CONSUME BETTER!

FACILITATOR GUIDE

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BLUE ROOM INNOVATION

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CHAPTER 1
INTRODUCTION

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Chapter 1
Introduction

Welcome to the CoCo Facilitator's Guide, a comprehensive resource that empowers community workers and non-formal adult educators to promote sustainable consumption practices. This guide is a crucial deliverable of our collaborative project, which aims to address the pressing need for environmental awareness and responsible consumption, particularly in socio-economically disadvantaged communities.

Our project combines innovative elements from previous research and development efforts into a user-friendly guide that bridges theoretical concepts and practical applications. The guide is structured to provide educators with the necessary tools to understand and teach the principles of sustainable consumption, leveraging both the knowledge vault and the Serious Game developed during the project.

The guide is an educational tool and a catalyst for change, encouraging educators to integrate sustainable practices into their training programs. By focusing on everyday consumption patterns in areas such as food, clothing, and furniture, we aim to make sustainable living accessible and engaging for all learners. This approach is designed to lower barriers to education and foster a sense of community involvement and responsibility.

Developed with contributions from all project partners, the guide is available online as an Open Educational Resource (OER). We hope that this guide will serve as a valuable resource for educators across various sectors, including schools, youth programs, and vocational education, ultimately contributing to a greener and more sustainable future.

1.1. Overview of the Project

The Conscious Consumption (CoCo) project is an initiative aimed at fostering behavioural change among European citizens towards more sustainable and green consumption patterns. This aligns with the European Union's consumer policy revision, which seeks to empower consumers in the green transition by providing trustworthy information and protecting them against malpractices like greenwashing and premature obsolescence.

Project Objectives

CoCo aims to educate and engage adult learners, particularly those from socio-economic disadvantaged backgrounds, in adopting sustainable consumption habits. The project focuses on three main consumption areas: food, clothing, and furniture. By integrating game-based learning and digital tools, CoCo seeks to make environmental education accessible and engaging for all, promoting social inclusion and active citizenship.

Methodology

The project employs serious games as a primary tool to engage learners. These games are designed to be non-verbal and interactive, making them suitable for individuals with learning difficulties or language barriers. The educational content is delivered through entertaining micro-lessons, which help maintain interest and facilitate learning. Additionally, CoCo provides a knowledge vault and a facilitator's guide to support educators in embedding these tools into their teaching practices.

Impact and Benefits

The expected impact of CoCo includes increased awareness and understanding of sustainable consumption among participants, improved digital skills for educators and learners, and enhanced employability by acquiring green skills. The project also aims to build a strong community of organisations and citizens committed to sustainable practices, thereby contributing to a circular economy and a greener society.

CoCo represents a collaborative effort to address environmental challenges through education and community engagement. The project seeks to empower individuals to make informed consumption choices and actively participate in the green transition by leveraging digital tools and innovative teaching methods.

The partnership

CRN (Comparative Research Network EV): CRN, based in Berlin (Germany) is responsible for project management and quality assurance. They bring expertise in circular economy and participatory gamification and have experience in developing blended learning and game-based learning tools. They will also publish the eBook through their publication service.

Euro-Net: An experienced adult educator organisation based in Potenza, Italy, Euro-Net specialises in digital storytelling, animation, and game-based learning. It has created games, animations, and apps and will contribute its game design and animation expertise to the project.

Dr. Ludwig Intelligent Projects GmbH: This German organisation based in Bonn has implemented successful projects on the circular economy in vocational education and training (VET). They have substantial networks in the recycling, environmental, and tech sectors and experience delivering recommendations to federal ministries and European institutions.

Blue Room Innovation SL: Based in Barcelona, Spain, Blue Room Innovation is experienced in building digital platforms and has created awareness and gamification elements in recycling and sustainability. They will create the infrastructure for the knowledge vault and the platform.

Erasmus Learning Academy: Located in Bologna, Italy, this academy is a training provider specialising in teacher and adult educator training. They work on gamification for migrants and have outreach to these groups and adult educators. They will help validate the facilitator guide.

Fundacja Otwarty Plan: A Polish organisation from Krakow, Otwarty Plan actively works on games connected to the Sustainable Development Goals (SDGs). It organises awareness campaigns for environmental issues and provides training for socio-economically disadvantaged learners.

XAMK (Kaakkois-Suomen Ammattikorkeakoulu OY): A Finnish university from Mikkeli focusing on sustainability and game design, XAMK has outreach to researchers and experts and a pedagogic department that provides methodological guidance.

1.2 Purpose of the Facilitator's Guide

The Facilitator's Guide is a comprehensive resource designed to empower community workers and non-formal adult educators with the necessary tools and knowledge to teach sustainable consumption practices effectively. This guide synthesises the insights from previous project results, providing a structured approach to understanding and utilising the concepts of conscious consumption (CoCo) and the Serious Game developed in the project. It serves as an official deliverable to enhance training materials, particularly for socio-economically disadvantaged communities, by offering practical and adaptable content that can be integrated into daily educational activities.

The guide is a collaborative effort of all project partners, ensuring a comprehensive and diverse perspective. It includes examples of how to incorporate the Serious Game into educational settings, with a focus on adaptability to various work environments. This resource is a culmination of previous efforts and a strategic tool for transferring innovative educational methods to educators, achieving the project's goal of promoting sustainable consumption.

Available as an online resource, the guide will be accessible through the project's learning platform as an Open Educational Resource (OER), complete with an ISBN for broader dissemination. Before its finalisation, the guide will undergo evaluation by external trainers from partner countries to ensure its effectiveness and relevance. This evaluation process will help refine the guide, making it an asset for educators across different regions and languages. A network of partners and stakeholders will support the guide's dissemination, ensuring its reach to NGOs, universities, VET trainers, and other relevant authorities, thus facilitating its use beyond the project's lifespan.

1.3 Target Audience

Target Audiences of the Project
The CoCo project aims to engage a diverse range of target audiences across various levels, ensuring that the project's impact is widespread and inclusive. The focus is on raising awareness and promoting sustainable consumption patterns, particularly among vulnerable communities.

Local Level
At the local level, the project targets communities facing socio-economic difficulties. These communities often include individuals with limited access to resources, education, and employment opportunities. The project aims to involve local NGOs, educational institutions, and public authorities to embed the project's results into local curricula and community programs. By doing so, the project seeks to empower these communities with knowledge and tools for sustainable consumption, addressing their specific needs and realities.

Regional and National Level
Regionally and nationally, the project targets educational organisations, policymakers, and NGOs involved in sustainable consumption. The goal is to influence educational curricula and raise awareness about sustainable practices. The project aims to create a ripple effect by engaging with regional and national authorities, encouraging broader adoption of sustainable consumption practices across different regions and countries.

European Level

At the European level, the project seeks to engage EU policymakers, members of the European Commission, and organisations focused on social cohesion and empowerment. The aim is to contribute to European discourses on green skills and sustainable consumption, aligning with initiatives like the European Green Deal and the Circular Economy Action Plan. By doing so, the project hopes to influence European policy and practice, promoting a more sustainable and inclusive society.

Vulnerable Communities

Vulnerable communities are a primary focus of the CoCo project. These communities often face social, economic, and cultural obstacles that hinder their participation in sustainable practices. The project identifies several types of vulnerable communities:

- Social Obstacles: Individuals facing social exclusion due to poverty, lack of education, or minority status.
- Economic Obstacles: Communities with limited financial resources make adopting sustainable consumption practices challenging.
- Cultural Differences: Migrant communities or those with different cultural backgrounds may face language barriers or discrimination.
- Migrant Background: Individuals with a migrant background may face additional challenges in accessing resources and opportunities.

The project aims to support these communities by providing tailored tools and resources, ensuring their full engagement in all project phases. This includes language support, intercultural mentoring, and financial assistance to overcome barriers and promote active participation.

The Facilitator's Guide addresses the needs of various target groups, mainly focusing on socio-economically disadvantaged communities. It combines knowledge from previous project results to provide trainers with a comprehensive understanding of sustainable consumption and the use of serious games in education. This guide is an official project result, offering practical information to support trainers in enhancing their training materials, especially for communities facing socio-economic challenges.

The guide, developed with contributions from all project partners, includes examples of play and use of the serious game, focusing on adaptability to daily work. It serves as a guiding principle for trainers, enabling them to effectively use the innovative elements within the project results.

Moreover, the guide undergoes evaluation by external trainers from all project partner countries, ensuring its relevance and effectiveness in addressing the needs of the target groups. The final version is in English, with a local context strategy in each project language, allowing for broader applicability and impact across different regions and communities.

CHAPTER 2

COCO CONCEPT

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Chapter 2
Understanding CoCo Concepts

Every one of us should think about conscious consumption. But who can tell us how to consume better than we already do? Knowing how is needed to make better decisions. Adult educators might know how to make better decisions in their own lives, but how can they teach people about it? This is especially true if one looks at the community where the educator tries to reach people of all kinds. A solution could be the CoCo Game, which we developed in our Erasmus Plus project.

Consumer behaviour is essential.
In order to enhance consumer behaviour to change their consumption patterns in a way that their choices would be better for the environment, the CoCo project chooses gamification as a strategic attempt. CoCo wants to promote social inclusion and aims to create outreach to people with fewer opportunities while being open to all citizens. People with more opportunities and a -let's say- better education also lack knowhow for making conscious decisions while shopping. Sometimes, it is not even a lack of know-how but a lack of awareness and habitual behaviours. Additionally, people in the neighbourhood buy in the same shops or online, regardless of their status.

The CoCo is a card game with a virtual extension and adjustable micro-lessons. Adjustment is a task for adult educators using the game within their community. The game-making process allowed the CoCo project partners to address consumers in various EU settings and adapt new topics to the originally foreseen topics. Initially, the focus was set just on, regarding Eurostats, those consumption goods

that Europeans spend most of their available income on: food and restaurants (21,8%), furnishing (5,5%) and clothing (4,8%). However, high energy prices made it necessary to include this topic in the game in order to be more helpful for the people and their daily life problems in their communities.

The journey of the Game - first step: target communities
The partners did choose target communities where they wanted to use the game. In Finland, the city of Kouvala was chosen because it has the Parik Foundation, which is active in a recycling shop and station and offers jobs related to sustainable development. The game should be provided to reach more people in the Parik community.

In Poland, a part of Krakow was chosen as the target community: Nowa Huta. In winter 2022/2023, a dilemma appeared in Nowa Huta regarding how to spend a family's budget: heating a flat or buying food or clothing. So, people's everyday choices are the focus. Spain looked more into a community with lots of migrants: El Raval in Barcelona. Teaching these young migrants something about conscious consumption seems to be a challenge as they have no jobs or jobs with lower salaries.

Younger people in general are the target group in Bologna, Italy, as teenagers arethe ones to change the world, and they are the ones who have to live with the consequences of today's activities and decisions in the future.

Potenza defined groups of people as communities. Adult educators usually address their teaching to specific groups of people. The idea here is to use the game as a tool that uses unconventional learning with creative and artistic approaches to support stakeholders and

trainers and enable a knowledge transfer on various paths: from family to school, from research to work, etc.

The two German communities are geographically defined again: Wedding in Berlin and the western parts of Bonn.

In Wedding, the idea is to close the knowledge gap, especially for disadvantaged people like migrants, who might have the will to live more consciousness but lack the knowledge to do so.

In Bonn, the game should help to bring all different groups of people together, like disadvantaged people, middle-class people, rich people, and German nationals, alongside people coming from many countries, including refugees. Adult nonformal education in the western part of Bonn is already offered to these people, but there is no clear vision of targets for what to teach. Education or events must come from the people or groups or from outside (like organisations focusing on food savers, etc.). The game should be offered to the responsible people in the area to provide it without a demand or offer from others and to use it inclusively between different people in the community.

Need-assessments

Each partner conducted a need assessment in their target community. The need assessments were conducted among adult educators working in formal and informal training, especially with socio-economically disadvantaged people, and among adult citizens who are mostly not yet involved in regular education, both within the chosen target communities and areas. The game should be attractive to the people in these target communities.

Need-assessment in Bonn

The empathy interviews with stakeholders and trainers were many-sided. The neighbourhood care concentrates on caretakers and not so much on content. Adult education is not used to reach specific education goals but to reach people in general and keep problems low by just meeting people and offering them subliminal messages. But there is no clear vision of targets for what to teach. Local groups make offers according to available, engaged people who could provide something. People, groups, or organisations from outside the area must offer education or events concerning special topics, like Verbraucherzentrale, Lebensmittelretter, etc. Often, people who do not really need additional education about a specific topic attend these events. People from the actual target groups might recognise an offer but decide that going to such an event is not attractive. Depending on their social group, they take offers to go to a specific event.

The structure of the various areas in the western parts of Bonn could be described as having a mixture of social groups everywhere but in a different composition. People from Lessenich are more or less belonging to middle-class families in family houses. In Duisdorf, there are also middle-class people but fewer children than in Lessenich; people are older and often former civil servants. Duisdorf is a local traditional shopping area with small businesses. Medinghoven is a part where poorer people live, refugees and migrant families, partly with a background from the eastern Mediterranean Countries, but also people from Africa in general. Initially, the area was constructed for civil servants in the 1970s when Bonn used to be the capital of the Federal Republic of Germany.

