government
- Civil organizations
- All people

5. I am interested in sustainability issues

- No
- I only have superficial knowledge
- I am aware of one subject (e.i. energy management)
- Based on reliable information on as many topics as possible

SITUATION MAP AND RESEARCH

RESEARCH QUESTIONNAIRE LOCAL PROBLEM MAP

1.THE DEMOGRAPHIC SITUATION

1. The number of people living in a welfare society is constantly increasing, the sustainability of which cannot be ensured by the availability of raw materials.

1 disagrees at all - 5 fully agree

2. The city's health care system compared to the national average

- better
- almost the same
- weaker
- I have no information

3. The city's education system compared to domestic conditions

- better
- almost the same
- weaker
- I have no information

4. the city's institutions are able to support the catching-up of those with disadvantages (e.i. People with disabilities and young people with special educational needs)

- It does a lot for their support
- On average, they manage
- It doen not do enough
- I have no information

5. The city has a good retention power, young people stay in the city

- yes
- no

Suggestions and ideas for the demographic situation:

1._____

2._____

3._____

2. THE IMPACT OF GLOBAL WARMING

1. Global warming is a real phenomenon that will cause a lot of problems in the coming period.

1 disagrees at all - 5 fully agree

2. We can feel the warming in our city

- The number of hot days has increased (yes/no)
- Increased number of frost-free winter days (yes/no)
- Increase in the length of rain-free periods (yes/no)

SITUATION MAP AND RESEARCH

RESEARCH QUESTIONNAIRE LOCAL PROBLEM MAP

3. The city has taken steps to reduce global warming.

- yes, decisive steps
- yes, but the effect is not felt.
- it has not taken any steps by now.

4. More extreme weather conditions in the last 10 years

- increased.
- has not changed.
- This is a random phenomenon.

5. I believe there is a realistic chance that by reducing greenhouse gas emissions, our city will reach climate neutrality by 2050.

- Yes, we are moving in that direction.
- I don't think it is likely that we will achieve this goal.
- I can't judge, I don't have enough information.

Suggestions and ideas for the impact of global warming:

1._____
2._____
3._____

3. THE SIZE AND QUALITY OF THE GREEN AREAS

1. The effects of global warming are affecting more people living in cities

1 disagrees at all - 5 fully agree

2. One of the most important solutions against overheating of cities is to increase the size of green areas

1 disagrees at all - 5 fully agree

3. In our city, the green area grows with conscious intervention.

- Yes, consciously and perceivably
- No, it does not change
- It does not increase, even decreases due to installations

4. Green areas are well maintained in our city

1 disagrees at all - 5 fully agree

5. New solutions should also be applied to green areas.

- Application of Green Roof
- Planting heat-tolerant plants
- Establishment of community gardens
- Building water surfaces in parks and squares

SITUATION MAP AND RESEARCH

RESEARCH QUESTIONNAIRE

LOCAL PROBLEM MAP

4. THE STATE OF CLEANLINESS

1. In our city, public cleanliness is a priority, communicated strategic goal

1 disagrees at all - 5 fully agree

2. In my opinion, the residents are satisfied with the state of public cleanliness.

1 disagrees at all - 5 fully agree

3. There is much more that can be done to protect public health. (e.i. Eliminate littering)

1 disagrees at all - 5 fully agree

4. modern solutions for the development of public cleanliness in our city (e.i. modern cleaning vehicles)

1 disagrees at all - 5 fully agree

5. Individuals are also involved in maintaining public safety.

- urban level garbage collection (yes/no)
- cleaning of living water (yes/no)
- the narrower living environment, park, playground cleaning (yes/no)

Suggestions and ideas for the State of Cleanliness:

1.----------

2.----------

3.----------

5. RELIABLE, SUSTAINABLE AND MODERN TRANSPORT

1. Transport is one of the most important sustainability issues worldwide.

1 disagrees at all - 5 fully agree

2. The quality of public transport in our city (well-organized, affordable, environmentally friendly, comfortable)

1: bad – 5: perfect

3. Public transport uses environmentally friendly solutions (electric vehicles, LPG, …)

- yes
- yes, but not enough
- no
- I do not know

SITUATION MAP AND RESEARCH

RESEARCH QUESTIONNAIRE LOCAL PROBLEM MAP

4. The possibility of cycling in the city

1: bad – 5: perfect

5. What would you most support from the following transport-related developments?

- Design of parking spaces
- Development of public transport
- Development of pedestrian transport (pavements, pedestrian crossings, accessibility)
- Development of bicycle transport (bile routes)

Suggestions and ideas for the reliable, sustainable and modern transport:

1._____

2._____

3._____

6. WATER MANAGEMENT, ACCESS TO WATER

1. On average, the earth's fresh water supply provides the current population consumption needs. However, the continuously increasing industrial and agricultural use seriously threatens the security of supply

1 disagrees at all - 5 fully agree

2. Large-scale production is extremely water-intensive. Did you know that (yes/no)

- to produce a pair of jeans. 11,000 litres of water are needed?
- for the production of 1.5 litres of mineral water. 3 liters of water are required?
- 1 kilogram of beef 15,000 litres of water required?
- It takes 140 litres of water to make 1 espresso?

