



Engaging SDGs for Transformative Education
and Enhanced Sustainability in Universities

WP3

Deliverable 3.3-3.8

**Content creation on SDGs, Evaluation and
Improvements, Training of Facilitators, Dissemination
Strategy**

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About SDG4U

SDG4U key priority is to stimulate innovative learning and teaching practices through engaging SDGs to transformative education and sustainability practices in universities. The project will support and enhance the implementation of SDGs in higher education by embedding sustainability across teaching, research, operations, and community outreach.

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Abstract	The evidence-based and transformative integration of the Sustainable Development Goals (SDGs) in higher education and lifelong learning is the main focus of Work Package 3 (WP3). The analytical foundation established in Deliverables 3.1 (Literature Review) and 3.2 (Call for Action), which have been successfully executed, is carried over into the work package. The two deliverables provide a solid theoretical and empirical foundation by analysing

research and data gathered globally through institutional comparisons and the use of SDG4U Mapping Tool findings.

The current report, however, focusses on Deliverables 3.3 through 3.8, which are the main operational outcomes of WP3. The latter entail using research findings in tasks related to education, training, assessment, and distribution. Innovative Train-the-Trainers educational materials covering all SDGs (from SDG 1 through SDG 17) are included in the specific deliverables 3.3, 3.4, and 3.5. These materials were created using three different learning approaches: interdisciplinary learning, action learning & experiential learning, and multi-actor learning. The results of the literature review and empirical analyses serve as the direct foundation for these educational materials. By providing a comprehensive view of the SDGs as an integrated and indivisible agenda, the cross-cutting educational component enhances these resources and guarantees that students and academic and administrative staff have a common conceptual framework. Deliverable 3.6 (Evaluation and Improvements) is in charge of making sure that the educational outputs' quality and applicability are guaranteed using both qualitative and quantitative indicators, as well as by considering input from all partners.

By creating a Train-the-Trainers approach, enhancing training capabilities, and preparing institutions to integrate SDGs into teaching and learning activities, Deliverable 3.7 (Training of Facilitators) carries out the educational content. Lastly, Deliverable 3.8 (Dissemination Strategy) organizes academic events, webinars, and awareness-raising activities that involve not only academic circles but also other stakeholders to raise awareness and validate WP3 outcomes.

Deliverables 3.3 through 3.8 create a cohesive, transferable, and long-lasting framework that encourages higher education institutions to adopt a creative, SDG-focused approach to teaching. They improve universities' standing in promoting societal sustainability.

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Executive Summary

The project's main implementation component, Work Package 3 (WP3), was used to turn the project's conceptual and analytical foundation into a pedagogically beneficial strategy for incorporating the SDGs in higher education. Creating and implementing educational materials and capacity building initiatives for a methodical and significant approach to SDG education is the main objective of WP3.

WP3 has created an integrated educational package with four parts based on data from the Call for Action (WP3.2) and the Literature Review (WP3.1), including data collected using the SDG4U Mapping Tool: (a) three educational files created especially for each of the learning methodologies: (b) interdisciplinary learning, (c) action/experiential learning, and (d) learning involving multiple actors; and (c) a transversal educational file that provides a common conceptual framework on which the understanding of the SDGs as a connected and indivisible agenda is based. These files have a solid theoretical foundation, examples, and suggestions, and are made to be extremely flexible.

Training-the-Trainers seminars (WP3.7) and an evaluation and improvement process (WP3.6) were used to test and validate the instructional materials developed in WP3.3–WP3.5. The assessment process made use of both qualitative and quantitative techniques. This was done in order to assess the content's applicability, coherence, relevance, and clarity. High methodological standards were maintained through an ongoing process that included feedback from partners and participants.

Lastly, WP3.8 (Dissemination Strategy) made sure that WP3 results were widely disseminated and sustainable by coordinating with European and global sustainability initiatives, holding academic events and awareness campaigns, and communicating online. Deliverables 3.3–3.8 provide a strong foundation for the sustainable integration of SDGs in higher education and constitute a cohesive, well-documented work package with high transferability. They also help to strengthen universities' standing as key players in sustainable development.

1. Introduction

The project's conceptual underpinnings and its execution at the level of higher education institutions are connected by Work Package 3 (WP3), "Promoting SDGs in the Academic Context." WP3's primary objective is to ensure that the Sustainable Development Goals (SDGs) are meaningfully and methodically integrated into the higher education sector through the development of creative learning materials, capacity building, and evaluation and dissemination initiatives.

An overview of Deliverables 3.3–3.8, which Panteion University of Social & Political Sciences implemented as WP3 Leader in close coordination with all project partners, is given in the following document. The aforementioned deliverables, which are regarded as the primary operational outcomes of WP3, include: creating educational materials aimed at academic staff (D3.3–D3.5), assessing and refining those materials (D3.6), holding a Train-the-Trainers seminar (for academic staff) (D3.7), and disseminating results through academic and awareness-raising activities (D3.8).