Still, the structure changed when the servants moved to family houses or more modern and lower apartment buildings. Most of

these family houses and apartment buildings were built near Brüser Berg, a mixed area of people of all kinds. The family houses there are now often inhabited by older couples as their children have moved out. There might be a change back to families with children in the following years as this could be seen now in the area of Röttgen and Ückesdorf, where firstly many families with children lived, then the kids moved out, but they are coming back now with their families to live there. Newly constructed, expensive modern apartment buildings caused a baby boom in this area. People in Röttgen tend to be more conservative and prosperous than those in other areas.

Even though the western part of Bonn consists of these different residential quarters, they all have in common that people living there interact independently from their social group (forming new social groups together during their interaction). People are in the same sports clubs, visit the same neighbourhood centres, shop in the same shops, etc. Within the borders of the described area, the Sportsclub Rot-Weiß Bonn-Röttgen plays an active role and brings people together.

People choose the sports club's offer according to their interests. The choice of offers depends significantly on a person's social group. There is a tendency for people from Brüser Berg to visit courses or events they do not need (like from Lebensmittelretter (Food savers), as we found out that most people who already have consciousness of not wasting food are attending these offers. These people do not learn much more about saving food, e.g., but they attend these courses to confirm their lifestyle.

In Medinghoven, people want to attend courses or events if they offer a financial incentive. If they can get coupons or savings, they are coming. Men in Medinghoven need to often be reached by addressing their wives with offers for couples. If the women convince the men that it would be profitable for them to come, too, they are coming.

In Lessenich, Duisdorf, and Röttgen, people tend to do what is opportune, especially when they have children. If the children, for example, want to do sports, they support or even attend the sports club.

The neighbourhood centres and others have already organised several projects concerning textile consumption, food, etc., like the topics we want to address with our game. The reaction of the people depends on their social status. Wealthier people tend to recognise this but tell themselves that if they do something, they cannot change anything, and... besides, change would be too expensive. Poorer people lack consciousness and knowledge concerning waste separation, conscious consumption, etc.

They tend to better their lives by consuming, not questioning the costs. This often leads even to debt traps. Even though there are deficits in conscious consumption, these people consume with the assumption that they have so little money that they need to spend everything and even more to survive.

Independently of their social status, people spend their money under the pressure to follow mini trends set by the industry. Trends, in vogue impact consumption: Durstlöscher, Red bull, but also smart phones, headphones, trendy sneakers etc.

Which trend a person follows depends on which subgroup a person belongs (like young migrants, old migrants, older civil servants, single people or family people, children or adolescents, men or women, etc.). Taking all these local peculiarities into account we developed a local context strategy for the use of the CoCo-Outcomes like the knowledge vault and the game and tested the game in an event in the neighbourhood of Brüser Berg on 1. June 2024 and we discussed this with local stakeholders and trainers. This resulted in our local context strategy for the Bonn West area, which we describe in German language in a later chapter.

Game Jam

Then, in a Game Jam with people from all partner countries that took place in Berlin in December 2022, several game ideas were surprisingly already developed based on the need assessments and the wishes of the partners concerning their communities to get an education means for what they see they need to approach the very special need concerning conscious consumption in their chosen community.

The knowledge Vault

Using the ideas from the game jam and the imaginations of what would be needed to address the people in the communities, the CoCo game is now in its design phase. Playing the cards will lead to micro-lessons, and the gamer will have to make decisions at a point. Even teachers or trainers are not necessarily experts in conscious consumption, so finalising the micro lessons and the game might be difficult. That is no problem, as the project provides a knowledge vault that allows the teachers and players to make wise decisions. The knowledge vault is based on resources found on the internet or provided by the partners. Furthermore, the game will be playable in English and all the partner's languages.

Too many products to decide?

The game cannot reflect reality as millions of products are available for consumers. However, it can be used to teach principles, and it contains products and ways of consumption that can be considered as „conscious, eco-friendly, climate neutral or socially valuable ". The players will learn about consciousness in general and products that are closer to a healthier and eco-friendly way of life than others that are not integrated into the game. By looking at the cards, the trainers can adapt their way of using the game according to the communities in which the game is played. Therefore, the CoCo-partners believe that the game will significantly contribute to addressing the topic of „conscious consumption "in adult education.

CHAPTER 3

KNOWLEDGE VAULT

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Chapter 3
The Knowledge Vault

3.1 Overview of the Knowledge Vault

The Knowledge Vault is a comprehensive resource hub that promotes sustainable practices across various aspects of life. It encompasses a range of topics, each aimed at fostering a deeper understanding of mindful consumption and environmental consciousness.

Mindful Clothing emphasises the intersection of fashion and sustainability, encouraging individuals to make style choices that reflect their environmental commitment. This section highlights how clothing can be both fashionable and eco-friendly.

Wise Food Consumption advocates nourishing our bodies while being mindful of the planet's health. It promotes sustainable eating habits that benefit personal well-being and contribute to environmental preservation.

Sustainable Furniture showcases how furniture choices can embody eco-consciousness, transforming living spaces into reflections of a commitment to a greener future. This section encourages consumers to consider sustainability in their home decor.

Consumed Energy addresses the impact of energy usage on the environment, advocating for thoughtful consumption and the adoption of renewable energy sources to ensure a sustainable future for generations to come.

Circular Sustainability introduces the concept of reusing and regenerating resources, fostering a resilient ecosystem. This section emphasises the importance of transforming our resource strategies to support sustainability.

Mindful Consumption encourages ethical decision-making, aligning personal needs with sustainable practices for a responsible lifestyle. It promotes awareness of the impact of consumer choices on the environment.

Gamification explores how engaging experiences can motivate individuals to achieve sustainability goals. This section highlights the power of play in transforming tasks into enjoyable activities that promote eco-friendly behaviours.

Overall, the Knowledge Vault is a valuable resource for anyone looking to enhance their understanding of sustainability and make informed choices that benefit both themselves and the planet.

3.2 How to Access and Use the Vault

For Adult Learners

Accessing the Vault:
To access the Knowledge Vault, visit the official website and navigate to the "Knowledge Vault" section. You may need to create an account or log in if you already have one. Ensure you have a stable internet connection for a seamless experience.

Exploring Resources:

Once inside the vault, take time to explore various categories such as Mindful Clothing, Wise Food Consumption, and Sustainable Furniture. Each category contains valuable resources that can enhance your understanding of sustainability and mindful practices.

Utilizing Resources:

As an adult learner, you can download materials, engage with interactive content, and participate in discussions. Make notes on key points that resonate with you and consider how you can apply these insights in your daily life.

Engaging with Community:

Join forums or community discussions available within the vault. Engaging with peers can provide diverse perspectives and enhance your learning experience.

For Adult Educators

Accessing the Vault:

Educators can access the Knowledge Vault similarly by visiting the website and logging in. It's advisable to familiarize yourself with the layout and available resources to guide your learners effectively.

Integrating Resources into Curriculum:

Utilise the resources in the vault to enrich your curriculum. Select materials that align with your teaching objectives and incorporate them into your lessons to promote sustainability and mindful practices among your students.

Facilitating Discussions:
Encourage discussions around the topics found in the vault. This can help learners critically engage with the material and apply it to real-world scenarios, fostering a deeper understanding of the concepts.

Providing Support:
Offer support to learners as they navigate the vault. Help them identify resources that match their interests and learning goals and encourage them to share their findings with the class.

By following these guidelines, adult learners and educators can effectively access and utilise the Knowledge Vault to promote sustainability and mindful practices in their lives and teaching methodologies.

3.3 Integrating Vault Resources into Training

To effectively integrate the Vault Resources into training programs for vulnerable communities, consider the following structured approach:

Introduction to Mindful Consumption
Begin by introducing the concept of mindful consumption, emphasising its importance in making ethical choices that align with sustainability. Use examples from the "Mindful Clothing" and "Wise Food Consumption" sections to illustrate how these practices can be applied daily. For instance, discuss how choosing eco-friendly clothing brands or locally sourced food can contribute to a more sustainable lifestyle.

Practical Application of Sustainable Practices

Incorporate practical exercises that allow participants to engage with sustainable practices. For example, organise workshops where participants can create sustainable furniture using recycled materials, as highlighted in the "Sustainable Furniture" section. This hands-on approach educates and empowers individuals to make eco-conscious decisions in their living spaces.

Energy Conservation Techniques

Refer to the "Consumed Energy" section to teach energy conservation techniques. Provide concrete examples, such as using energy-efficient appliances or implementing simple habits like turning off lights when not in use. These small changes can significantly reduce energy consumption and promote a sustainable future.

Circular Sustainability Project

Encourage participants to engage in circular sustainability projects described in the "Circular Sustainability" section. For instance, initiate a community project focused on recycling and reusing materials, fostering a culture of regeneration and eco-resilience. This collaborative effort can strengthen community bonds while promoting environmental responsibility.

Gamification for Engagement

Utilise gamification strategies to make the learning process engaging and motivating. Create interactive activities or challenges incorporating elements from the "Gamification" section, such as point systems or rewards for sustainable actions. This approach can enhance participation and retention of sustainable practices among community members.

Integrating these resources and examples into training programs can effectively educate and empower vulnerable communities to adopt sustainable practices, ultimately contributing to a more eco-conscious and resilient society.

CHAPTER 4

SERIOUS GAMES

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Chapter 4
Serious Gaming

4.1 Fundamentals of Teaching with Gamification

Gamification introduces game-like elements such as scoring, badges, levels, and challenges into educational settings, transforming learning into an engaging process that stimulates student curiosity. This approach makes education more interactive and captivating, encouraging active participation and increased learning motivation.

Main Objectives
The primary goals of gamification in education are to boost student motivation and participation by creating a dynamic learning environment that facilitates concept comprehension, enhances satisfaction, and improves overall learning outcomes. The aim is to make learning a positive and rewarding experience, fostering greater student involvement and commitment.

Fundamental Principles
Gamification in learning is based on game principles designed to enhance motivation, competition (especially in terms of personal improvement), and feedback. Gamification motivates students through objectives and challenges that promote new levels of learning, tailoring content to their interests and abilities. The scoring and badge system rewards progress, while immediate, personalised feedback helps students better understand concepts and improve performance. Motivated students are more likely to engage actively in learning.

Intrinsic and Extrinsic Motivators

Gamification employs intrinsic motivators, derived from the internal satisfaction of studying, and extrinsic motivators, such as points and badges, to foster long-lasting learning. While intrinsic motivators stem from the pleasure and satisfaction inherent in learning, extrinsic motivators may include tangible rewards and recognition that further incentivise student effort.

Progress and Feedback

The system of tracking progress and providing immediate, personalized feedback helps students identify strengths and weaknesses and adjust their learning strategies accordingly. This approach gives students a clear view of their progress and timely improvement guidance, creating a continuous cycle of enhancement and learning.

Competition

Healthy competition stimulates engagement and participation. Through leaderboards, tournaments, or group challenges, gamification encourages students to improve and collaborate with peers, balancing competition with teamwork. This can drive students to surpass themselves and foster a sense of belonging and collaboration within the classroom group.

Practical Examples

- *Tracking Progress and Providing Immediate Feedback:* Use platforms offering real-time feedback, allowing students to monitor their progress and receive improvement suggestions.
- *Creating Points or Badge Systems:* Reward the completion of study activities or the achievement of specific goals with points, badges, or other recognitions that stimulate motivation.

- *Using Apps like Duolingo:* Learning apps that provide immediate feedback and track student progress, maintaining high motivation through challenges and daily goals.

- *Introducing Healthy Competition:* Participate in study challenges or tournaments with friends or classmates to improve performance and encourage more significant commitment.

- *Using Narratives to Make Study Engaging:* Imagine being the protagonist of a story while studying, facing missions and overcoming obstacles that make learning more memorable and interesting.

- *Making Study Materials Visually Attractive:* Utilise videos, images, and charts to make texts and presentations more inviting, creating a more enjoyable and modern study environment that aligns with our daily social and technological environment.

- *Setting Challenging but Achievable Goals:* Break down study goals into smaller, manageable milestones, celebrating intermediate successes to keep motivation high.

All these elements are included in the CoCo Game. It can be adapted to the target audience's specific needs by modifying the rules and game modes to change the game time (from 30 minutes to several hours), mode (collaborative, competitive, team tournaments), and depth of the topics proposed. This flexible approach allows for different gamification strategies based on the type of audience and their learning preferences.

Gamification and Transversal Skills

Gamification supports the development of students' transversal skills:

- *Effective Communication:* Promotes knowledge sharing and clear expression of ideas. Students learn to communicate effectively within and outside the group, enhancing their social and presentation skills.
- *Creativity and Initiative:* It stimulates creative thinking and the exploration of innovative solutions. Designing and developing gamification experiences encourages students to experiment with new ideas and take initiative.
- *Time Management and Organization:* Teaches how to prioritise and organise activities efficiently. Many educational games require effective time management, helping students develop these fundamental skills.
- *Collaboration and Teamwork:* It encourages cooperation and respect for roles. Through group activities and collaborative challenges, students learn to work together effectively, coordinate efforts, and value each other's contributions.
- *Critical Thinking and Problem-Solving:* Develops analysis, problem-solving, and mental flexibility skills. Many educational games require students to analyse situations, identify creative solutions, and make informed decisions.