3. What water saving solution do you use? (multiple answers)

- Grey water (aUse of water not suitable for drinking for other purposes. toilet flushing)
- I use water-saving tools (tap end filter, which reduces water consumption when enriched with air)
- I don't use running water in housework.
- I don't use running water for cleaning.
- I don't use water-saving solutions.

4. what water do you consume most often?

- I consume tap water
- I consume purified tap water
- I drink bottled water
- I hardly drink water (e.i. I drink coke)

SITUATION MAP AND RESEARCH

RESEARCH QUESTIONNAIRE LOCAL PROBLEM MAP

4. Schools have access to good quality drinking water

1 disagrees at all - 5 fully agree

Suggestions and ideas for the water management, access to water:

1._____

2._____

3._____

7. RELIABLE, SUSTAINABLE AND MODERN ENERGY

1. Sustainable and environmentally friendly energy is one of the most important issues of our future.

1 disagrees at all - 5 fully agree

2. The majority of biomass use is residential firewood use, which is renewable only if the speed of production and use is the same

yes/no

3. How much renewable energy is used in our city?

- geothermal district heating (yes/no)
- heat pump heating in public institutions (yes/no)
- solar panels in public institutions (yes/no)
- public transport (electric or LPG vehicles) (yes/no)

4. My family and I consider energy conservation very important.

- Yes, and we have made some serious improvements. (e.i. solar cells)
- Yes, but we can only spend a small amount.
- Yes, but we can't sacrifice it at all.
- No

5. If you want to improve your energy efficiency as an individual, what do you consider important?

- insulation of walls and roof (yes/no)
- replacement of doors and windows (yes/no)
- heat pump heating (yes/no)
- solar installation (yes/no)

Suggestions and ideas for the reliable, sustainable and modern energy:

1._____

2._____

SITUATION MAP AND RESEARCH

RESEARCH QUESTIONNAIRE LOCAL PROBLEM MAP

8. BIODIVERSITY

1. The preservation of biodiversity is a priority, as it provides us with clean air, fresh water, good quality soil and ensures the pollination of crops. supports our fight against and adaptation to climate change and contributes to reducing the impact of natural hazards. Biodiversity is constantly at risk.

1 disagrees at all - 5 fully agree

2. The cause of biodiversity loss

- deforestation (yes/no)
- intensive monoculture (yes/no)
- urbanization (yes/no)
- hunting (yes/no)
- overfishing (yes/no)
- climate change (yes/no)
- Invasive species (yes/no)

3. Number of wild animal species in and around our city

- reducing
- the same
- growing

4. The number of species of local vegetation in our city

- reducing
- the same
- growing

5. A conscious program for biodiversity conservation has been launched in our city

1 disagrees at all - 5 fully agree

Suggestions and ideas for the biodiversity:

1._____

2._____

3._____

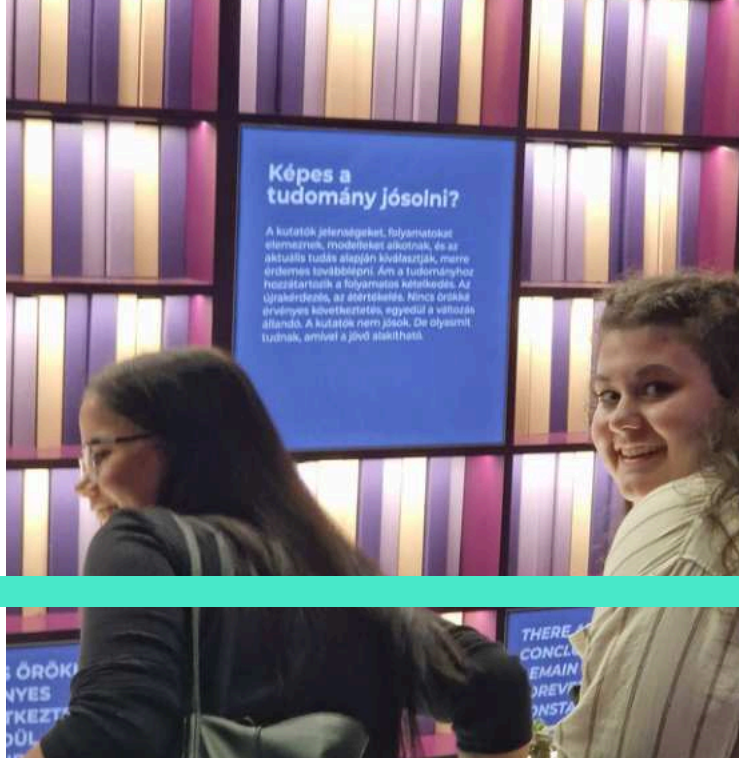
9. SUSTAINABLE ECONOMY

1. a sustainable economy is one that meets the needs of the present without compromising the ability of future generations to meet their own needs.