Within the entire cycle of educational innovation, including implementation, evaluation, improvement, and dissemination, WP3 is a meticulously planned and carried out work package. The outcomes of WP3.1 (Literature Review) and WP3.2 (Call to Action) provide a strong foundation for analysis and empirical insight from a review of international academic literature and best practices in Education for Sustainable Development, as well as a mapping of sustainability courses, initiatives, and approaches that are being adopted by the partner universities and the top universities worldwide. These findings form the basis of WP3's design and implementation.

The results of these preparatory activities showed that effective SDG-oriented education necessitates pedagogical approaches that actively involve educators, institutions, and external stakeholders and go beyond traditional and discipline-specific teaching practices. Three pedagogical dimensions—interdisciplinary learning, action-based and experiential learning, and multi-actor learning—were found to be essential for the effective integration of SDGs in higher education. These factors influenced the design of Deliverables 3.3–3.5, which concentrate on producing cutting-edge instructional materials that are mainly

intended for academic staff while still being flexible enough to be used in a variety of disciplines and institutional settings.

WP3.3 to WP3.5, the content creation phase, made up the majority of the work package. The project partners collaborated during this phase to develop a comprehensive educational package consisting of four main components: one cross-cutting educational file that provides an overview of the SDGs as a single, unbreakable framework, and three methodology-specific educational files that correspond to the three pedagogical dimensions mentioned above. Strong theoretical foundations, advice on best practices, examples, and a collection of flexible methodological tools for use in higher education learning are all combined in these resources.

Work Package 3's later phases (D3.6 and D3.7) concentrated on enhancing and implementing these created educational materials through a Train-the-Trainers seminar intended exclusively for academic staff. This process also included a multi-layered quality assurance procedure where project partners were used for evaluation and improvement to guarantee that high educational standards are met.

Lastly, through academic events, awareness campaigns, communication, and involvement with European and international sustainability initiatives, Deliverable 3.8 (Dissemination Strategy) encouraged awareness, adoption, and sustainability of the outcomes from Work Package 3. Deliverables 3.3–3.8 make up a cohesive body of work that is transferable and documented, strengthening HEIs' roles in promoting sustainable development and integrating the SDGs.

2. W.P. 3.3 -3.5 Content Creation

The systemic, collaborative, and evidence-based approach used in the content creation process guaranteed complete alignment with the project's goals and the outcomes of the earlier work packages. The findings, resources, and methodological insights created in the project's earlier work packages have been meticulously matched with the instructional content.

The outcomes of WP3.1 (Literature Review) and WP3.2 (Call to Action), which have offered a great foundation for analysis, have had a major impact on the design of this content. During the preparatory phase, the worldwide scientific literature on education for sustainable development was reviewed, best practices for teaching strategies and curricula for sustainable development were analyzed, and international initiatives on the topic by partner institutions and top international universities were examined. The findings have demonstrated a clear need for teaching strategies that engage academics, institutions, and other stakeholders in SDG-related issues of higher education and go beyond traditional discipline-specific instruction.

These results led to the identification of three pedagogical dimensions—interdisciplinary learning, action-based and experiential learning, and multi-actor learning—as essential for the successful integration of SDGs in higher education. dimensions served as the conceptual and methodological foundation for the content created in WP3.3–WP3.5, which aims to create cutting-edge teaching staff learning resources while maintaining adaptability to various disciplines and institutions.

Content development was the focus of WP3's main phase (WP3.3-WP3.5). In this section, partners worked together to create an integrated educational package consisting of four educational files. One of the three pedagogical dimensions identified in WP3.1 and WP3.2 is the focus of three (3) of these four (4) methodology-specific files. Additionally, there is a fourth cross-cutting file that presents the SDGs, an indivisible framework pertinent to higher education.

The four instructional files were created to blend sound theory with useful implementation advice. The files include case studies demonstrating their practical application, best

practices in international universities, and conceptual descriptions based on global literature. Additionally, each file offers methodological tools that academic staff can use for new learning activities, integrating SDGs into pedagogy and learning processes, and improving current courses in accordance with the methodologies presented in SDG files.

The role of academic staff as important change agents within universities received particular attention during the development process. The material was developed to help teachers comprehend sustainable development and the SDGs by utilising pedagogical aspects and converting sustainability concepts into significant learning objectives. Simultaneously, the materials were made to be scalable and adaptable, allowing them to be used in a variety of academic domains and higher education settings.

To sum up, the instructional materials created during Work Package 3 are a comprehensive and cohesive component of the SDG4U project. The four (4) educational files, which emphasise evidence-based innovation, collaboration, and pedagogical change, give academic staff members the information, strategies, and resources they need to effectively and sustainably support the Sustainable Development Goals in higher education institutions.

2.1 Structure of the Educational Material Developed

The educational material developed within Work Package 3 was designed as a coherent, pedagogically structured, and self-contained learning package, addressed primarily to academic staff. Emphasis was placed on ensuring that the structure of the material supports active learning, reflection, and measurable learning progress, while remaining flexible and adaptable to different disciplinary and institutional contexts.

To ensure consistency and ease of use, each educational file follows a common and replicable structure, enabling their effective application in lifelong learning seminars, faculty training activities, and academic courses. This structured approach enhances both the learning experience and the transferability of the material across higher education environments.