The Knowledge Vault is a comprehensive resource hub that promotes sustainable practices across various aspects of life. It encompasses a range of topics, each aimed at fostering a deeper understanding of mindful consumption and environmental consciousness.

4.2 Case Studies

Gamification has demonstrated improvements in learning, especially in STEM, with applications such as:

Duolingo:
The app uses points, gems, leaderboards, and challenges to motivate language learning. It has shown significant improvement in test scores. Due to its game-like structure, regular users are more likely to pass foreign language exams.

DragonBox:
Teaches math and algebra through characters and stories, improving student outcomes in algebra tests. Students using DragonBox have shown significantly enhanced math skills compared to control groups.

In our direct experience, we can provide several examples of gamification applied to topics that may seem distant from traditional gaming, such as:

EURBANITIES: An innovative educational project that uses gaming to explore and understand urban dynamics and citizen engagement. The project aims to facilitate active citizen participation in urban planning through simulations and interactive scenarios. Participants take on different roles within a city, such as local administrators, urban planners, activists, and citizens, addressing fundamental challenges related to urban planning, public space management, environmental sustainability, and social cohesion.

RURALITIES: This project uses gaming to explore rural dynamics and promote sustainable development. Through interactive simulations, the project aims to raise participants' awareness of rural communities' challenges and opportunities. Participants take on roles within a rural community, such as farmers, local administrators, and entrepreneurs, facing challenges like natural resource management, economic development, and social cohesion.

I'M ALSO AN EUROPEAN DEPUTY: A project that uses the simulation of the European Parliament to raise awareness among young people about the importance of active participation and debate on supranational issues. The game is based on training materials from Compass and European institutions, designed to promote active citizenship among young people. Participants simulate the life of the European Parliament, taking on the role of European deputies, discussing, negotiating, and making decisions on topics of great interest, such as environmental policies, human rights, and the economy.

These case studies demonstrate how gamification can be effectively used in educational contexts unrelated to traditional gaming. Through realistic and interactive simulations, participants develop a deep understanding of urban, rural, and supranational dynamics, promoting active participation and the development of essential transversal skills.

4.3. Prosperitive Future

Future prospects include using Artificial Intelligence (AI) to personalise learning and Virtual (VR) and Augmented Reality (AR) to create immersive experiences. AI can adapt content and challenges to individual needs, while VR and AR can offer practical simulations and collaborative environments. AI can analyse student learning data and tailor content and challenges to their needs, creating personalised learning paths.

Additionally, integrating virtual and augmented reality can lead to more immersive and engaging learning experiences, allowing students to explore complex concepts interactively.

Integration of VR and AR in Gamification
VR and AR technologies can be integrated into educational gamification to make learning more engaging and interactive:

- *Immersive Learning Environments:* VR and AR can create realistic virtual environments that transport students to new worlds, facilitating learning complex concepts.
- *Simulations and Games:* VR and AR can create simulations that allow students to apply learned concepts in a practical and safe context.
- *Collaborative Environments:* These technologies can create virtual spaces where students can work together, regardless of physical location.
- *Immediate and Personalized Feedback:* AI can provide immediate and personalised feedback, helping students quickly improve their performance.
- *Learning Analytics:* AI can provide detailed data on student performance, helping teachers customise their teaching methods further.

- *Practical Learning:* All these technologies offer practical training opportunities in fields like medicine and engineering, allowing students to gain experience in a controlled environment.
- *Sensory and Cognitive Engagement:* These technologies can stimulate students' sensory engagement and critical and creative thinking.

Conclusions

Gamification represents an innovative approach to enhancing learning by increasing student motivation and engagement. By integrating advanced technologies, gamification can reach new levels of effectiveness and engagement. Adopting these technologies in the educational context promises to revolutionise learning, creating a more stimulating and personalised environment that meets individual student needs.

4.4. Game Jam

Game Jams are collaborative events where participants create games within a short time frame, typically 24 to 72 hours. These events are open to everyone, regardless of gender, education level, or origin, fostering an inclusive and diverse environment.

Each Game Jam is unique and focuses on co-creation and tangible outcomes. Participants work in teams to address specific challenges, often related to real-life issues such as education, sustainability, or social impact. The goal is to develop game-based solutions to make a difference in people's lives.

The CoCo Game Jam

The CoCo Game Jam is founded on three core principles:

- *·Solutions That Change Lives: Every Game Jam solution addresses a critical challenge in education, with the potential to significantly impact and transform lives.*
- *·An Empowering Journey: Regardless of participants' prior experience with hackathons, the event is a collective journey through design thinking, co-creation, and user-driven innovation.*
- *·An Ever-Growing Active Community: CoCo aims to foster a community of like-minded gamification pioneers who believe in co-creation and collaboration to create a greener, better world.*

CoCo ensures inclusivity in Game Jams by welcoming participants from all backgrounds without discrimination regarding gender, education level, or origin. This open and inclusive approach allows a diverse group of gamers, educational stakeholders, NGOs, companies, and institutions from Europe and beyond to come together and collaborate. By fostering a community of practice that values co-creation and collaboration, CoCo creates an environment where everyone can contribute and feel valued, promoting a sense of belonging and shared purpose.

The process of the CoCo Game Jam involves several stages:

1. *Unpicking Games:* Participants start by exploring and understanding existing games and resources.
2. *Crafting Your Challenge:* Teams identify a specific challenge they want to address through their game.
3. *Pitching Your Prototypes:* Teams present their initial ideas and prototypes to get feedback.
4. *Prototyping in Changing Teams:* Teams work on developing their game prototypes, often collaborating with different members to bring diverse perspectives.

5. *Feedback from the Challengers:* Teams receive feedback from mentors or experts to refine their prototypes.

6. *Publishing Your Experience:* The final prototypes are shared with the community.

7. *Implementing the Solutions:* Successful game solutions are implemented and can be used to create real-life impact.

Game Jams are not just about creating games; they are empowering journeys that promote design thinking, co-creation, and user-driven innovation. They build an ever-growing community of like-minded individuals who believe in collaboration to make a greener, better world. CoCo fosters game-changing solutions through its Game Jams by focusing on several key elements. First, the Game Jams are designed to address challenges related to teaching more conscious consumption, particularly towards marginalised communities. This ensures that the solutions developed have the potential to make a significant real-world impact.

Each Game Jam is centred around creating solutions that can change lives, emphasising the development of practical, actionable solutions that address burning challenges in education and other areas. Regardless of their experience level, participants engage in a shared journey through design thinking, co-creation, and user-driven innovation, empowering them to think creatively and collaboratively to develop impactful solutions.

CoCo builds an ever-growing active community of like-minded pioneers in gamification. This community provides support, feedback, and collaboration opportunities, enhancing the quality and impact of the solutions developed. By combining these elements, CoCo ensures that the solutions generated during their Game Jams are innovative, practical, and capable of making a real difference.

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CHALLENGE BUILDING CANVAS

This canvas will help you to explore and create the first building blocks for you challenge description. Start with impact and then move clockwise. Use the filled canvas as your guide when writing challenge description.

IMPACT

What is the change you want to create? Which needs do you want to adress and for whom do you want to formulate a solution?

OUTCOME

What is the concrete change we want to achieve directly through the solutions created? It can be described as a change or comparison to the initial state you wish to see or an improvement in some area, for some specific target group. It should be measurable - either in a quantitative or qualitative way.

OUTPUT

What do we expect to create in the process? Think about possible solutions that could help achieve the goal. Don't design them, but are there some minimum requirements or e.g. technical limitations for them? Have you found or created some already? Do you know of solutions that would not work?

INPUT

What resources are needed or can be provided for creating solutions? Your input, that could help (resources, expertise, data..) and solvers' input you think would be useful (certain technologies, expertise or existing components).

Template of the Challenge Finder Worksheet

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PITCH CANVAS

This canvas gives you an overview of all the fields you will have to fill when creating your solution pitch.

Use this canvas as a base for rehearsal: prepare and write down all your answers in a text editor, gather your images and PDFs and when you're ready, upload it to the padlet.

Important! All the info filled in the pitch will be public. And remember that only one person per team should upload the team's solution.

Good luck!

1. General information
Title the title of your solution that appears in the header

2. Intro
Header title a sum up of your solution / 65 characters max
Intro title a short teaser located just under the header / 65 characters max
Intro text a longer teaser / 300 characters max

3. Solution
The challenge this field should be left as is
Solution description What is your final product/service/tool/activity? How could the solution be used to enhance onscious consumption in your challenge area? How could the success of the solution be measured? How will the solution provide benefits to the challenge owner?
Solution context What problem are you facing? What challenge(s) are you solving?
Solution target group Who is the target group for your solution?
Solution impact What is the impact of your solution? How do you measure it?
Describe your solution in a tweet describe your solution in a short catchy way / 280 characters max
Innovativeness What makes your solution be different and original? Can anything similar be found on the market?
Transferability Can your solution be used in other contexts? What parts can be applied to other contexts?
Sustainability What is your plan for the implementation of the solution, in the mid and long terms?

4. Images, videos and links
Title image this is your main image, displayed as header / max 2Mb in jpg or png
Image gallery add up to 25 images in 1280x978 / max 2Mb each in jpg or png
(click on "Upload from computer" to add more images)
Videos add up to 10 video links from YouTube/Vimeo
Links add up to 10 URLs to be displayed on your page
Extra files add up to 10 files to be displayed for download on your page / max 2Mb each / allowed formats: zip, doc, xls, pdf, xlsx ,docx, ppt, pptx

5. The Team
Show team members names publicly? decide if you want your names to appear
Team name the official name of your team
Roles and background of team members describe your team
Contact details, if you wish This is the place where you can leave your contact details

Template of the Pitch Deck for improved Game Prototypes

Game prototypes

The game jam was focused on several challenges related to creating games that promote conscious consumption and environmental awareness. Overall, four games had been prototyped.

1. **Dressed for Motivational Doll Game:**
   - Purpose: To teach children about conscious consumption by dressing a doll according to weather, budget, and ecological impact.
   - Target Group: Children aged 8 to 12.
   - Impact: Increased exchange rate of clothing and attention to eco-friendly purchases.

2. **Cotraco:**
   - Purpose: To enhance conscious decision-making by teaching players about their CO_2 production through daily decisions.
   - Target Group: General public.
   - Impact: Measured by the number of QR scans and Google Analytics.

3. **CoCo Game:**
   - Purpose: To complete tasks related to resource management and earn points.
   - Target Group: General public.
   - Impact: Learning resource management and conscious consumption.

4. **CoCo Garden:**
   - Purpose: To teach the principles of growing seasonal products and the impact of growing out of season.
   - Target Group: Primary school students and their families.
   - Impact: Understanding the efficiency of growing in-season and the extra resources required for out-of-season growth.

Each game prototype focuses on different aspects of conscious consumption and environmental education through interactive and engaging gameplay.

4.6. Dressed for - A Motivational Doll Game

"Dressed for Motivational Doll Game" is an innovative family card game designed to teach children about conscious consumption and eco-friendly living. This engaging game combines fun with education, helping young players understand the importance of making environmentally responsible choices.

Game Logic
The core logic of the game revolves around dressing a doll according to the weather, budget, and ecological impact of the clothing choices. Players must balance their limited budget while ensuring their doll is appropriately dressed for different climates. The game encourages players to trade clothes, check labels, and make eco-friendly purchases, fostering a mindset of sustainability and resourcefulness.

The Doll Game teaches eco-friendly purchases through several key mechanisms integrated into the gameplay. Players are encouraged to check clothing labels before purchasing, simulating real-life scenarios where consumers should look for eco-friendly certifications and materials. Starting with a limited budget, players must make strategic decisions to dress their doll appropriately, teaching the importance of mindful spending and prioritising sustainable options within financial constraints.

The game promotes the exchange of clothes among players, highlighting the benefits of reusing and recycling clothing items instead of always buying new ones, fostering a culture of sharing and reducing waste.

DRESS 4: motivational doll game
Alternative name:DRESS 4 TRAVEL
"Dress your doll according to the weather but mind money and ecology!"

Introduction

Dress your doll for the new season while keeping in mind how your choices af- fect yourself and the environment. Travel to warm or cold locations and trade your old clothes with your friends to save money (and the environment!) in this all-ages dress-up game, for 4 players and up.

The final product is a print-and-play doll game for children 10 years old and up. The game will teach kids to adapt their limited budget to an environmentally friendly lifestyle by exchanging clothes and checking labels before buying new clothes.

How to set up the game

The game is meant to be easy to set and to be played in classrooms. Materials should be clear-shaped, black&white vector images that the teachercan print at school and kids can cut out and decorate. The only non-printable element is the dice, but a normaldice is perfectas they can just glue colored piece of paper on it (or stickers as we did) and repurpose it.

We tested it with a small groups of 4 people(each person 1 doll) which we think is the minimum requirement to mantain enough options of exchange between the players. We also think that it might be played by small groups, each one of them assigned with one doll (ex. 1 doll, 2+ children). It is up to the teachers to assess the level of attention and partecipation of the classand decide how to set these numbers.

