



EUROPEAN ASSOCIATION FOR
THE EDUCATION OF ADULTS

Case Report on the piloting of SMALEI in EAEA

April – May 2024



Co-funded by
the European Union

Synopsis

The report examines the activities and the results of them conducted at the European Association for the Education of Adults in Brussels, Belgium, spanning from April until May 2024. The methodology proposed corresponds to the work of an organisation that has scarce time and capacity while also barely to no chance to have a say on the office space provided. The proposed activities aim to raise awareness on what changes need to be made in order to be more environmentally sustainable through short debriefing sessions made during the weekly staff meetings and a full day reserved to discuss the issues we face with possible opportunities to improve.

Introduction

The process of piloting at the EAEA was divided into multiple sections, making sure that most of the staff was able to contribute to a working methodology and ensuring that similar organisations with scarce time and capacity would be able to follow it. We decided to tackle the area of the Environmental Sustainability of the institution, following a voting session in one of the corresponding staff communication groups, created for the purpose of the piloting. To further co-develop the full day workshop, the staff voted and decided to work on the following sub-areas: Leadership and management, Sustainability policies and strategies for the organisation and Buildings and learning spaces. These subareas were corresponding to the work being done at that moment, with advocacy tasks, thematic year on sustainability recently finalised and a strong influence of the training we provided on Safe spaces.

Action plan

The activities were divided into two sections.

ONLINE

In anticipation of the in-person full day of piloting, three staff meetings on Fridays, between 10:00 and 11:00 CET before the event included a short input on the expectations of the in-person session. To collaborate further, a separate staff communication group was created, in order to share methods, ideas and also to keep track of the logistics. The main aim of these shorter sessions was to co-create the in-person piloting.



IN-PERSON

The in-person day took place on the 8th of May in the Mundo Madou centre. It was divided into six sections:

Time	Activity	Methodology
10:00 - 10:45	Warm up and objectives; introduction to the project	Qualities co-creation activity Presentation
10:45 - 12:00	Area 1: Leadership and management	The aspects poker
12:00 - 13:00	Lunch break	
13:00 - 14:15	Area 2: Sustainability policies and strategies for the organisations	1:1:1
14:15 - 15:30	Area 3: Buildings and learning spaces	World café reimagined
15:30 - 17:00	Reflection and conclusions	Group discussion

Ten staff members of the EAEA attended the activity for the whole day.



Figure 1: EAEA staff shares their expectations of the session





Figure 2: The staff divided into two groups and discussed the aspects



Figure 3: After each session, the staff discussed the results



Figure 4: To discuss Area 3, one of the proposed methods used was LEGO Serious play



Methodology

QUALITIES CO-CREATION ACTIVITY

Duration: 5 minutes to divide – whole day

Material: Cards of different colours with different qualities written on them. The amount of colours needs to correspond to the amount of participants.

In advance, prepare cards. Each of the cards needs to have a role/quality:

- **ENERGETIC** – The person is responsible for well-being of the participants, making sure to account for the energy in the room.
- **MINDFUL** – The person is responsible for keeping track of time and making sure the event sticks to the schedule.
- **REFLECTIVE** – The person is responsible to prepare and facilitate the reflection after each session.
- **HARVESTER OF RESULTS** – The person is responsible to gather and document the results of the working groups.
- **CARER** – The person is responsible for the space, keeping it tidy, making sure that the participants feel comfortable in it.
- **ARTSY** – The person is responsible for thinking outside the box and proposing various ways on how to present the work/results.

If you need more cards, prepare them according to the needs of the space and of the group.

Each participant gets a card and presents their role to the group. In case a task is too big to do it with only one person assigned to it, you can prepare two cards with the same instructions.

With their roles, the participants co-create the workshop and design the training according to their needs and expectations.