Each educational file begins with a Pre Self-Assessment Test, which allows academic staff to assess their initial level of knowledge and understanding related to sustainable development, the Sustainable Development Goals (SDGs), and the pedagogical methodologies presented. This diagnostic tool promotes self-reflection, helps participants identify knowledge gaps, and prepares them to engage more effectively with the learning content.

Following the pre-assessment, clearly defined learning objectives are presented. These outline what participants are expected to know, understand, and be able to apply upon completion of the educational material. The learning objectives are aligned with the aims of Work Package 3 and the overall objectives of the SDG4U project, linking theoretical knowledge with practical implementation in higher education settings.

The main body of each educational file contains the core educational content, which includes conceptual and theoretical foundations related to sustainable development and the SDGs, the presentation of innovative pedagogical methodologies, examples of good practices and international case studies, and practical guidance supported by adaptable methodological tools for application in higher education teaching and learning. This content is designed to bridge theory and practice and to support academic staff in integrating SDGs into curricula, teaching strategies, and broader institutional initiatives.

Each educational file also includes a Questions and Answers (Q&A) section, addressing common questions and practical concerns related to the implementation of SDGs and innovative pedagogical approaches in higher education. This section facilitates deeper understanding, clarifies complex concepts, and supports self-directed and reflective learning.

At the end of each educational file, a Post Self-Assessment Test is included, enabling academic staff to evaluate the knowledge and competences acquired through the material. By comparing the results of the pre- and post-assessment tests, participants can reflect on their learning progress and assess the educational impact of the material. This process also contributes to the overall evaluation of the effectiveness of the educational content.

Finally, each educational file concludes with a References section, providing a curated list of scientific publications, international reports, policy documents, and relevant studies.

This ensures the academic rigor and credibility of the material and offers participants opportunities for further reading and in-depth exploration.

Overall, the structured inclusion of pre- and post-self-assessment tests, learning objectives, core content, Q&A sections, and references transforms the educational material into a comprehensive, learner-centered professional development resource. This approach enhances reflection, supports active and self-directed learning, and enables the systematic assessment of learning outcomes, thereby contributing directly to the objectives of Work Package 3 and the overall goals of the SDG4U project.

2.2 Action Based Learning Methodology

The main goal of this educational resource, which was created as one of the main educational outputs of Work Package 3, is to assist academic staff in comprehending and utilizing Action-Based Learning (ABL) as a successful pedagogical strategy for incorporating the Sustainable Development Goals (SDGs) into higher education. The work is focused on converting Education for Sustainable Development's theoretical frameworks into useful and applicable teaching methods that can be incorporated straight into university courses and modules.

The creation of the instructional materials was based on international scholarly literature and best practices, and it was in line with the overarching goals of the SDG4U project, which are to improve understanding of the SDGs in higher education, enhance academic curricula with SDG-related learning outcomes, and encourage creative and revolutionary teaching methods.

The fundamental ideas of action-based learning were emphasized, with a focus on multidisciplinary integration, real-world application, active engagement, collaborative learning, and reflective practice. The content amply illustrates the close relationship between ABL and SDGs, demonstrating how sustainability issues can be turned into opportunities for students to learn that are significant and influential.

The primary sub-methodologies of action-based learning-experiential learning, problem-

based learning, research-led learning, and hands-on learning—are presented and examined in the instructional materials. Academic staff can comprehend how various pedagogical approaches can successfully address a variety of sustainability challenges in practice because each sub-methodology is connected to particular SDGs and demonstrated through specific examples.

A large portion of the material is devoted to assisting academic staff in creating and carrying out Action-Based Learning activities. This entails determining pertinent learning objectives, identifying real-world issues related to the SDGs, and forming alliances with public institutions, businesses, NGOs, and communities. By using this strategy, the instructional materials highlight how crucial it is to link academic instruction with societal demands and involve outside parties in the learning process.

2.3 Interdisciplinary Methodology

In response to the need for pedagogical approaches capable of addressing the complexity and interconnectedness of the Sustainable Development Goals (SDGs), Work Package 3 developed educational materials on interdisciplinary learning methodology as a targeted resource for academic staff. Supporting educators in creating learning experiences that incorporate various disciplinary viewpoints and go beyond disjointed, silo-based teaching methods is the main goal of the work being done.

International research and policy frameworks on interdisciplinary education and Education for Sustainable Development, as well as documented practices from universities that successfully integrate sustainability through cross-disciplinary collaboration, served as a basis for the creation of this educational content. The content is in line with the SDG4U project's goals, specifically to improve higher education's comprehension of the SDGs and enhance academic programs with learning objectives that represent systemic and holistic thinking.

The conceptual underpinnings of interdisciplinary learning are a major focus of the content, which explains how universities' ability to address sustainability issues is improved by the integration of knowledge, approaches, and epistemologies from various academic fields. The content emphasises the need for collaboration across social

sciences, natural sciences, health sciences, and technology in order to effectively address SDGs like health, well-being, and gender equality.