Ina few words: **easy, accessible and highly customizable.**

Target

The target are children between 8 and 12 years old, from elementary to middle school.

Rules
1. One doll for one kid/player or small group
2. The doll/player starts with 35€
3. You pick one clothes item per turn until you have a complete outfit (hat+shirt+pants/skirt) YOU CAN'T READ LABEL AT FIRST
4. everyone throw the dice to pick a color(just from 2nd match)
5. when you get your destination you probably need to fix your outfit. *You can do that by:: exchanging with others, buying from others, buying from market*
6. at the end of every match (when you are satisfied with your outfit) you count your points:

> • 10 € left = 2 points
> • Good label = 1 points
> • Half label = ½ point
> • All bad   = no points
> Max 3 points (complete outfit)
>
> • COMPLETE OUTFIT
>   for your assigned season = 1 point
>   (ex. Summer=3 piece of clothingv for summer)
> • 2 or 3 items of the right color = 1 point

7. write down your points and get 10 € from bank for the next match
8. following matches don't need rule n. 3 because you already start with your previous outfit.

How to play

PHASE 1

① pick a doll and 35€

↓

② dices decide who starts

↓

③ In turn, buy an item at a time until everyone has complete outfit (3 items)

↓

PHASE 2

④ Everyone gets a plane tickets and throw the color dice: you have two criteria now to change your outfit.

↓

⑤ Always in turn, you can buy/exchange one of your item at a time until you have a satisfying outfit (see rules n. 6 for points).

↓

(The first time you get the point ④ you just get a plane ticket. The color dice comes later to add difficulties). *re-start point ④ for following matches

PHASE 3

⑥ When everyone is satisfied, count your points and take 10€ from the bank for the next matches.

Materials - what do you need

Colored Dice

Paper Money

Plane Tickets

Paper Dolls
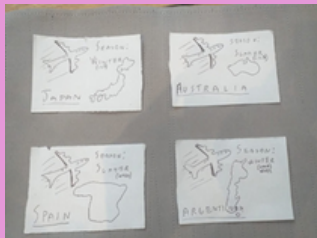
Paper Cloths

Clothes examples (on the left hats,shirts, pants and skirts for both winter and summer seasons) to print and cut out. As you can see they have small "flaps" so that they can be secured to the dolls (optional).

The complete set (from top left):dolls, money, dice,clothes, tickets and points signs.

How could the game be played in other contexts?

We think the game is very easy to adapt for three reasons.
First, it is possible to change the topic and maintain the actual rules. An example could be "Build your conscious consumption meal": instead of dolls and clothes, the game could be about buying seasonal food, possibly local, and spending as little as possible (the points count would be similar). It might also be good for talking about buying furniture, like "Furnish your house with conscious furniture": it could be a whole house or just a room with the same principle, buy furniture made with certificated wood, from stores that pay right their workers and, as always, buy used when possible.
These two examples bring us to the second point: the game is modular. There is a central element(a doll in our case)that needs items to be completed, and completing it gives you points. It is possible to make it more complicated by requiring a larger number of items, more specific ones, or just by adding rules to make it more difficult to acquire the right items.
Third, we also think that the game could easily be digital: if we change the main topic and/or we focus on an older target the paper materials are definitely not necessary and we could focus just on the game's mechanics.

4.7. Cotraco: A Game for Conscious Consumption

Introduction
In an era where climate change and environmental sustainability are at the forefront of global concerns, Cotraco emerges as an innovative game designed to educate and engage players in conscious consumption. This blended game combines online and offline elements to teach players about their carbon footprint and how their daily decisions impact the environment.

The Logic of the Game
Cotraco is built on the principle of making players aware of the CO_2 emissions generated by their everyday activities. The game challenges players to evaluate their choices in various areas: work, school, travel, and food. By doing so, it aims to foster a deeper understanding of how individual actions contribute to the larger environmental picture.
Link to the Game: https://consciousconsumption.eu/pantalla-1/

How to Play Cotraco

1. Setup:
   - Players need a phone, QR codes, or a game link, and a printed stars table.
2. Starting the Game:
   - Players scan one of the provided QR codes or access the game through the link.
3. Answering Questions:
   - The game presents a series of questions related to different areas of daily life (e.g., work, school, travel, food).
   - Players answer these questions, which are designed to reflect their real-life choices and habits.

4. Earning Stars:
- Upon completing each area, players earn several stars based on their answers.
- Players record their earned stars on the printed stars table.

5. Determining the Winner:
- Once all participants have finished answering the questions, they count the total number of stars they have earned.
- The player with the most stars is deemed the most "Cotraco," indicating they have made the most environmentally conscious decisions.

Cotraco teaches about CO_2 production through an interactive, engaging gameplay experience that evaluates daily decisions. Here's how it works:

- Question-Based Learning:
  - Players answer a series of questions related to different aspects of their daily lives, such as work, school, travel, and food. Each question reflects real-life choices and habits that contribute to CO_2 emissions.
- Evaluating Decisions:
  - The questions prompt players to think critically about their actions and the environmental impact of those actions. For example, questions might be asked about the mode of transportation used, the type of food consumed, or energy usage at home.
- Earning Stars:
  - Based on their answers, players earn stars representing their environmental consciousness level. The eco-friendlier their choices, the more stars they earn. This gamified reward system encourages players to make better decisions.

- Feedback and Reflection:
    - At the end of the game, players can see how their choices compare to others and reflect on areas where they can improve. This feedback loop helps reinforce the learning objectives and encourages continuous improvement in sustainable choices.
    -

By combining these elements, Cotraco effectively educates players on the impact of their daily decisions on CO2 production, promoting a deeper understanding of sustainability and conscious consumption.

Target Group
Cotraco is designed for a broad audience, including:
- Students: The game is an excellent educational tool for schools, helping students understand the impact of their daily choices on the environment.
- Families: Cotraco can be played at home, making it a fun and informative activity for family members of all ages.
- Eco-conscious Individuals: Anyone interested in learning more about sustainable living and reducing their carbon footprint will find Cotraco both engaging and enlightening.

Cotraco is a tool for education and awareness. By challenging players to think critically about their daily decisions and their environmental impact, Cotraco promotes a culture of conscious consumption. Whether played in schools, at home, or among friends, The game offers a fun and interactive way to learn about sustainability and make more eco-friendly choices.

-

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NAME	WORK OR SCHOOL	HOLIDAYS	FOOD	TOTAL

Cotraco - Star Table

Play Cotraco and switch & match your way through different levels in this CO2 quizz adventure. Join your colleagues in their daily transport journey in an online game full of conscious consumption treats!

Topic: Food

Topic: Work

Topic: Holidays
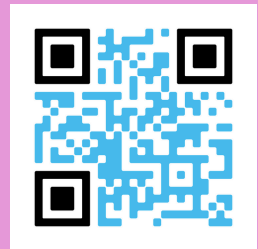
4.8. CoCo Garden: A Fun and Educational Board Game for All Ages

In an era when environmental consciousness is more important than ever, CoCo Garden is a delightful educational board game designed to teach players about seasonal gardening and sustainable consumption principles. This game is perfect for primary school students and their families, offering fun and learning that can be enjoyed at home or in the classroom.

The Logic of CoCo Garden
CoCo Garden is built around growing fruits and vegetables in their natural seasons. The game emphasises that while it is possible to grow produce out of season, doing so requires additional resources, making it less efficient. By understanding these principles, players learn the importance of consuming seasonal products, which are more sustainable and environmentally friendly.

How to Play CoCo Garden
The game is designed for four players and can be set up and played quickly. Here's a step-by-step guide on how to play:

- Setup:
    - Lay out the season boards on the table.
    - Shuffle all the card piles (product cards, event cards, and resource cards).
    - Each player selects an equal number of product cards.
    - Place the event cards in a single pile.
    - Deal six resource cards to each player and place the rest in a pile.
    - Use a selected method (such as the highest roll or rock-paper-scissors) to determine who gets which season board.

The player who gets the Springboard will start the game.

- Gameplay:
    - Players take turns growing their selected fruits and vegetables according to the season they are in.
    - Players can use their resource cards to grow produce more efficiently.
    - Event cards introduce natural variables or surprise elements that can affect the growth of the produce.
    - Players learn that growing produce out of its natural season requires extra resources, teaching them about the inefficiencies of non-seasonal consumption.
- Winning the Game:
    - The game continues until all players have had a chance to grow their produce through the different seasons.
    - The player who grows the most produce efficiently, using the least amount of extra resources, is the winner.

Target Group

CoCo Garden primarily targets children aged 8 to 12, making it an excellent educational tool for elementary and middle schools. However, the game is also suitable for family play, providing a fun and interactive way for parents and children to learn about sustainable gardening together.

Rules of CoCo Garden
- Setup:
    - Lay season boards on the table.
    - Shuffle all the card piles.
    - Each player selects product cards equally.
    - Place event cards in one pile.
    - Deal six resource cards to each player and put the rest in a pile.

- Use a selected method (highest roll, rock-paper-scissors, etc.) to determine who gets which season board.
- The player who gets the Springboard will start the game.
- Gameplay:
  - Players take turns growing their selected fruits and vegetables according to the season they are in.
  - Players can use their resource cards to grow produce more efficiently.
  - Event cards introduce natural variables or surprise elements that can affect the growth of the produce.
  - Players learn that growing produce out of its natural season requires extra resources, teaching them about the inefficiencies of non-seasonal consumption.
- Winning the Game:
  - The game continues until all players have had a chance to grow their produce through the different seasons.
  - The player who grows the most produce efficiently, using the least amount of extra resources, is the winner.

CoCo Garden introduces several essential gardening principles through its interactive and engaging gameplay. Players gain insights into the seasonality of produce, learning which fruits and vegetables thrive during Spring, Summer, Fall, and Winter. Resource management becomes a key strategy, as players must efficiently use water, sunlight, and nutrients to grow their crops. The game emphasises the importance of environmental impact, highlighting how sustainable gardening practices can minimise ecological footprints.

Players also encounter natural variables such as weather changes and pest infestations. These challenges teach adaptability and the management of unforeseen circumstances. Understanding the specific growth requirements of different plants becomes crucial, demonstrating the varying needs for optimal growth. The game underscores the efficiency of growing produce in its natural season, showcasing the reduced resource requirements compared to out-of-season cultivation.

Moreover, CoCo Garden fosters an understanding of local production, emphasising the environmental benefits of consuming locally-grown seasonal produce. Basic gardening techniques, such as planting, watering, and nurturing, are seamlessly integrated into the gameplay, offering practical knowledge that players can apply in real-life gardening.

Ultimately, CoCo Garden is not just a game but an educational experience that instils valuable lessons about sustainability, resource efficiency, and the impact of our choices on the environment.

You can download the full game here: https://crnonline.de/result/coco-coco-gardens-game/

CHAPTER 5
LEARNING PATHS

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Chapter 5
Learning Paths and Strategies

Understanding Adapted Learning Paths for Adult Educators

Adapted learning paths are customized educational journeys designed to meet adult learners' specific needs, preferences, and learning styles. This approach acknowledges that adult learners often come from diverse backgrounds, experiences, and skill levels and require a more personalised educational experience to enhance their engagement and effectiveness in learning.

Key Features of Adapted Learning Paths

1. Personalization: Adapted learning paths focus on tailoring the educational content and methods to fit the individual learner's needs. This involves assessing the learner's current knowledge, skills, and goals to create a customised learning plan that addresses gaps and builds on existing strengths.
2. Flexibility: These learning paths offer flexibility in terms of pace, content, and delivery methods. Adult learners can progress through the material at their own speed, allowing them to balance learning with other responsibilities such as work and family.
3. Integration of Digital Tools: Adapted learning paths often utilise digital platforms and resources to incorporate interactive and multimedia content to enhance learning. This can include online modules, videos, and gamified elements that make learning more engaging and accessible.
4. Focus on Practical Application: The learning paths emphasise real-world application of skills and knowledge. By aligning

- educational content with practical scenarios, learners can immediately see the relevance and benefits of their learning, which can increase motivation and retention.

Benefits for Adult Educators
- Enhanced Learner Engagement: Educators can increase learner engagement and motivation by providing a more personalised and relevant learning experience, leading to better educational outcomes.
- Improved Learning Outcomes: Adapted learning paths can lead to improved learning outcomes as they address the specific needs and learning styles of each adult learner, ensuring that the educational content is both accessible and practical.
- Support for Diverse Learners: This approach is particularly beneficial for learners from socio-economic disadvantaged backgrounds, as it lowers barriers to education and provides tailored support to help them succeed.

Adapted learning paths represent a significant shift in adult education, focusing on personalisation, flexibility, and practical application. By embracing this approach, adult educators can create more inclusive and effective learning environments that cater to their learners' diverse needs, ultimately contributing to their personal and professional growth.

