The Learning Outcomes Matrix

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Version #2. 01.06.2023

VALORISTE

Area #1

Sustainable development through the circular economy

M 1.1 – Sustainable development principles (Mindshift)
The aim of the unit is to provide learners with fundamental competences necessary to understand and promote sustainable development. It provides a grounding in concepts, principles, frameworks and tools on sustainable development, so that learners are empowered to make informed decisions and act in favor of environmental integrity, economic viability, and a just society for present and future generations.

LEARNING OUTCOMES		
Knowledge	**Skills**	**Responsibilities & Autonomies**
K1. **Define** sustainable development key-concepts and principles whether talking about a product, service, organisation or society.	S1. **Relate** environmental sustainability and meeting fundamental human needs.	R/A1. **Develop** a sense of personal responsibility and commitment to sustainable development.
K2. **Explain** general frameworks and tools used to implement sustainable development.	S2. **Distinguish** causes and consequences of sustainable and unsustainable development.	R/A2. **Apply** sustainability principles in response to real-world sustainability challenges.
K3. **Identify** the United Nations' Sustainable Development Goals and their relevance to sustainable development.	S3. **Illustrate** challenges faced by communities, organisations and governments in effecting sustainable change in individual behaviour, institutional practice and wider society.	

M 1.2 – Circular Economy thinking (Rural Hub)

The aim of the unit is to equip individuals with the necessary knowledge and skills to create economic systems that are sustainable and can help address environmental challenges. It will cover topics such as circular economy principles and tools, and how to apply them in different industries. By the end of the module, participants should have a better understanding of how to create economic systems that are less wasteful and better for the environment.

LEARNING OUTCOMES

Knowledge	Skills	Responsibilities & Autonomies
K1. **Understand** the principles and concepts of circular economy thinking, including the circular flow of materials and resources, waste reduction and elimination, and closed-loop systems.	S1. **Develop** skills in systems thinking, including understanding the interactions and interdependencies between various components of a circular economy.	R/A1. **Understand the responsibility** of individuals, businesses, and governments in promoting circular economy thinking, and the importance of taking action to reduce waste and promote sustainable practices.
K2. **Develop knowledge** of the various business models, strategies, and tools used in circular economy thinking, such as product design for circularity, material reuse and recycling, and reverse logistics.	S2. **Analyse and evaluate** the environmental and economic impact of various products and processes and identify opportunities for improvement through circular economy thinking.	R/A2. **Take responsibility** for monitoring and evaluating the effectiveness of circular economy strategies and tools and making adjustments as needed to achieve desired outcomes.
K3. **Learn** about the environmental, social, and economic benefits and challenges of circular economy thinking, and the role it plays in sustainable development and reducing the impact of climate change.	S3. **Develop** skills in innovation and creativity and apply them to design products and processes that are circular and sustainable.	R/A3. **Develop a sense of responsibility** towards future generations, and the importance of preserving natural resources and reducing environmental impact through circular economy thinking.

M 1.3 – Circular Economy as small-scale projects (FCB)

The aim of the unit is to introduce learners to the Small Scale Project (SSP) as an efficient way to develop and implement circular economy initiatives. Particular attention is paid to small-scale management and systemic approaches.

LEARNING OUTCOMES

Knowledge	Skills	Responsibilities & Autonomies
K1. **Understand** small-scale projects (SSP) management.	S1. **Research** strategies to reduce transaction costs for SSP to develop Circular Economy initiatives (LANSINK Scale?)	R/A1. **Show** interest in adapting strategies to the SSP Circular Economy initiatives.
K2. **Understand** the role of SSP to develop Circular Economy.	S2. **Experiment** Community SSP development in the field of Circular Economy	R/A2. **Demonstrate** a proactive attitude towards local SSP in the field of Circular Economy.
K3. **Understand** systems theory and tools.	S3. **Discuss** system thinking in SSP in the field of Circular Economy	R/A3. **Adapt** to the needs of the environment and the Communities.