By offering advice on creating cross-departmental courses, interdisciplinary project work, and cooperative research projects, the instructional materials also examine realistic ways to incorporate interdisciplinarity into university teaching. The role of universities as venues for institutionalizing interdisciplinary discourse through interprofessional education, innovation labs, and collaborations with external stakeholders like legislators, non-governmental organizations, and community organizations is given particular attention.

SDGs 3 (Good Health and Well-Being) and 5 (Gender Equality) in particular are used as applied examples. These examples show how interdisciplinary approaches can be used to create educational activities that integrate perspectives on health, society, the environment, culture, and policy, promoting inclusive and socially responsible education. To demonstrate practical relevance, topics like intersectionality, gender-inclusive curricula, health literacy, and community health are discussed.

International case studies and best practices are added to the content to demonstrate how interdisciplinary learning has been used in higher education to have a real social impact. Academic staff can visualise how interdisciplinary approaches can be tailored to various institutional contexts and disciplinary backgrounds with the help of these examples. Additionally presented as helpful tools that promote critical thinking, empathy, and ongoing pedagogical development are reflective and mindfulness-based practices.

A Pre Self-Assessment Test and a Post Self-Assessment Test are included in the educational materials to facilitate structured learning and self-reflection. The former allows academic staff to reflect on their initial understanding of interdisciplinary education and SDG integration, while the latter allows them to evaluate the knowledge and skills they have acquired. Pedagogical clarity, academic rigour, and opportunities for additional research are ensured by clearly stated learning objectives, a Q&A section that addresses common implementation challenges, and an extensive References section.

All things considered, this instructional material serves as a tool to help academic staff develop their capacity to create and present interdisciplinary, SDG-focused instruction. Simultaneously, it makes a strategic contribution to the SDG4U project, strengthening

universities' position as important players in promoting inclusive, cooperative, and holistic approaches to sustainable development.

2.4 Multi Actor Learning Methodology

The educational materials created for the Multi-Actor Learning (MAL) methodology were intended to acquaint academic staff with an approach to SDG-oriented education that is partnership-driven and participatory. This material emphasises learning processes that arise through interaction, co-creation, and engagement with multiple societal actors, in contrast to traditional teaching models that focus solely on the academic environment.

The goal of the work was to provide educators with the information and resources they need to create educational activities that actively involve external stakeholders, including public authorities, NGOs, community organisations, and business representatives. The knowledge that sustainability issues are fundamentally social and institutional, necessitating group effort and shared accountability, is thus reflected in the instructional materials.

The content emphasises the three key elements of Multi-Actor Learning: stakeholder-driven problem solving, cross-sector collaboration, and experiential engagement. It illustrates how these components allow universities to position themselves as active participants in regional and international sustainability initiatives and to expand their educational mission beyond campus boundaries. The added value of learning environments where students and teachers engage directly with real-world actors and contexts is emphasised.

Special attention is given to the application of Multi-Actor Learning in relation to SDG 1 (No Poverty) and SDG 17 (Partnerships for the Goals). The content demonstrates how collaborative learning frameworks can address issues related to poverty, social inequality, and the necessity of successful partnerships through these focus areas. Participatory action research, service-learning, and community-based learning are highlighted as important ways that academic teaching can have a social impact without sacrificing academic quality.

The instructional materials offer academic staff flexible design pathways instead of dictating a single model. These include advice on how to map stakeholders, organize cooperative

projects, encourage communication between actors with various roles and specialities, and assist students at every stage of the project lifecycle, from problem identification and research to implementation and reflection. With this method, teachers can modify Multi-Actor Learning to fit their unique institutional, disciplinary, and social settings.

Universities have successfully implemented partnership-based learning initiatives, as evidenced by the material's illustrative examples and global practices. These instances demonstrate how working with outside parties can improve student learning, improve community relations, and support long-term solutions in fields like social inclusion, food security, and policy development.

The educational materials include a Pre Self-Assessment Test, which allows academic staff to evaluate their initial familiarity with partnership-based and participatory approaches, and a Post Self-Assessment Test, which allows them to evaluate the competencies and insights gained, in order to encourage reflective practice and learning awareness. Structured learning and academic rigour are further supported by the inclusion of learning objectives, a Q&A section centred on real-world stakeholder engagement challenges, and a comprehensive References section.

In general, this instructional content places Universities' role in sustainability education is redefined by Multi-Actor Learning, a transformative educational approach. By fostering collaboration, shared knowledge creation, and real-world engagement, it supports academic staff in developing learning experiences that align with the objectives of the SDG4U project and contribute meaningfully to the advancement of the Sustainable Development Goals.

2.5 Introducing Sustainable Development Goals - A Roadmap for a Sustainable Future

The main goal of this educational resource, which was created as part of Work Package 3, is to improve higher education's comprehension of sustainable development and the Sustainable Development Goals (SDGs). Its primary goal is to assist academic staff in their professional development while simultaneously offering a fundamental and easily accessible resource that all members of the educational community, including students, administrative staff, and other stakeholders involved in university life, can utilise.