Needs	Target Groups	Countries
Clear Vision for Education Targets	Disadvantaged people, migrants, middle-class, rich people, refugees	Germany
Financial Incentives for Participation	Disadvantaged people, migrants, middle-class, rich people, refugees	Germany
Reaching More People in the Community	People involved in recycling and sustainable development	Finland
Addressing Everyday Choices (Heating, Food, Clothing)	Socio-economically disadvantaged families	Poland
Teaching Conscious Consumption to Young Migrants	Young migrants with no or low-paying jobs	Spain
Engaging Teenagers and Specific Groups through Unconventional Learning	Teenagers, specific groups	Italy

Energy Awareness and Cost Concerns
Energy costs are a significant concern for the migrant community. Many residents know about rising energy prices but lack the know-how to implement effective cost-saving measures. Workshops focusing on energy efficiency, such as understanding utility bills, using energy-saving appliances, and optimising household energy use, can be highly beneficial.

Mikkeli

Berlin-Wedding

Bonn -West

Krakow - Nowa Huta

Bologna

Barcelona - Raval

Potenza
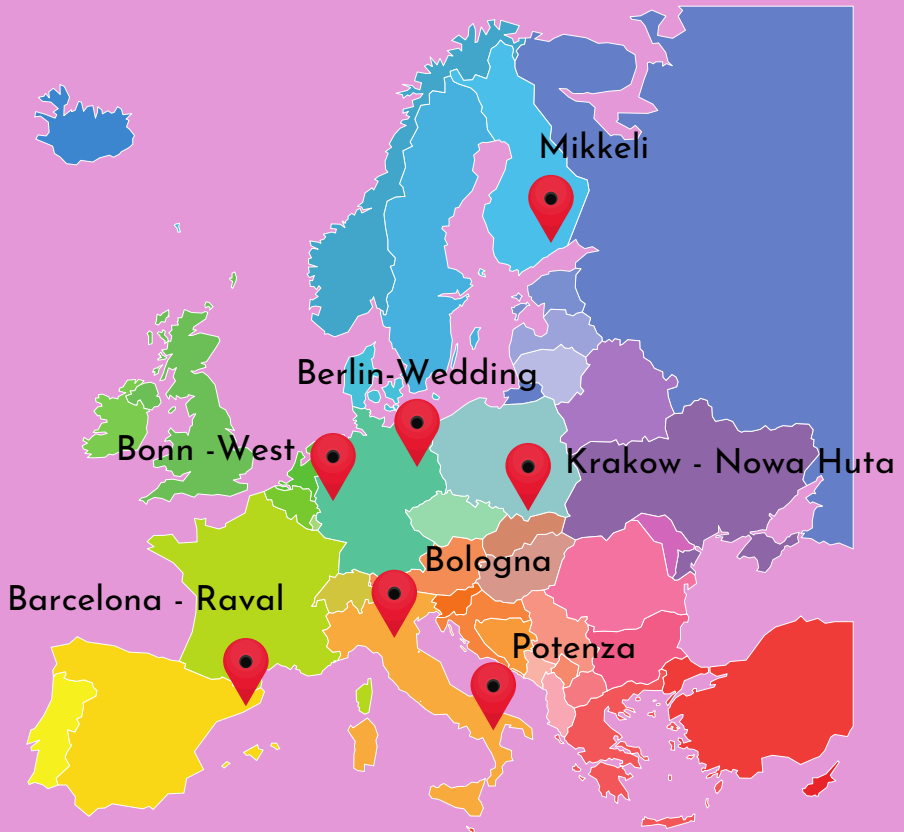
CoCo - Case Study Communities

Knowledge Gaps
While there is an openness to learning about sustainable practices, there is a noticeable lack of awareness and understanding. For example, many residents do not fully grasp the importance of recycling or how to segregate waste properly. Educational workshops can fill these gaps by providing clear, practical information and hands-on activities to reinforce learning.

Engagement through Gamification
The community shows a positive attitude towards gamification as a learning tool. Just like children, adults can benefit from interactive and engaging educational formats. Board games, apps, and other gamified learning experiences can make complex topics more accessible and enjoyable.

Food Choices and Health
Price often outweighs quality when it comes to food choices. There is a lack of understanding about the value of nutritious food and healthy eating habits. Workshops that provide practical cooking demonstrations, budget-friendly meal planning, and nutritional education can help shift this mindset.

Strategies for Non-Formal Educators and Community Workers

Workshops on Conscious Consumption
Educators can design workshops that highlight the benefits of conscious consumption. These sessions can include interactive activities that showcase how small changes in daily habits can lead to cost savings and sustainable living. Real-life examples and simple language are crucial to ensure comprehension and applicability.

Energy Efficiency Training
Offering workshops on energy efficiency can empower residents to manage their energy use better. Topics could include reading and understanding energy bills, tips for reducing energy consumption and exploring renewable energy options. Providing tangible examples and practical advice can make these sessions more impactful.

Recycling and Waste Management
Workshops dedicated to recycling and waste management can address the knowledge gaps in this area. Hands-on activities, such as sorting waste or visiting recycling centres, can enhance understanding and encourage responsible behaviour. Visual aids and step-by-step guides can be beneficial.

Gamified Learning Experiences
Incorporating gamification into workshops can increase engagement and retention. Board games, mobile apps, and interactive quizzes can make learning about sustainability and conscious consumption more fun and relatable. High-quality graphics and well-designed game mechanics are essential to maintaining interest.

Nutrition and Healthy Living
Educators can organise workshops that focus on healthy eating and proper nutrition. These sessions could include cooking classes, discussions on the health benefits of various foods, and tips for making nutritious choices on a budget. Samples and easy recipes can encourage participants to try new foods and adopt healthier habits.

Conclusion

Addressing the needs of the migrant community in Berlin-Wedding requires a multifaceted approach that combines education, practical advice, and engaging learning methods. By understanding this diverse population's specific needs and challenges, non-formal educators and community workers can design practical workshops that empower residents to make informed decisions, improve their quality of life, and contribute to a more sustainable future.

5.2. Finland

The Parik Foundation, located in Kouvola, Finland, provides need-based employment, rehabilitation, and training services. The foundation aims to enhance its customers' ability to work, wellbeing, and inclusion. The community served by Parik Foundation is characterized by a positive attitude towards conscious consumption and sustainability, with themes of the circular economy already integrated into their daily activities. The foundation operates a recycling shop and station, reflecting its commitment to responsible and sustainable solutions.

The socio-economic condition of Parik Foundation's target group involves individuals who benefit from need-based employment, rehabilitation, and training services. The foundation's goal is to enhance its customers' ability to work, well-being, and inclusion.

Despite this positive outlook, the community has significant educational needs regarding sustainable consumption. Interviews revealed that people require reliable, understandable, and transparent information about conscious consumption and the circular economy to motivate changes in their consumption habits.

There is a need for more introductory information on recycling processes and the life cycle of goods, as well as guidance on making sustainable purchasing decisions and avoiding unnecessary purchases.

The Parik Foundation's target community exhibits a range of attitudes toward consumption, sustainability, and gamification. Generally, the community perceives society as overly consumer-oriented, with insufficient emphasis on sustainable choices and the circular economy. Despite this, there is a positive attitude towards conscious consumption and sustainability, with these themes already being part of their daily activities. The foundation's recycling shop and station are practical examples of this commitment.

The community sees gamification as a valuable tool for supporting learning, particularly in the context of sustainable development and conscious consumption. Board games are viewed favourably as they promote shared experiences and peer learning. However, it is noted that gamification may not be suitable for everyone, and high-quality graphics are important to maintain interest.

Overall, the community is open to learning and adopting more sustainable practices, provided they have access to reliable, understandable, and transparent information. They also recognise the importance of making informed and sustainable consumption choices, especially considering economic pressures such as the energy crisis.

To support learning, it is essential to provide information in accessible formats, such as videos and pictures, which can help people understand the concepts better. Additionally, teaching how conscious consumption can positively impact personal finances is

crucial. The community also expressed interest in gamification as a learning tool, particularly board games, which can facilitate peer learning and shared experiences.

Overall, the Parik Foundation seeks to inspire responsible and sustainable consumption habits through education and innovative methods, such as gamification, to support the community's learning journey towards conscious consumption.

5.3. Poland

Nowa Huta, a district in Krakow, has a rich historical background, originally planned as a socialist realist city in 1949. It was built around a metallurgical plant, transforming rural areas into an industrial hub. Today, Nowa Huta is a diverse community, home to descendants of the original workers and new migrants from various regions

.

The community of Nowa Huta is ripe with potential for fostering conscious consumption. Despite socio-economic challenges, there is a strong predisposition among residents to adopt sustainable consumption patterns. The current financial constraints faced by many families can be leveraged to promote more mindful purchasing decisions, particularly in the areas of food, clothing, and furniture. Rising prices push residents to make more deliberate choices, balancing essential needs like heating, food, and clothing. This environment creates an opportunity to educate the community on sustainable practices and build environmentally friendly services. By raising awareness and understanding their rights and needs, the people of Nowa Huta can become pioneers in conscious consumption, setting an example for other communities.

Educating the community on conscious consumption in Nowa Huta can be approached through several strategies. Workshops and seminars organised in collaboration with local eco-organizations and cultural centres can teach residents about sustainable practices, such as reducing waste, recycling, and making eco-friendly choices. Community events like eco-fairs, swap meets, and sustainability festivals can engage the community and provide hands-on learning experiences about conscious consumption. Educational campaigns using social media, local newspapers, and community bulletin boards can share tips and information on sustainable living. School programs integrating sustainability education into curriculums can teach children about the importance of conscious consumption from a young age. Partnerships with local businesses can encourage them to adopt and promote sustainable practices, offering discounts or incentives for eco-friendly products and services. Support groups or clubs where community members can share their experiences, challenges, and successes in adopting conscious consumption habits can foster a sense of community and mutual support.

Resource centres that provide information, tools, and resources for sustainable living, such as guides on reducing energy consumption, growing your food, and making eco-friendly purchases, can be invaluable. Incentive programs that reward residents for sustainable behaviours, such as recycling programs, energy-saving initiatives, and participation in community clean-up events, can motivate positive change. By implementing these strategies, the community of Nowa Huta can be effectively educated on conscious consumption, leading to a more sustainable and environmentally friendly lifestyle.

Through various initiatives, local eco-organizations can play a pivotal role in this educational process. Expert-led workshops can educate residents on waste reduction, recycling, and sustainable living

practices. Community outreach programs can develop programs that visit schools, community centres, and local events to spread awareness and provide practical tips on conscious consumption. Collaborative projects with local schools, businesses, and cultural centres can create joint projects that promote sustainability, such as community gardens, recycling drives, and eco-friendly product fairs. Educational materials, such as brochures, guides, and online resources, can offer information on how to make more sustainable choices in daily life. Volunteer opportunities can allow community members to get involved in environmental projects, providing hands-on experience and fostering a sense of responsibility towards the environment. Advocacy and policy support can advocate for local policies that support sustainable practices and provide the community with information on how to engage in local government to push for environmental initiatives. Sustainability challenges and competitions that encourage residents to adopt sustainable habits, with rewards for those who make significant strides in reducing their ecological footprint, can create a fun and engaging way to promote conscious consumption. Resource-sharing platforms, such as tool libraries, seed banks, and clothing swaps, can promote the reuse and recycling of goods within the community.

By leveraging their expertise and resources, local eco-organizations can significantly enhance community education on conscious consumption, leading to a more informed and environmentally responsible populace. Nowa Huta's diverse and adaptable community is well-positioned to embrace and lead the way in conscious consumption, turning economic challenges into opportunities for sustainable living.

5.4. Italy, Potenza

Community and Needs for Educating Conscious Consumption
In our city, we have identified a vibrant local community comprising two main groups: Trainers/Teachers and Activists/Stakeholders. These groups are pivotal in promoting conscious consumption and sustainable development through their diverse roles and expertise. Identified Needs and Key Insights

From our interviews, several critical needs and insights emerged, highlighting the interconnectedness of various social spheres in fostering a sustainable lifestyle. Sharing diverse behaviours can facilitate the spread of sustainable lifestyles, and leading by example in daily life is crucial. Effective communication and sharing of information are vital for promoting sustainable practices. Small actions by individuals can significantly contribute to sustainable development over time. There is a concern that the process towards sustainable development is too slow, necessitating accelerated awareness efforts. Educating people about sustainable development involves guiding them towards virtuous behaviours. Integrating the concepts of the circular economy into the economic system is essential.

The community also emphasises the importance of using creative and artistic methods to teach and promote sustainability. Unconventional training involves approaching sustainability topics through creativity, art, and various forms of expression. Creating an emotional bond with people and objects can enhance sustainability teaching. Using artistic language through innovative experiments consolidates good sustainability practices. Collaborating on shared goals unites the community. Art is used in sustainability education through several creative and innovative approaches.

Unconventional training incorporates creativity, art, and various forms of expression to engage people in sustainability topics. Creating an emotional bond with people and objects and using art to make sustainability concepts more relatable and memorable is essential. Utilising innovative and artistic experiments consolidates good sustainability practices. Using culture, art, and creativity to explore the real world and experiment with alternative paths and solutions changes perspectives. Conducting contemporary art exhibits and workshops with recycled materials promotes sustainable practices.

These methods help make sustainability education more engaging, impactful, and accessible to a broader audience. Examples of unconventional training methods include contemporary art exhibits and workshops using recycled materials to teach sustainability, such as il Salone dei Rifiutati by Sara Stolfi. Providing unconventional training and environmental education tailored for children, like La Luna al Guinzaglio by Rossana Cafarelli, also plays a part. Innovative approaches incorporate creativity, art, and various forms of expression to engage people in sustainability topics. Creating an emotional connection between people and objects, using art to make sustainability concepts more relatable and memorable, is highlighted. Using innovative and artistic methods consolidates good sustainability practices. These methods aim to make learning about sustainability more engaging, impactful, and accessible.