THE ASPECTS POKER

Duration: 45 minutes

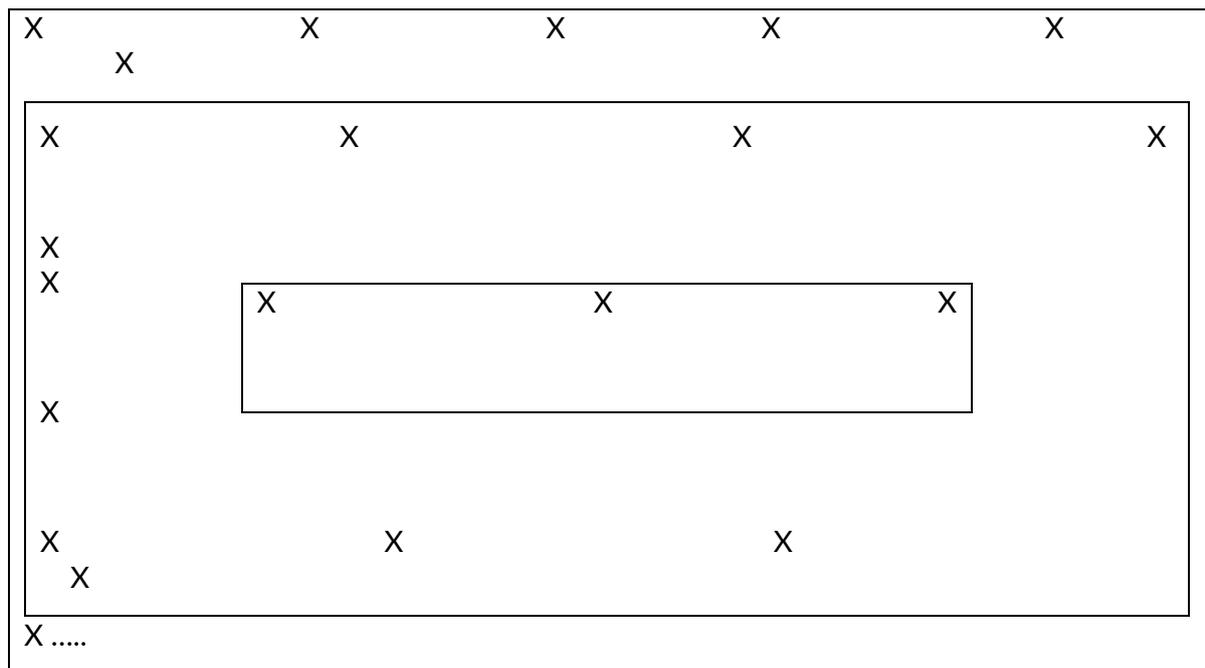
Material: a printed Matrix area with description, a board and cards with all the aspects of the Matrix area



Guidelines for Case Reports

Draw a board with three rectangles, draw an X for a space for a card. Distribute a set of cards with one aspect each. Each participant in a group gets a set. They get to put one card in one space, one at a time. The most external rectangle represents things that are less important, the most internal one those that are crucial. If there is no more space, the group starts a discussion to see if one of the cards can be removed. All participants need to agree to remove a card and place a different one.

Explain that some cards can go completely outside the board!



The most external rectangle has the biggest number of Xs, the middle one fewer, the smallest one only 3 Xs. The board is designed according to the number of aspects you will work with.

WORLD CAFÉ REIMAGINED

Duration: 45 - 60 minutes

Material: LEGO blocks, paper, colour pens, knick-knacks (leaves, sticks, rocks from a walk), cards

For this activity, divide your participants/learners into three groups of similar size. The groups can change workstations during the activity, however, it is always best to have one person stay behind, to explain what was done at each workstation to the others.

The first group needs to draw a sustainable space for learning, however, they are not allowed to talk. They can use the paper and colour pens provided.



Guidelines for Case Reports

The second group needs to build a sustainable learning community, using the knick-knacks provided. This can vary from fabrics to natural resources.

The third group needs to put together a sustainable building. They use the LEGO blocks provided.

After the activity is finished, provide 5 minutes per table for all of the participants to discuss the assignment and to see if the solutions proposed could be implemented.