The goal of the work was to create a thorough and organized educational resource that explains sustainable development, charts its development, and presents the SDGs as a cohesive, interconnected, and internationally recognised framework for tackling today's social, environmental, and economic issues. To ensure scientific credibility and alignment with global sustainability agendas, the material draws from academic literature, international policy frameworks, and official United Nations sources.

Developing conceptual clarity regarding sustainable development is a major focus of the instructional materials. The three interrelated dimensions of sustainability—social, environmental, and economic—as well as the development of sustainability thinking from an environmental focus to a comprehensive, integrated approach are all explained. The SDGs emphasize the need for coordinated and systemic action by being presented as an interdependent system supported by targets and indicators rather than as discrete goals.

The importance of education and higher education in promoting sustainable development is also heavily emphasized in the content. Through curriculum design, research, campus operations, and community engagement, academic staff are assisted in comprehending how higher education contributes to the implementation of the SDGs. SDG 4.7 is specifically mentioned, highlighting universities' obligation to provide students with the values, knowledge, and skills necessary for global citizenship and sustainable development.

The educational content covers institutional and operational aspects of sustainability, such

as sustainable campus practices, diversity, equity and inclusion, community partnerships, and governance, in addition to its emphasis on teaching and learning. By doing this, universities are positioned as living laboratories for sustainable development and the concept of sustainability is expanded beyond the classroom.

The educational materials include a Pre Self-Assessment Test that allows participants to evaluate their initial comprehension of sustainable development and the SDGs, as well as a Post Self-Assessment Test that allows them to reflect on the knowledge and insights acquired, in order to facilitate structured learning and self-reflection. The material's pedagogical value and academic rigour are further enhanced by well-defined learning objectives, a Q&A section, and a comprehensive References section.

The content was created with a specific emphasis on training academic staff, but its design purposefully permits wide applicability. The material can be utilised in institutional training sessions, student learning environments, faculty development activities, and awareness-raising campaigns involving the larger educational community. In higher education institutions, this inclusive approach promotes mutual understanding, a common language, and shared accountability for sustainability.

In general, the SDG4U project uses this instructional material as a cross-cutting capacity-building resource. It reinforces the role of universities and their communities as important players in advancing sustainable development and helping to achieve the Sustainable Development Goals, while laying the conceptual groundwork for the other pedagogical approaches created in WP3.

3. WP3.6 Evaluation and improvements

To make sure that the project goals and anticipated results were fully met, the activity WP3.6-Evaluation and Improvements concentrated on assessing the calibre of the instructional materials, the pedagogical approaches used, and the general appropriateness of the educational modules created within Work Package 3.

All project partners participated in the evaluation process, which was conducted in a transparent, cooperative, and participatory manner. All partners received access to the entire collection of instructional materials created under WP3, including methodological files, thematic content, and supporting materials, for evaluation, quality assurance, and feedback. During this phase, partners were invited to assess:

- ✓ The relevance of the content in relation to the project objectives and the addressed SDGs;
- ✓ The clarity, coherence, and academic quality of the educational material;
- ✓ The appropriateness and effectiveness of the pedagogical methodologies used;
- ✓ The consistency, completeness, and practical applicability of the developed modules.
- ✓ The potential for adaptation and use across different academic and institutional contexts.

To guarantee equal participation and shared ownership of the evaluation process, the material was made available to all partners during a shared review period. The majority of the feedback received during this phase focused on editorial enhancements, small additions, and clarifications; significant changes to the educational material's structure, content, or methodological framework were not necessary.

The evaluation process was finished quickly and easily because no significant changes were required. The final, validated version of the instructional materials was created by incorporating the few comments and suggestions that were offered. Overall, the WP3.6 evaluation process validated the developed educational content's excellent quality, pedagogical soundness, relevance, and alignment with the SDG4U project's goals. Additionally, it reaffirmed the project's collaborative nature, guaranteeing that the finished products represent a common and widely accepted outcome that can be successfully applied to advance sustainable development in higher education.

4. WP3.7 Training course to train facilitators: “Train the trainers”

WP3.7 concentrated on the planning and execution of the "Train the Trainers" seminar, a crucial SDG4U project capacity-building exercise intended to enable university instructors to serve as multipliers and facilitators of Sustainable Development Goals (SDGs) integration in higher education. Building directly on the instructional resources and pedagogical approaches created within Work Package 3, the training course was designed as a practice-oriented and interactive learning experience.

The training course's main goal was to increase academic staff members' knowledge, confidence, and pedagogical abilities so they could successfully incorporate the SDGs into their teaching, curriculum design, and institutional practices and share this knowledge among their academic communities. The seminar's objectives were to improve participants' comprehension of sustainable development and the SDGs in the context of higher education, acquaint them with cutting-edge pedagogical strategies like action-based learning, interdisciplinary learning, and multi-actor collaborative learning, and assist them in creating courses, learning activities, and projects that are focused on the SDGs. The seminar thus reaffirmed the role of educators in their institutions as change agents for sustainability and transformative education.