Addressing Disadvantaged Situations
Sustainability is often perceived as a low priority in disadvantaged social situations. However, starting with children's education can make a significant impact. Additionally, the commitment of civil society and institutional support is crucial.

Communication and Combating Misinformation
Effective communication and combating fake news are essential to positively influence social behaviour and promote conscious consumption.

Conclusion
Our findings reveal that despite the diverse areas of intervention, all efforts are closely linked in a continuum from family to school, research to work. Supporting every social sphere is necessary because environmental attention cannot thrive in a society lacking welfare and culture. By creating and sharing tools that use unconventional learning with creative and artistic approaches, we can support stakeholders and trainers in their educational and dissemination efforts, ultimately fostering a community of conscious consumers.

5.5. Italy, Bologna

Young Adults of Bologna: A Community in Transition
The "Young Adults of Bologna" community in Bologna, Italy, represents a diverse group of adolescents beginning to navigate the complexities of independence. This community is characterised by various socio-economic backgrounds, with members either embarking on university education or entering the workforce. These young adults face unique challenges and opportunities as they transition from living with their parents to making their own decisions.
Despite their awareness of the issues related to consumption, many in this community struggle to adopt conscious consumption patterns. This inconsistency is often due to a lack of information or economic constraints. While some members try to avoid fast fashion and fast food, others find it difficult for various reasons. This highlights a critical need for education on the importance of sustainable consumption and its impact on the environment.

The community's engagement with games, both online and offline, presents a valuable opportunity for educational interventions. Games are a popular pastime among these young adults, serving to connect with peers and spend leisure time. Leveraging this interest, educational initiatives can incorporate gamification to make learning about conscious consumption more engaging and effective.

Identified Needs of Educators and Teenagers in Conscious Consumption

In promoting conscious consumption, educators and teenagers have distinct yet interconnected needs that must be addressed to foster a more sustainable future.

Educators' Needs:

1. Effective Communication: Educators struggle to convey the importance of lifestyle changes to young people. They need strategies to make the concept of sustainability relatable and urgent.
2. Practical Examples: There is a demand for practical, real-world examples to illustrate the impact of global warming and unsustainable practices. Educators seek opportunities to take students outside the classroom to witness environmental damage firsthand.
3. Simplified Teaching Tools: Educators require straightforward methods to demonstrate that green issues are neither abstract nor distant, making the subject matter more tangible and immediate for students.

Teenagers' Needs:

1. Awareness of Impact: Teenagers need to understand that environmental issues directly affect their lives. They should recognise that their unsustainable choices contribute to the problem, but this awareness should not induce guilt. Instead, it should inspire a shift in perspective towards what benefits them and the planet.

- 3. Urgency and Responsibility: Teenagers must understand the urgency of solving environmental problems. They need to realise that time is limited and that everyone, including themselves, has a role in changing how resources are used.

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By addressing these needs, the initiative aims to educate and engage teenagers through innovative methods like video games, which are more likely to capture their interest and motivate them to adopt sustainable practices.

Our organization aims to address these needs by focusing on young adults, particularly those around 18 years old, who are at a pivotal stage of gaining independence. Educating this demographic on conscious consumption is crucial, as they will be the future leaders driving societal change. We can prepare them to make informed decisions about their lifestyle and consumption habits by intervening during their last year of school.

To achieve this, we propose organising afternoon workshops and events that raise awareness about conscious consumption through interactive activities and engaging games. These initiatives will provide practical examples of sustainable practices, detailed information on the consequences of consumption choices, and additional resources to support their learning journey.

In summary, the "Young Adults of Bologna" community is at a critical juncture where education on conscious consumption can have a lasting impact. By addressing their identified needs and leveraging their interest in games, we can inspire a shift towards more sustainable lifestyles, ultimately benefiting both the individuals and the environment.

5.6. Understanding the Needs of Young Migrants in El Raval, Barcelona

El Raval, a vibrant yet economically challenged district in Barcelona, is home to a significant migrant population. Among the 47,605 residents, nearly half, or 23,810, are migrants. This community, mainly the young migrants, faces many challenges that hinder their integration and quality of life.

Economic Struggles and Employment Issues
One of the most pressing needs identified is the lack of job opportunities. Many young migrants find themselves in low-paying jobs that do not provide a sustainable livelihood. This economic instability is exacerbated by the high rents and living costs in Barcelona, making it difficult for these individuals to secure decent housing and meet their basic needs.

Bureaucratic Hurdles
Another significant challenge is navigating the bureaucratic landscape to access government assistance. The procedures are often complicated and time-consuming, deterring many from seeking the help they need. This lack of accessible support further entrenches the economic difficulties faced by young migrants.

Educational and Social Barriers
Education and social integration are also areas of concern. There is a notable absence of special education programs tailored to the needs of young migrants. Long-term learning opportunities are scarce, and existing good practices in education and sustainable living are not sufficiently promoted. Additionally, prejudices and stigmas create barriers to effective teaching and community integration.

Lack of Motivation and Incentives
The community also lacks incentives and motivation to engage in sustainable practices and good actions. Without adequate promotion and support, initiatives that could improve the quality of life and foster a sense of community remain underutilised.

Needs of Young Migrants in El Raval, Barcelona
In the context of learning conscious consumption skills, young migrants in El Raval face several specific needs that must be addressed to foster sustainable living practices and improve their overall quality of life.

Educational Programs and Resources
There is a significant lack of specialised education on conscious consumption. Young migrants need access to tailored educational programs that teach sustainable living practices, such as reducing waste, recycling, and making environmentally friendly choices. These programs should be designed to be accessible and relevant to their unique circumstances.

Long-Term Learning Opportunities
Long-term or lifelong learning is essential for embedding conscious consumption habits. Young migrants require continuous educational opportunities that go beyond initial training sessions. This could include workshops, community projects, and ongoing support to reinforce sustainable practices over time.

Promotion of Good Practices
Good practices in conscious consumption are not promoted enough within the community. There is a need for more visibility and awareness campaigns that highlight the benefits and methods of sustainable living. This could involve community events, social media campaigns, and collaboration with local organisations to spread knowledge and encourage participation.

Overcoming Prejudices and Stigmas

Prejudices and stigmas can hinder the effective teaching of conscious consumption skills. Efforts must be made to create an inclusive and supportive learning environment that addresses and overcomes these social barriers. This could involve cultural sensitivity training for educators and community leaders and initiatives to foster mutual understanding and respect among residents.

Incentives and Motivations

Young migrants need incentives and motivations to adopt conscious consumption practices. This could include financial incentives, such as discounts on sustainable products or recognition programs that reward individuals and groups for promoting sustainability. Providing tangible benefits can encourage more active participation and commitment to sustainable living.

Simplified Access to Resources

Access to resources that support conscious consumption should be simplified. This includes making information readily available in multiple languages, providing easy access to recycling facilities, and ensuring that sustainable products are affordable and accessible. Simplifying these processes can help young migrants integrate conscious consumption into their daily lives more easily.

Conclusion

Addressing these needs requires a multifaceted approach. Improving job opportunities and wages, simplifying access to government assistance, promoting educational programs, and combating social stigmas are crucial steps. By focusing on these areas, we can help young migrants in El Raval build a more stable and prosperous future.

CHAPTER 6

LOCAL CONTEXT

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COCO
CONSCIOUS
CONSUMPTION

Comparative **R**esearch **N**etwork**:**

Chapter 6
Creating Local Context

6.1. Local Context Strategy for Italy

Introduction
In Italy, the local context strategy aims to reach adolescents who are beginning to gain independence, either by leaving their parents' house for university or work. The strategy focuses on intervening during the last year of school (age 18) to prepare them for a more independent life. The primary objectives are to raise awareness about conscious consumption, equip students with practical knowledge and skills to make sustainable choices and foster critical thinking and collaborative problem-solving through interactive activities and gameplay.

Curriculum Adaptation
General Adaptations
The curriculum is translated into Italian, ensuring that terminology is culturally and contextually appropriate. Examples and case studies relevant to the Italian context include local products, energy sources, and waste management systems. Italian cultural references and examples are incorporated into discussions about conscious consumption, and local, sustainable initiatives and success stories are highlighted to inspire students.

Specific Adaptations
House
Discussions on the Italian tradition of craftsmanship and the value of investing in high-quality, long-lasting items are integrated. Local

brands and artisans who prioritise sustainability are highlighted. The Italian culture of "fai da te" (do it yourself) includes practical tips on repairing and upcycling items. Workshops with local craftspeople to demonstrate repair techniques are organised. Participation in local sharing economies and second-hand markets, such as "Mercatini dell'usato," is encouraged. Local waste management practices and recycling programs specific to Italian regions are included.

Energy

Information on energy labelling in Italy and EU regulations is provided. The mix of energy sources in Italy and the impact of renewable energy initiatives are discussed. Sustainable transportation options available in Italy, such as biking, public transport, and car-sharing services, are highlighted. Tips tailored to the Italian lifestyle, such as using shutters to regulate home temperature and choosing energy-efficient appliances, are shared.

Eat

The importance of the Mediterranean diet and locally sourced, seasonal produce is highlighted. Visits to local farmers' markets ("mercati contadini") to support regional agriculture are encouraged. Sustainable practices in Italian farming and the impact on traditional food products like cheese and cured meats are discussed. Apps popular in Italy for reducing food waste, such as "Too Good To Go" and "Last Minute Sotto Casa," are introduced. The Italian regulations on food labeling and expiration dates are clarified. The impact of packaging and Italy's initiatives to reduce plastic use are discussed. Traditional Italian plant-based recipes and the growing trend of veganism in Italy are explored. Practical tips for portioning meals and freezing leftovers, tailored to the Italian kitchen setup, are provided.

Conscious Consumption

An analysis of students' recent purchases to identify areas for improvement is conducted. The 1.5 Degree Lifestyle is explained using relatable examples from Italian culture and daily life. Students are educated on understanding and identifying various labels found on Italian products. The influence of advertising in Italy is analyzed, and the concept of greenwashing with local examples is discussed. Alternative practices such as buying from "Negozio Leggero" stores and supporting fair-trade products are introduced.

Wear

The impact of fast fashion, with a focus on Italian brands and local alternatives, is discussed. The issue of microplastics in clothing and promoting sustainable fabric choices are explained. Italian sustainable fashion brands and initiatives are highlighted. Upcycling workshops and visits to second-hand shops ("vintage stores") are encouraged.

Implementation Strategy
School Integration

The curriculum and game are integrated into local schools' existing programs, focusing on final-year students. Sessions are scheduled during the school year, and afternoon workshops and community events are organised to raise awareness about conscious consumption. The game is used as an interactive tool to engage students in learning through play.

Partnerships

Partnerships with local environmental organisations, universities, and businesses support and enrich the program. Guest speakers provide real-world insights and inspire students. Continuous assessment and feedback are conducted to refine and improve the curriculum and game for future use.

Conclusion

Adapting the CoCo curriculum and serious board game by integrating culturally relevant examples, local, sustainable practices, and region-specific data ensures that the educational content is engaging and impactful. The curriculum's emphasis on practical activities equips students with the skills and knowledge necessary to make informed and sustainable choices in their daily lives. The serious board game is an innovative and interactive tool that brings the principles of conscious consumption to life, making the learning process enjoyable and memorable. Through continuous assessment and feedback, the program remains relevant and effective in promoting conscious consumption in Italy and beyond.

6.2. Local context strategy for Kraków

The CoCo curriculum and serious board game.

Thanks to the Conscious Consumption project, partners from various countries, including Germany, Italy, Spain, Finland, and Poland, intend to provide trainers with attractive means of adult education. This will allow them to familiarise society with conscious consumption in their local communities in an entertaining way. The card game means the CoCo Game is the subject of knowledge transfer.

There are two groups of cards: objective and resource cards, each representing one of the following categories: clothes, Food, Furniture, and Energy. According to the game manual, resource cards represent different types of resources that players can use during the game to achieve the goals on the objective cards.

Conscious consumption is quite complex, so the game cannot be a model of reality; it only provides guidance. Therefore, the graphics with associated descriptions on resource cards do not represent the resources and have no real connection to the objectives. The actual

resources on resource cards are "Energy" and "Money". They are used to achieve the goals specified on the goal cards. The aim is to ask for the implementation of a conscious consumption measure, such as organising a clothing exchange place. To achieve such a goal, you must gain money and energy resources by collecting and discarding resource cards to at least the level required to achieve the goal.

The images and text on resource cards include items such as a reusable water bottle or activities such as travelling together that are cues to conscious consumption. Ridesharing can save money and energy compared to using a car as the only passenger. I can now use the saved money and energy to further conscious, sustainable consumption, which the goal card gives me.

Target Group.
The CoCo Game is worth playing in groups of different ages—adults but also younger people, preferably from 12 years of age. People may know each other or be strangers. Because the game was created by an international team, the Polish language version has been simplified and adapted to local realities. However, the game still does not lose its quality and educational value.