1 disagrees at all - 5 fully agree

SITUATION MAP AND RESEARCH

RESEARCH QUESTIONNAIRE LOCAL PROBLEM MAP



2. The increase in production and GDP gross domestic product, the increase in incomes does not imply an increase in prosperity

1 disagrees at all - 5 fully agree

3. We have a strategy for sustainable economic development.

1 disagrees at all - 5 fully agree

4. In the interest of a sustainable economy, we need to increase our

- Use of cleaner, more energy-efficient technologies (yes/no)
- Longer-lasting products should be produced (not olny 3 years of a washing machine) (yes/no)
- re-use of the highest possible proportion of products removed from a stage of consumption (Someone else is using computers in the office.) (yes/no)
- recycling of primary waste or products that have become waste (yes/no)

5. I would like to work for a company that operates according to the principles of a sustainable economy.

(yes/no)

Suggestions and ideas for the sustainable economy:

1._____

2._____

3._____

10. FOOD INDUSTRY

1. Food production is a very complex process, some of its components have a significant environmental impact.

1 disagrees at all - 5 fully agree

2. How careful are you to buy food at home?

- I only buy domestic food.
- If I have a chance, always
- Sometimes
- Only a few times

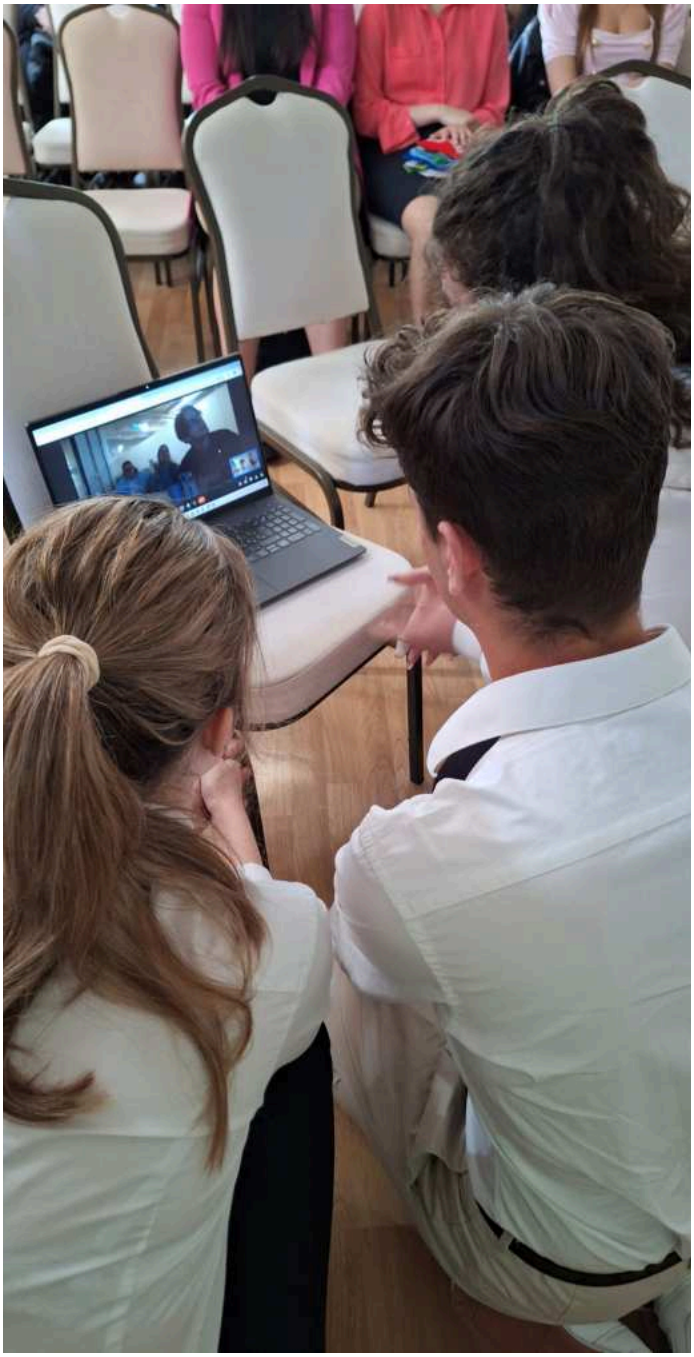
3. How many kg of food per person per year do you think the average household wastes?

- under 10 kgs
- between 10-40 kgs
- between 40-70 kgs
- above 70 kgs

SITUATION MAP AND RESEARCH

RESEARCH QUESTIONNAIRE

LOCAL PROBLEM MAP



4. Ain the shops of the city, it is possible to identify which food is placed on the shelves from a short food supply chain is produced nearby, little is transported

yes/no

5. the city supports the sale of locally produced food, its entry into mass caterers producer market, healthy canteen program,

- Yes, a lot.
- I know about a few local actions
- No
- I have no information

Suggestions and ideas for the food industry:

1.----------

2.----------

3.----------

LET'S WORK TOGETHER FOR A SUSTAINABLE FUTURE.

WE WISH YOU AN EXCITING, STUDENT-FRIENDLY, SUCCESSFUL PERSPECTIVE-SHAPING!