The three-hour seminar-style training program was divided into four thematic modules that included open discussions, interactive exercises, and presentations. The SDGs, the 5Ps framework (People, Planet, Prosperity, Peace, Partnerships), and the strategic role of universities in advancing sustainable development were all covered in the first module, which involved participants in SDG mapping exercises from a variety of academic fields. Interdisciplinary learning was the subject of the second module, which emphasised the value of interdisciplinary cooperation in tackling difficult global issues. With a focus on SDG 17 (Partnerships for the Goals), the third module covered Multi-Actor Collaborative Learning, highlighting the involvement of external stakeholders like NGOs, corporations, and legislators. Action-Based Learning, which promotes experiential, project-based, community-based, and research-led learning approaches connected to particular SDGs,

was the focus of the final module. Participants completed pre- and post-self-assessment exercises, exchanged insights, and talked about future implementation strategies during the seminar's reflection session.

The training course was intended to be inclusive and transferable to the larger educational community, including researchers, trainers, and administrative staff involved in sustainability initiatives, even though its primary target audience was academic staff. The seminar was presented in a hybrid format that combined in-person and online participation to increase accessibility and participation. Additionally, for a month following the live event, registered participants had the option to follow the seminar asynchronously through recorded sessions. On request, participants may also be given a certificate of attendance that attests to their professional growth.

A total of 140 people attended the seminar, including 2 students, 10 administrative staff members, and 128 academic staff members from partner institutions and other universities. Prior to and following the seminar, a focused dissemination campaign was carried out through online and institutional communication channels. In order to guarantee visibility and accessibility outside of the project consortium, the event was publicly advertised on Panteion University's official website.

All things considered, WP3.7 is a key component of Work Package 3's implementation, converting the project's instructional materials into a tangible learning experience that has an instant impact. WP3.7 directly contributes to the development of institutional capacity for SDG integration, ensuring the sustainability and dissemination of project results, and building a network of skilled facilitators capable of multiplying the impact of the SDG4U project by providing educators with useful tools, creative methodologies, and practical experience. Universities are further positioned as proactive promoters of social responsibility, sustainable development, and transformative education through this activity.

5. WP3.8 Development and implementation of a dissemination strategy of the seminar produced

To maximize the "Train the Trainers" seminar's visibility, outreach, and long-term impact as well as the wider results of Work Package 3, WP3.8 concentrated on developing and implementing a comprehensive dissemination strategy. In keeping with the SDG4U project's communication and impact goals, the dissemination activities were created to reach the academic community, outside stakeholders, and the general public.

In order to ensure adherence to the project's sustainability principles, a set of digital, paperless dissemination materials, such as posters, banners, and comprehensive event programs, were created. Through QR codes, links to online registration, and visual communication, these materials were used to advertise the seminar and associated events, making them easily accessible and engaging.

Several institutional and project-level communication channels, such as the SDG4U project website, Panteion University's official webpages and communication platforms, and specialized social media platforms, were used to support dissemination. Additionally, a distinct communication profile was developed for the "Train the Trainers" initiative, enabling targeted advertising, ongoing interaction with attendees, and ongoing visibility both prior to and following the seminar.

Before and after the "Train the Trainers" seminar, dissemination activities were carried out. While post-event dissemination concentrated on showcasing the seminar's content, methods, and results in order to increase its educational and societal impact, pre-event communication sought to draw participants from partner institutions and other universities.

The dissemination strategy helped organise three more follow-up events that were open to the entire academic community, external stakeholders, and the general public, building on the momentum created by the training seminar. These events further expanded the project's outreach and thematic scope:

- A public event on Sustainable Development and Democracy, promoting dialogue between academia, civil society organizations, and institutional actors.
- An online seminar on Art and Sustainable Development, exploring alternative and creative approaches to sustainability awareness and engagement.
- The Ethniko Kapodistriako Panepistimio Athinon hosted a sizable academic event called "Dimensions of Sustainability at the University: Theory, Research, and Practice." Keynote addresses, book presentations, an introductory sustainability seminar, the introduction of the SDG4U digital tool, and an SDG Hackathon—where attendees collaborated in groups to create solutions for actual sustainability problems—were all included in this event. By directly connecting knowledge, innovation, and practice, the Hackathon enhanced the action-oriented and participatory aspect of dissemination.

The project promoted active engagement, collaboration, and co-creation among students, educators, researchers, stakeholders, and the general public through these follow-up activities, which went beyond information sharing.

Overall, WP3.8 made sure that the educational work of WP3 and the results of the "Train the Trainers" seminar were accessible, widely disseminated, and sustainably integrated both inside and outside of higher education institutions. The SDG4U project's visibility, outreach, and societal impact were greatly increased through the use of digital dissemination materials, institutional and project communication channels, a dedicated initiative profile, and numerous open events.

6. Conclusions

Delivery Items Together, WP3.3–WP3.8 constitute a cohesive, thorough, and well-integrated set of outputs that effectively translated the SDG4U project's conceptual and analytical underpinnings into workable, pedagogically sound, and transferable solutions for higher education institutions. When taken as a whole, these deliverables show the full cycle of educational innovation, including content creation, quality control, capacity building, execution, and distribution.