The terminology used is consistent with the applicable terminology in the field of responsible and conscious consumption, as well as ecological and social education concepts.

Implementation: Fun and Teaching.
The CoCo Game applies to different age groups, from teenagers to adults. The game is prepared so that it can be distributed during various types of events. These may be educational and integration events or those unrelated to formal or informal education.

Clubs: The game can go to gaming clubs, which are familiar and accessible, such as cafes and clubs. In many places, there are regular meetings of players who announce, for example, on Facebook Groups, that they will play a thematic game.

Schools: The CoCo Game can be an educational tool during school lessons (various teaching subjects: economics, mathematics, biology). The game can introduce the topic of conscious consumption of goods and teach how to save money, resources, the environment, and energy.

Universities: The CoCo Game can be used as an educational and training tool during students' internships, especially in economics, environmental protection, or pedagogy.

Non-governmental organisations are also suitable recipients of the game. It is worth transferring copies of the CoCo Game to other organisations to exchange experiences.

Youth and adult social assistance centres. These are places where different types of daily help are provided to people in crisis. During the project, we visited several of these places. These were centres and clubs that were created out of the need to provide help.

One of the services they offer is a place to spend time. To make this time productive, the people who go there can do or learn something, e.g. foreign language lessons, board or card games or learning to play musical instruments.

In each of these groups, great emphasis should be placed on using the Knowledge Vault, using augmented reality (AR), and exploring the topics that appear on the drawn cards.

Resume

Kraków, the second-largest city in Poland, faces the challenge of adapting its huge area (327 km2) and population (at least 800,000) to climate change. The consequences are limited or increasingly expensive access to natural resources, rising average temperatures, problems with waste and transport of goods, and the resulting increases in CO_2 emissions. Adapting to these changes requires education to change consumer habits. In this case, 800,000 people decide daily what tomorrow will look like in this region.

The topics and decisions to be made in the CoCo Game reflect on a small scale (playing cards) the enormous challenges and decisions the city and region face today. Solving the outlined problems can be successfully applied in a broader context, including replication in other towns in Poland. The game does not have a Krakow context, so it can be played anywhere in Poland, and there are no restrictions on its use.

6.3. Promoting the Themes of the Conscious Consumption Project in Finland

Finland is one of the leading countries in Europe in promoting sustainable development. Finland has a sustainable development committee that brings together significant societal actors around the theme. It includes various societal actors, from state administration to municipalities and cities, organisations, companies, media, religious communities, labour market actors, the scientific community, and parliamentary parties. The Prime Minister serves as the chair of the committee. The committee also includes the Youth Agenda2030 group, which aims to bring the voice of young people into societal discussions and planning related to sustainable development. The

Youth Climate and Nature Group NUOLI brings young people's expertise, especially in discussions and preparations concerning nature and climate issues. The committee's work is also supported by an independent science panel of 14 scientists.
Read more: [26](https://kestavakehitys.fi/etusivu)

In recent years, Finland has strongly promoted the use of renewable energy, and Finland is committed to increasing the share of renewable energy in energy production. The use of wind, solar energy, and bioenergy is continuously growing. By-products of the forest industry, such as wood pellets, are also significant sources of renewable energy. Finland has also developed efficient waste management systems and recycling programs. For example, the recycling rates of plastics, paper, and metals are high. In 2023, a large-scale collection of textile waste for clothes that can no longer be donated for use was initiated. Finland has developed a national circular economy strategy that aims to maximise the recycling and reuse of materials.
Read more: [27](https://ym.fi/kiertotalousohjelma)

Forests have been a source of wealth in Finland for centuries, and the forest industry is still one of the most important industrial sectors. The interests of the forest industry and nature conservation do not always align, and the theme is fraught with contradictions, but in some respects, Finland's forest industry is progressive. Finland has also established extensive nature reserves and national parks that protect endangered species and ecosystems. In the long term, forest biodiversity is also in the interest of the forest industry, and there are now alternatives to clear-cutting. The practical implementation of sustainable forest management principles requires continuous monitoring, research, and adaptation to new information and environmental challenges. Dialogue between various stakeholders, such as forest owners, industry, environmental organisations, and l

ocal communities, is vital to finding sustainable solutions.

Finland has invested heavily in research and development in recent years, particularly in environmental technologies and sustainability innovations. The Natural Resources Institute Finland (Luke) plays a significant role in researching the sustainable use of forests, agriculture, and water bodies. Sitra, the Finnish Innovation Fund, is a crucial player in promoting the circular economy and sustainable development. Sitra has published several reports and guides on best practices in the circular economy and supports various experiments and projects.

Read more: [28](https://www.sitra.fi/aiheet/kiertotalous/)

Environmental education is widespread, and the principles of sustainable development are part of the primary education curriculum. Finns are very aware of environmental issues. Finland aims to be carbon neutral by 2035, and this goal guides many national and local policies. Finland has received international recognition for promoting sustainable development and is, by many measures, one of the world's leading countries in environmental friendliness and sustainable development.

Teaching Sustainable Development in Finland

The principles of sustainable development are included in the core curricula of primary and upper-secondary education. This means that students learn about environmental issues, economic sustainability, and social justice from an early age. In primary education, multidisciplinary learning modules are commonly used, where students can participate in projects and theme days that address sustainable development. For example, energy saving, recycling, and climate change are common themes. Of course, sustainable development activities are more than just named theme days or projects; they are also necessary.

In primary education, students study environmental studies, broadly covering biodiversity, ecological processes, and human environmental impact. The Finnish National Agency for Education's website also provides information on climate and environmental education and the circular economy. Climate and ecological education support continuous learning so that the values, knowledge, skills, and practices of individuals and society align with sustainable development. The core curricula, qualifications, and early childhood education plans provide a foundation for addressing climate and environmental issues in education and training.

Read more: [29](https://www.oph.fi/fi/ymparistooppi) [30](https://www.oph.fi/fi/ilmasto-ja-ymparistokasvatus-seka-kiertotalous)

In Finland, higher education institutions offer a wide range of degree programs focusing on sustainable development and environmental technologies. Education is available at both university and university of applied sciences levels. Some programs are multidisciplinary and integrate the principles of sustainable development into various subjects. For example, at South-Eastern Finland University of Applied Sciences, one can study to become an environmental technology engineer, a rapidly developing field of technology. Its importance is growing due to climate change and other global environmental problems. The education focuses on environmental health, housing and building health, and environmental monitoring and sampling. Aalto University's Creative Sustainability master's program is multidisciplinary and combines business, design, architecture, and technology with a sustainability perspective. Its pedagogy integrates teaching and research, problem-based learning, and a solid connection for practical implementations.

In vocational secondary education, sustainable development studies are part of the standard components of vocational qualifications as a compulsory 1-credit course. For example, the course can be completed through a free online course. The course covers the UN's 2030 goals and various aspects of sustainable development. Especially for secondary education, there is also the Sustainable Life learning material, which includes a podcast series on everyday decisions for a more sustainable life and questions and quiz tasks related to each episode's topic. The materials can be used both in distance learning and as classroom material in various subjects or independently.

Read more: [31](https://keke.bc.fi/Kestava-kehitys/suomi/) [32] (https://www.ostavastuullisesti.fi/oppiminen/)

Comprehensive learning about sustainable development topics is fundamental in Finland. Comprehensive learning emphasises the integration of different perspectives and learning structures, weaving together the knowledge and skills of various subjects and combining values and attitudes into a will. The upper secondary education curriculum has several connections to the UN's Agenda 2030 goals. Through comprehensive competence, which means multidisciplinary cooperation and problem-solving, students prepare to mitigate climate change and biodiversity loss, withstand and overcome pandemics, and protect human dignity and all life.

Read more: [33](https://www.oph.fi/fi/koulutus-ja-tutkinnot/laaja-alainen-osaaminen-kestavassa-kehityksessa)

However, learners do not change their behaviour for a sustainable future solely based on increased knowledge. We can be well aware of recycling and its benefits, but we may still not recycle. Values, attitudes, and will are needed to turn knowledge into action. Attitudes and values are developed not only in basic education but also in non-formal learning. The materials of the Conscious Consumption project are one means to this end!

Read more: [34](https://www.oph.fi/fi/opettajat-ja-kasvattajat/ilmasto-ja-ymparistokasvatuksen-ja-kiertotalouden-oppimisen-tueksi)

6.4. Local context strategy for Bonn-West

With the CoCo project, partners from various countries intend to provide trainers with an attractive means of adult education through which the topic of conscious consumption can be playfully brought to the local communities.

The card game (CoCo-Game) is at the centre of knowledge transfer. There are two groups of cards: resource cards and goal cards, each for the following categories:
- ·Clothing
- ·Food
- ·Furniture
- ·Energy

According to the game instructions, the resource cards represent different types of resources that players can use during the game to achieve the goals contained on the goal cards.

Conscious consumption is quite complex, so a game cannot be a model of reality; it only provides hints. The graphics and descriptions on the resource cards do not represent resources and have no real connection to the goals. The actual resources on the resource cards are money and energy. These are used to achieve the goals of the goal cards. The goals are calls to implement a measure of conscious consumption, such as organising a clothing swap festival. To fulfil such a goal, the resources, money and energy must be collected and laid down, at least to the extent required to achieve the goal.

The images and texts on the resource cards contain items, such as a reusable bottle, or activities, such as carpooling, which are tips for conscious consumption. This could be interpreted as saving money and energy by using a carpool compared to using my car as a sole passenger. The money and energy saved can now be used to realise

another conscious, sustainable consumption suggested by a goal card.

The game can be a positive experience or lead to frustration. This depends on the proportion of game, education, and discussion during play. Frustration arises in one group but not in another. Therefore, it is recommended that a trainer play the game in such a way that no frustration arises.

Players who play strictly according to the game instructions and aim solely to fulfil and collect points could end up in a frustration trap. This is because drawing the cards you want can sometimes take a while. A lot of frustration can arise if you're going to pull a goal card but always get resource cards. Therefore, it is recommended to keep the resource cards and goal cards in separate piles, and players can then decide from which pile they want to draw a card.

Players can also get lost in the CoCo-Space towards the end of the game. This can happen because discarded cards are placed at the end of the pile according to the instructions and can be drawn again. If the players can no longer use the last available cards, discarding and redrawing continuously brings the same unusable cards into the hand, the pile never ends, and consequently, the game never ends. Some players referred to this situation in tests as "lost in the conscious consumption space."

Trainers should monitor such loops and have their own solution ready to end the game. This is an example of why the instruction at the end of the game manual, "Agree on new rules yourself to play the game optimally with the goal of more conscious consumption," should be embraced by trainers. The game provides a good basis but still has potential for further development.

aThe game can be played cooperatively or competitively.

In the cooperative mode, which is also provided in the instructions, players play together to achieve the goals. Considering the different groups in Bonn-West, the cooperative mode seems especially recommended for more educated players with prior knowledge. Players can discuss a lot whether the tip depicted on a card leads to more sustainable, conscious consumption or not and whether this tip is locally implementable, e.g., in Bonn-West.

The cooperative mode can be played with either open or hidden cards. Both variants have their charm. Since players will also exchange cards with each other to achieve the goals, communication is significantly more difficult with hidden cards than with open cards. Trainers should, therefore, pay attention to whether the players have the appropriate communication skills or not and guide the game accordingly. Hidden cards pose a more significant challenge for players as the moves are harder to predict, and one has to remember the cards of other players, which have been discussed, for longer.

The cooperative mode aims to achieve goals together with minimal resource use. Character cards are also helpful in this regard. In the context of a neighbourhood, it makes sense for each player to take on a character and for the player to retain this ability throughout the game. Players learn that there are specialised people with more knowledge about specific consumption than themselves, and it is worthwhile to achieve goals with the help of such a character because it is more effective than if everyone does everything themselves. Players can enable a specialised character to use their abilities for the benefit of all through card exchange, thereby allowing for even lower resource use.

In the competitive mode, players play against each other, and each player tries to achieve as many points as possible through conscious consumption. This is a nice game principle and should lead to a fast game. Players focus on fulfilling their goals and quickly engage with the content without going deeper into it. The cards provide many tips and hints on what constitutes conscious consumption. This game variant is, therefore, very suitable for players who do not have prior education, as they are confronted with the tips and goals while playing.

In this variant, virtual reality can be used quite well. Since VR use leads to the Knowledge Vault, it can contribute to a more intensive engagement with a topic. Since the cards change point values when displayed virtually, this should be used for direct effects. Since the game rules do not regulate AR use, trainers could connect pedagogical or content goals with it so that players can experience AR use either as a reward or risk. Trainers should consider how point changes should affect the game. The trainers should adjust the virtual and/or printed numbers for money and energy on the cards over time to improve the game.

The "Know more" button leads to topics that do not necessarily have anything to do with the card. This led to protests from players in tests. Trainers are recommended to search for the corresponding topic in another way, such as directly using the Knowledge Vault via the website "consciousconsumption.eu". On the other hand, the linked content could be used to find a corresponding card from the pile (which would then have to be reshuffled) and used as an extra move. Knowledge thus pays off.