Area #2

Becoming a "VALORISTE volunteer": my eco-citizen footprint

M 2.1 – Functions and challenges of a VALORISTE (DBAO)		
The aim of the unit is to allow learners to act as VALORISTS in their community, according to the specificities of the project in which they will be involved and in compliance with the rules and regulations in force in the sector (waste management).		
LEARNING OUTCOMES		
Knowledge	**Skills**	**Responsibilities & Autonomies**
K1. **Understand** the standard criteria that define whether an item can be reused or not and the main recycling channels..	S1. **Identify** the items and their potential for reuse according to their characteristics and the instructions defined in the project.	R/A1. **Adopt** an exemplary attitude and posture at collection points and in the workplace (in line with the values of the project).
K2. **Know** the rules for handling goods (collection and transfers/transport)	S2. **Handle** goods safely and sparingly (collection and transport).	R/A2. **Report** on the identified/collected goods in an administrative form.
K3. **Know** the hygiene, safety and environmental regulations/rules applicable in the sector (storage, cleaning, dismantling, disposal of goods).	S3. **Carry out** the appropriate treatment according to the item (surface repair, cleaning, batch assembly, dismantling, preparation for disposal)	R/A3. The friendliness of his welcome and the clarity of his explanations **turn** donors into project **partners** and **multipliers** in public awareness.

VALORISTE

M 2.2 – Being a VALORISTE volunteer in your community (PHP)

The aim of the unit is to help raise awareness of the importance of the work of third sector organizations in promoting and maintaining conviviality and in promoting civic participation. Through this participation, the volunteer commits to creating and "donating" their time by providing valuable services of general interest and building trust and social capital for the ethical sustainability of society.

LEARNING OUTCOMES

Knowledge	Skills	Responsibilities & Autonomies
K1. **Demonstrate** comprehensive understanding of personal and social skills: ability to take care of personal development, growth and realization of everyone's potential; the ability and willingness to interact appropriately, effectively and respectfully with others.	S1. **Develop** empathy and leadership skills	R/A1. **Make** one's skills available and the transfer of know-how in favor of associations and people.
K2. **Understand** the entrepreneurial competences: The ability to act on ideas and opportunities and turn them into value for others.	S2. **Apply** problem solving and time and resource management	R/A2 **Express** the ability to do business through behaviors of sensitivity to the territory, the environment and ethics.
K3. **Understand** the change management skills: the ability to understand the changes taking place in the sector of engagement/interest; the ability to adopt strategies to design interventions; the ability to adapt programs to change.	S3. **Communicate** effectively with colleagues and promote teamwork	R/A3 **Promote** and foster change through the sharing of innovative design and programming strategies.

M 2.3 – Developing my VALORISTE practices (IASIS)

The aim of the unit is to equip learners with comprehensive knowledge, skills, and a sense of responsibility and autonomy in order to foster their engagement in sustainable development through circular economy practices within the context of the VALORISTE project.

LEARNING OUTCOMES

Knowledge	Skills	Responsibilities & Autonomies
K1. **Demonstrate** comprehensive understanding of the principles and concepts related to sustainable development and circular economy practices.	S1. **Apply** creative thinking and problem-solving skills to develop innovative approaches for integrating circular economy practices into sustainable development initiatives.	R/A1. **Demonstrate** effective management and supervision skills in dynamic and unpredictable contexts of work or study activities, adapting strategies as needed to address challenges and changes.
K2. Critically **analyze** the impact of circular economy practices on sustainable development, considering economic, environmental, and social factors.	S2. **Utilize** a comprehensive range of research and analytical skills to assess the effectiveness and feasibility of circular economy practices in specific situations.	R/A2: **Take responsibility** for self-development and continuous improvement, critically reflecting on personal performance and seeking opportunities for growth within the VALORISTE project.
K3. **Evaluate** the potential benefits and challenges of applying circular economy practices in different contexts and sectors, and propose appropriate strategies for overcoming these challenges.	S3. **Communicate** effectively and collaboratively with diverse stakeholders to advocate for and promote circular economy practices.	R/A3: **Exercise** leadership and influence to inspire and guide others in adopting and implementing circular economy practices, fostering a culture of sustainability and social responsibility.