The educational materials created in WP3.3–WP3.5 make up a comprehensive and flexible educational package that directly addresses the needs noted in the Call to Action and the literature review. The project was successful in addressing the complexity, interdependence, and systemic nature of the Sustainable Development Goals by organising the content around three major pedagogical approaches: Action-Based Learning, Interdisciplinary Learning, and Multi-Actor Learning. These approaches were complemented by a cross-cutting SDG framework. These resources enable the meaningful integration of SDGs into curricula, instructional strategies, and institutional initiatives across a variety of disciplinary and cultural contexts by giving academic staff both conceptual clarity and useful tools.

The educational materials structured and learner-centered design, which includes learning objectives, self-assessment tools, real-world examples, and references, enhances their pedagogical value and promotes reflective, outcome-oriented learning. The materials' high transferability and long-term usability are ensured by their flexibility and scalability, which prolongs their relevance beyond the project's duration.

In order to guarantee the calibre, applicability, and relevance of the created materials, WP3.6-Evaluation and Improvements was essential. All project partners participated in a collaborative evaluation process that strengthened collective ownership of the outcomes, validated the educational content and methodologies, and verified their alignment with project objectives. The high degree of methodological coherence and maturity attained during the content development phase is demonstrated by the minimal need for revisions.

The educational materials were successfully transformed into a tangible capacity-building experience with quantifiable impact during the implementation phase, which was realised through WP3.7: Train the Trainers. Accessibility and professional value were greatly increased by the high participation of academic staff, the hybrid delivery model, and the availability of asynchronous access and certification. In addition to building a network of educators who could act as multipliers of sustainability-oriented education both inside and outside of their institutions, this activity enhanced institutional capacity for SDG integration.

Lastly, WP3.8-Dissemination Strategy made sure that the results of WP3 were visible, widely disseminated, and permanently ingrained in the academic and social context. The project's impact was extended well beyond the initial training audience through a variety of follow-up public events, a dedicated initiative profile, institutional and project-level dissemination channels, and paperless communication materials. The project's action-oriented, participatory, and societal aspect was strengthened by the planning of additional open events, such as seminars and an SDG Hackathon.

To sum up, Deliverables WP3.3–WP3.8 greatly enhanced the function of universities as important players in advancing sustainable development. In addition to supporting long-term institutional change, educator empowerment, and increased engagement with sustainability at the local, national, and European levels, they offer a strong, transferable, and thoroughly documented foundation for the methodical integration of the SDGs in higher education.

ANNEXES

ANNEX 1



Interdisciplinary
Methodology.2.pptx



Action Based
Learning Methodology



Sustainable-Development
Goals-A-Roadmap



Multi Actor Learning
Methodology

ANNEX 2

Dimensions of Sustainability in Higher Education Theory, Research and Practice
(06.10.2025)

ΔΙΑΣΤΑΣΕΙΣ ΤΗΣ ΑΕΙΦΟΡΙΑΣ ΣΤΟ ΠΑΝΕΠΙΣΤΗΜΙΟ
ΘΕΩΡΙΑ, ΕΡΕΥΝΑ ΚΑΙ ΠΡΑΞΗ
ΠΡΟΓΡΑΜΜΑ

ΠΑΝΕΠΙΣΤΗΜΙΟ
ΑΘΗΝΩΝ
06 Οκτωβρίου 2025
10:00-20:00

10:00-10:15 | Προσέλευση

10:15 - 10:25 | Χαιρετισμοί
Γεράσιμος Σιάσος, Καθηγητής, Πρόεδρος Πανεπιστημίου Αθηνών
Γεώργιος Δάτσης, Καθηγητής, Πρόεδρος του Τμήματος Οικονομικών Επιστημών ΕΚΠΑ

10:25-10:45 | Κεντρική Ομιλία
Χάρης Δούκας, Δήμαρχος Αθηναίων

10:45-12:00 | Παρουσίαση Βιβλίων
• Μηδενικοί Ρύποι στην Πανεπιστημιαστική
• Συγκριτική Δημόσια Βιώσιμη Μελέτη
Δρ. Αντώνιος Δελβερός, Διδάκτωρ ΕΚΠΑ, Συνδιδευθυντής UN SDSN Greece
Δρ. Μαρία Δασκαλά, Καθηγήτρια, Διευθύντρια του Εργαστηρίου Περιβαλλοντικής Εκπαίδευσης ΕΚΠΑ
Δρ. Κωνσταντίνος Καστάλης, Καθηγητής ΕΚΠΑ, Μέλος Οργάνου των Η.Ε. για εφαρμογή της Σύμβασης και το Κλίμα και της Συμφωνίας των Παρισίων
Δρ. Ανδρέας Παπανδρέου, Καθηγητής, Διευθυντής Εργαστηρίου Πολιτικής Οικονομίας της Βιώσιμης Ανάπτυξης ΕΚΠΑ, Συμπρόεδρος UN SDSN Greece
Δρ. Μάνος Σπυριδάκης, Καθηγητής, Πρόεδρος Τμήματος Κοινωνιολογίας ΕΚΠΑ