In tests, it was often criticised that scanning the AR cards and possibly following links in the Knowledge Vault significantly slows the game and makes it less attractive, especially for players interested in playing. Additionally, it threatens to forget which moves a player

had planned or how other players wanted to use certain cards. Trainers should, therefore, ensure that the game, AR, and Knowledge Vault are used in such a way that a smooth overall running process is possible.

To speed up the card game and especially engage with a topic, the game can also sort out cards so that it is played only with green cards on food consumption, for example. This way, an entire game and discussion round can be played exclusively with one of the four possible topics in the game, and due to the time advantage of fewer cards, it can relate to the corresponding lessons and worksheets. Depending on the district, one topic or another could be chosen and played.

The topic of food could be used primarily in Medinghoven, where many residents have a poor diet with industrially produced food. The topic of furniture could be particularly interesting in Medinghoven, as large quantities of used furniture are regularly thrown away during bulky waste collection.

The topic of energy is very interesting in areas with single-family homes, such as Lessenich and Ückesdorf, as well as in the Brüser Berg area, as many commuters rely on mobility. Textiles should be addressed in Röttgen, as many families with young children live there, and trends could be counteracted.

These divisions are only very rough considerations, as the topics are current in all districts of Bonn-West, but trainers could set priorities and specifically address and invite players. Another variant could be using only one resource, i.e., only energy or only money must be fulfilled.

In principle, the game rules require that only resource cards of the same category may be used to achieve the goal. A trainer can change this so that players can fulfill a goal, e.g., in the textile sector, not only with the resources of textile cards but with resources of all resource cards.

In doing so, and in general, it is important to ensure that players understand how to achieve their goals from the beginning. In tests, some players thought they had to fulfill the required resources exactly and then went around in circles forever. Depending on the situation, new rules can also be invented, such as allowing players to have more than seven cards in hand or perform more than one action at a time. Applying such deviating rules could also be tied to certain conditions, allowing trainers to convey principles of conscious consumption.

For example, a multiple-card exchange could involve discussing the card and having the justification approved by the other players or the trainer. The Knowledge Vault, i.e., the online treasure chest, could be used as an aid in these discussions and justifications.

Trainers can also use the lessons and worksheets without the game. The lessons, mostly in the form of presentations, should not be used entirely in one session, as this could overwhelm many participants, which was criticised in tests. Each page of these presentations summarises the most important points of an area. The trainer can choose a part of a presentation they want to convey, such as only chapter 2 of Fast Fashion or only chapter 3 of Microplastic from the module "Fashion… Conscious Consumption and Fashion."

It depends very much on the available time and how the group of players or participants play and learn. The trainer can combine the package of games, micro-lessons, and worksheets as desired or

decide from the game what to examine more closely. For example, if a goal related to food is achieved during the game, this could lead to a lesson from the micro-lesson "Food."

The Knowledge Vault is an independent area next to the game and the lessons with the worksheets. The Knowledge Vault can be used as a source of information. Still, it also provides intercultural hints, as the Knowledge Vault leads to websites or sources in the languages of the CoCo project partners. Trainers could use this circumstance to embark on a journey of conscious consumption with the participants and, by overcoming language barriers with the help of technical devices or linguistically educated people present, significantly expand the participants' horizons and help discuss different assessments of conscious consumption in other settings.

6.7. Implementing a Game on Conscious Consumption in Vulnerable Migrant Communities in Berlin

Introduction
In the multicultural neighbourhood of Berlin Wedding, where diverse ethnicities, cultures, and socioeconomic backgrounds converge, promoting conscious consumption and sustainable living practices is crucial. This article provides community workers and non-formal adult educators with a comprehensive guide on implementing a game to foster these practices among vulnerable migrant communities.

Target Group
Our project targets families in Berlin Wedding, engaging all age groups and family members. By promoting conscious consumption and sustainable living practices within households, we aim to ensure broader and more impactful community-wide change.

General Adaptations

To ensure the game's relevance and effectiveness, all materials are translated into German, and terminology, examples, links, and apps are tailored to the German/Berlin/Wedding context. Local brands, artisans, zero-waste shops, repair cafés, second-hand shops, and libraries are mentioned, along with information on local recycling and waste management rules, energy providers, water supply, and the transport system.

Game Adaptation

The game has been adapted based on feedback from our multiplier event, ensuring it accommodates the different needs and expectations of various age groups and types of players. This includes diversifying the rules, scoring, and interactive components for a better playing and learning experience.

Game Components

1. Character Cards: More characters can be included, allowing players to exchange or keep their character cards throughout the game. Players can also design their own character cards.
2. Resource and Goal Cards: New cards can be created based on players' suggestions, or players can create their own cards using the creator tool available in Knowledge Vault. Cards can be kept in separate piles for faster rounds, and the scoring system can be adjusted based on other rule changes.
3. Score Cards: Different scoring options can be suggested based on other rule adjustments.

Gameplay

Depending on the age and experience of the players, the rounds can be simplified and sped up for better engagement. The scoring system needs to be well explained and can be simplified or omitted entirely, with players being rewarded based on the number of achieved goals. The game can be played with open cards, which is helpful during the first round to understand the rules and scoring system.

Educational Elements

Introducing educational elements or discussions about sustainability is more accessible to more experienced players. Small breaks can be made to discuss the goals on the goal cards or the resources. Modifying the rules or creating new cards can introduce more strategic elements. The game can be played competitively or cooperatively, depending on whether the goal is to have one winner or to encourage cooperation.

Augmented Reality Features

Augmented reality links lead to information that fits the German context or universally applicable information. These features enhance the gaming experience and can be particularly useful when focusing on one of the four main topics.

Feedback and Improvement

Gathering feedback from players is essential to improve the game and the learning experience. By adapting the CoCo curriculum and serious board game with locally relevant examples, sustainable practices, and region-specific data, the educational content will be engaging and impactful for players in Berlin.

Conclusion

Implementing a game on conscious consumption in vulnerable migrant communities in Berlin requires careful adaptation to the local context and the target group's needs. By following the guidelines provided in this article, community workers and non-formal adult educators can effectively promote sustainable living practices and foster a culture of conscious consumption within these communities.

Local Strategy	Aim	Method	Location
Kouvala, Finland	Reach more people in the Parik community	Engage through the Parik Foundation's recycling shop and station	Kouvala, Finland1
Nowa Huta, Poland	Address everyday choices between heating, food, and clothing	Focus on socio-economically disadvantaged families' daily decisions	Nowa Huta, Poland2
El Raval, Barcelona, Spain	Teach conscious consumption to young migrants	Engage young migrants with no or low-paying jobs	El Raval, Barcelona, Spain2
Bologna, Italy	Engage teenagers and specific groups through unconventional learning	Use creative and artistic approaches to support stakeholders and trainers	Bologna, Italy3
Wedding, Berlin, Germany	Close the knowledge gap for disadvantaged people like migrants	Provide knowledge and tools for sustainable consumption	Wedding, Berlin, Germany4
Western parts of Bonn, Germany	Bring different groups of people together	Offer inclusive education and events for all community members	Western parts of Bonn, Germany5

CHAPTER 7
RECOMMEDATIONS

COCO
CONSCIOUS
CONSUMPTION

Comparative **R**esearch **N**etwork**:**

Chapter 7
Policy Recommendations

Set of policy-oriented recommendations

The game, the lessons, and the knowledge vault can be seen as part of the efforts to mitigate climate change by avoiding unnecessary environmental impacts due to people's consumption or consumption patterns.

Local authorities like municipalities in general and the municipalities of Kouvala, Berlin, Krakow, Bonn, Bologna, Barcelona and Potenza do have a high responsibility to act in a way that they enable their citizens to adapt to climate change and to contribute to climate change mitigation. In the city of Bonn, for example, the municipality decided to create specifically so-called Klimaviertel (climate quarters):

„The aim is to strengthen civil society through events, networking, counselling and financial support and to support social change towards climate neutrality. The climate districts should be model neighbourhoods in which offers to the public are tested to transfer these offers to other neighbourhoods gradually. The activities will be supported by a new "Working Group for Participation in a Climate-Neutral Bonn". In order to exploit synergies, the climate districts are linked to existing structures (such as neighbourhood management) and aim to cooperate closely with already established organisations in the neighbourhood. "(Klimaplan Bonn 2024).

These aims sound pretty nice, but they need to consider the people living in these quarters. Participation, as foreseen in the concept, usually means that the people interested anyway will be involved in activities, but the majority of people will not be reached. This is so because participation alone does not mean that structured adult education measures would be applied. Still, more coincident measures would be realised using the usual old ways of the organisation on the ground. The interviews for our project during the need assessment showed a tendency that cooperation of organisations does not happen following a strategical approach but through coincident relationships.

Let's look at the specific plans foreseen of the city of Bonn within their climate strategy. They want to reach goals that neither the municipality nor the federal state or the federal republic have in their hands. For example, they want to reduce energy consumption so that more windows will be changed in buildings and more insulation will be put on the walls of houses. But this plan did not work even on federal level by foreseeing a lot of subsidies by the federal republic through public banks. It is great to have an insulated building. Still, the offers reach only very few people compared to the many needed to tackle the problem of significantly reducing emissions in the building sector.

There are various reasons for not reaching the goals, at least in terms of the quantity needed. But the main reason is that people lack the knowledge of how to do it in such a way that the costs are in due proportion to their own share of the problem. Let us stick to the goal to minimise CO_2 emmissions of buildings which would go rapidely down if all buildings would get an insulation. However, the insulation of old houses causes financial depreciation, which is much higher than the actual burning costs of fossil fuels for heating their

buildings. And people must be rich enough to be creditworthy. House owners who decide to insulate their buildings would be the ones who are conned or duped because hardly any of the other house owners would do it. Therefore, the effect of their actions on the environment would not be mensurable, and additionally, they renounce other consumption. People cannot do it alone efficiently to tackle the problem.

These considerations lead to the recommendation that municipalities implement measures that ensure that the proposed actions can be carried out promptly and simultaneously by many people in a district and that the joint actions of many people have a measurable positive effect on the environment so that nobody feels like an idiot or at least helpless.

Adult education will be a key to reaching such a favourite situation. The methods and the tools for such an adult education already exist, like the CoCo game and the other in the project created education materials. The municipalities need to offer such an adult education to as many citizens as possible in a way that as many people as possible are motivated to participate. It must be easy to participate and there must be enough dates and times there, where the people live.

When inviting people to play the CoCo game, at least in Bonn, we could not reach as many participants as we intended to. An incentive for players was missing; it was just seen as a recreational offer that was in competition with other recreational activities of the people. People are not waiting to be touched. We recommend creating such an incentive by making participation in these educational programs a prerequisite for access to certain municipal services.

It would be very smart for a municipality to create local law that attaches a future share of expected scarce resources to the current actions of individuals, at least to the participation in adult education measures concerning conscious consumption in the present. For example: the German Bundesnetzagentur für Elektrizität, Gas, Telekommunikation, Post und Eisenbahnen warns about a shortage of gas for heating purposes in future winters. How should be the share of an individium be calculated if gas would become a scarce resource? Conscious consumption does not necessarily mean to restrict someone or to deprive someone from consumption but to consume and invest in a way that live stays easy and rich also in a farer future. If a house is insulated it will be as warm inside in winter as before by consuming much less heating energy. But of course, it means also that someone has to „consume" insulation materials.

These considerations lead to another point: By getting people educated a second step should be foreseen for the future by the municipalities respectively the local communities: how to overcome the shortage of skilled labor that can do the work that needs to be done to mitigate climate change or to adapt a municipality to climate change. Adult education measures need to lead to vocational training of people in the municipalities to create a workforce to deliver the consumption that leads to a measurable reduction of unconscious consumption in the future. Municipalties could profit from this by reaching a reduction of current transfers and to generate higher tax revenues.

In summary, it can be said that the importance of conscious consumption at local level is significant for the prevention of climate change and for adaptation to climate change and that only an ambitious approach by cities and municipalities involving broad-based adult education measures at local level will do justice to this importance.

CoCo-Recommendations for teaching concious consumption to vulnerable Communities

1. **Use Gamification:** Employ serious games as a primary tool to engage learners, making the learning process interactive and suitable for individuals with learning difficulties or language barriers1.
2. **Focus on Practical Applications:** Integrate sustainable practices into daily educational activities, focusing on everyday consumption patterns in areas such as food, clothing, and furniture.
3. **_Tailor Content to Community Needs:_** Conduct need assessments in target communities to understand their specific challenges and tailor the educational content accordingly.
4. **Provide Language Support:** Offer language support and intercultural mentoring to ensure full engagement of migrant communities and those with different cultural backgrounds.
5. **Promote Social Inclusion:** Aim to create outreach to people with fewer opportunities while being open to all citizens, promoting social inclusion and active citizenship.
6. **Leverage Local Context:** Develop local context strategies for using educational tools like the CoCo game, ensuring they are relevant and effective in the specific community settings.
7. **Engage Various Social Groups:** Address the needs of different social groups within the community, such as disadvantaged people, middle-class families, and migrants, to ensure inclusive education.
8. **Use Community Resources:** Collaborate with local NGOs, educational institutions, and public authorities to embed sustainable consumption education into local curricula and community programs.

These recommendations aim to make sustainable living accessible and engaging for all learners, particularly those in socio-economically disadvantaged communities.