- If needed, add reference material - quotes, inspiration, theoretical references etc.
- Reflect on the outcome - how did it turn out? What was the result, what did you learn and what will you hold on to and further develop? You can include comments from colleagues and participants in the process.
- Please add pictures, videos, sound recordings and/or other audiovisual content. For example a filmed activity or an interview with a participant.

1 : 1 : 1

Duration: 30 - 60 minutes

Material: Paper and pens, timer

The facilitator sets questions, relevant to the discussion. In the case of the EAEA piloting, this was:

- What should be the “green mission” of EAEA?
- What should a comprehensive strategy include?
- What steps should be taken to develop a strategy?

The participants need to divide themselves into groups of three. One person listens and takes notes, one person talks and one person asks questions. After 10 minutes, the roles turn, so that each of the participants is able to experience all of them.

Once finished, the participants gather together and share the main takeaways and their experience of different roles.



Results of the piloting

The staff of EAEA was **overall inspired by the short piloting proposed**. They particularly enjoyed the gamified discussion sessions and being able to work in smaller, diverse groups while also able to share their views and opinions at the end of each session.

During the gamified sessions, some participants mentioned that they were interested in knowing more about the facilitation options and that they enjoyed seeing everyone involved and able to reflect. They appreciated having the definitions of the areas and aspects of the Matrix in front of them, as some key words alone were not understandable. Some participants mentioned that needing to prioritize the aspects was challenging and maybe that there was not enough time to delve even deeper. The overall opinion was that the gameboards were open and inviting.

When looking at the Matrix, they felt that some aspects were more interesting to HR professionals in the network, but that there is a need to turn the aspects into practice in our organisation as well. Some were wondering if the different methods of leading an organisation due to cultural differences could obstruct staff and educators in using the Matrix in a similar way. The main vision for the use of the Matrix was that it needs to be practical and enriched with real life examples on how other organisations tackle, for example, events and surplus of food or green travel etc.

One of the main results from the piloting session was to prepare a green plan, in order to accompany the future projects we might apply for. Another concrete solution was to prepare a set of guidelines to apply to project and event related travel. As the time was quite short, the staff agreed to keep on working on these relevant outcomes in the following months.



Follow-up result: Green Travel Plan

Six months after the initial piloting, EAEA researched other organisations' green policies and travel policies. Due to the high number of international travel by EAEA staff members, it was decided that a travel plan would be created, that involved a strong emphasis on **realistic** green travel options.

The following is an excerpt from the new EAEA travel policy:

*Employees may choose between **air and ground travel**, depending on cost, convenience and ecological footprint. At EAEA, we recognise that travels and the chosen means of transportation greatly impact the overall environmental footprint of the organisation. The following guidelines are proposed for EAEA staff and partners to consider for travel:*

Air travel: *For air travel, employees are asked to compare flights on flight comparison sights and to select economy travel. Direct flights are prioritised as well as those with lower CO2 emissions. **If using air travel is the only option for transport, budget airlines should be avoided.***

Train: *For distances of **less than 1000 kilometres and/or a total travel time of less than 8 hours (door-to-door)**, rail travel should be preferred to air travel. These values are recommendations and indicative and may vary from case to case, for example, if a longer absence is not possible for family or other reasons and, therefore, the fastest means of transport must be chosen.*

In order to facilitate green travel, EAEA staff members are encouraged to:

- *Use [Interrail passes](#), which include 4 days of travel within a month at a set price, offering flexibility*
- *Use this [train route planner](#) to compare options*
- *Use SNCB international planner for journey originating in Belgium*
- *Avoid the DB*

Additional provisions:

Prices for green transport must remain within reasonable limits, i.e. for train travel, prices should be no more than 200% of an air journey in the same comfort class (i.e. Economy Classic/Plus).

The new travel policy will help guide EAEA employees to select eco-friendly travel options, with clear instructions and limits in order to ensure they are encouraged to look into it as a valid option.





**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