12:00-12:40 | Σεμινάριο "Εισαγωγή στις Διάστασεις της Αειφορίας"
Δρ. Ανδρέας Δελβερός, Διδάκτωρ ΕΚΠΑ, Συνδιδευθυντής UN SDSN Greece
Δρ. Στέλλα Αναστασία, Καθηγήτρια Περιβαλλοντικής Επιστήμης, Εκπαιδευτική Διευθύντρια του Κέντρου Αριστείας για την Αειφόρο Ανάπτυξη, Deree

12:45-13:45 | Παρουσίαση του ψηφιακού εργαλείου SDG4U
Δρ. Ανδρέας Παπανδρέου, Καθηγητής, Διευθυντής Εργαστηρίου Πολιτικής Οικονομίας της Βιώσιμης Ανάπτυξης ΕΚΠΑ, Συμπρόεδρος UN SDSN Greece
John Barimo, Manager of SDSN Ireland at University of Cork

13:45-14:55 | Διάλειμμα

15:00-20:00 | SDG Hackathon
Δημογραφικές ομάδες σφαιδρών λύσεις για πραγματικές προκλήσεις αειφορίας
Το καλύτερο project θα βραβευθεί!

Συντονισμός: Δρ. Στέλλα Τσάνη, Αναπληρώτρια Καθηγήτρια ΕΚΠΑ

ΔΙΑΣΤΑΣΕΙΣ ΤΗΣ ΑΕΙΦΟΡΙΑΣ ΣΤΟ ΠΑΝΕΠΙΣΤΗΜΙΟ
ΘΕΩΡΙΑ, ΕΡΕΥΝΑ ΚΑΙ ΠΡΑΞΗ
HACKATHON

ΠΑΝΕΠΙΣΤΗΜΙΟ
ΑΘΗΝΩΝ
06 Οκτωβρίου 2025
10:00-20:00

Ανακάλυψε τις βασικές αρχές της αειφορίας
Γνώρισε το εργαλείο SDG4U
Ετοιμάσου για το SDG HACKATHON που ακολουθεί - με έπαθλο για την καλύτερη ιδέα!

Εναρξη & Παρουσίαση Βιβλίων
Αμφιθέατρο "Άλκης Αργυριάδης"
10:00-12:00

Σεμινάριο
Αμφιθέατρο "Άλκης Αργυριάδης"
12:00-14:00

Hackathon
Αίθουσα Β Ν.Ο.Π.Ε.
15:00-20:00

ΔΗΛΩΣΕ ΣΥΜΜΕΤΟΧΗ
SCAN ME!

ΕΠΙΚΟΙΝΩΝΙΑ
@sustainweekgr
comms.team525@gmail.com

Γίνε μέρος της αλλαγής - μόλις σκεφθείς, δράσε!
#SDGseminar #HackForSustainability #SDG4U

Democracy and Sustainable Development (21.11.2025)

ΒΙΩΣΙΜΗ ΑΝΑΠΤΥΞΗ ΚΑΙ ΔΗΜΟΚΡΑΤΙΑ

ΔΗΛΩΣΕ ΣΥΜΜΕΤΟΧΗ

ΠΑΡΑΣΚΕΥΗ 21/11/2025
10:00-12:30

Europa Experience Athens,
Σταδίου 44-46

Συνδιοργάνωση:
Αυτοδιοίκηση στην Ελλάδα

ΔΗΛΩΣΕ ΣΥΜΜΕΤΟΧΗ

SCAN ME!

16 PLUS ACCESS REQUIRED

Art and Sustainability (19.12.2025)

Τέχνη & Βιώσιμη Ανάπτυξη

Παρασκευή 19/12/25
14:30-16:00
Webinar

REGISTER NOW

ΕΠΙΚΟΙΝΩΝΙΑ:
comms.team525@gmail.com
@sustainweekgr

Τέχνη & Βιώσιμη Ανάπτυξη
ΠΡΟΓΡΑΜΜΑ

14:30-14:45 | Έναρξη-Χαιρετισμοί
Αργυρώ Χιώτη,
Καλλιτεχνική Διευθύντρια Εθνικού Θεάτρου

14:45-15:05 | Το κινηματογραφικό ταξίδι του νερού
Χριστίνα Χριστοδούλου,
Πολιτική Επιστήμων, **BSc Cand.**, Περιβαλλοντικών Σπουδών **ACG**

15:05-15:25 | Το θέατρο ως εκπαιδευτικό εργαλείο για τη Βιώσιμη Ανάπτυξη
Ρούνα Παζαράκη,
Ηθοποιός, **PhD Cand.**

15:25-15:45, Επιστήμη, Τέχνη και Βιώσιμη Ανάπτυξη
Αλέξανδρος Κομινός,
PhD Cand., Συντονιστής Ελληνικού δικτύου Λύσεων Νέων για τη Βιώσιμη Ανάπτυξη Οργανισμού Ηνωμένων Εθνών

Συντονισμός: Δρ. Αντώνιος Αλεβίζος,
Διδάσκων ΕΚΠΑ, Συνδεδειγμένος **UN SDSN Greece**