UNBOXING

Co-funded by the European Union

UNBOXING

Workshop Delivery Guide

Methodology, Learning Activities, Facilitation Guide and Delivery Recommendations for the UNBOXING Project

PROJECT NUMBER: 2024-1-PL01-KA220-VET-000244439

CREATED BY: SUSIC

VERSION: 2.0

DATE: 28-09-2026

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.

INDEX

1. Introduction 5
1.1 Background of the UNBOXING Project 6
1.2 Objectives of this Guide 7
1.3 How to Use this Guide 8
2. Theoretical Framework 9
2.1 Systems Thinking and Circular Economy in Sustainable Packaging 9
3. Workshop Objectives - WP4 10
4. Target Groups 12
4.1 Reporting Participant Profiles 14
5. Workshop Delivery Formats and Requirements 14
5.1 Participant and implementation requirements 14
5.2 Choice of delivery format 15
5.3 Workshop duration and structure 16
5.4 Face-to-face workshops 17
5.5 Online workshops 17
5.6 Recommendations for facilitators 18
5.7 Common Minimum Requirements and Adaptable Elements 18
5.8 Workshop Implementation Roadmap 19
6. Workshop Design 19
6.1 Rationale and Alignment with WP4 Objectives 19
6.2 Face-to-Face Workshop 20
6.2.1 Welcome and Introduction 21
6.2.2 Icebreaker – “Your Last Online Purchase” 22
6.2.3 Understanding Sustainable Packaging 22
6.2.4 Materials and Eco-design Principles 23
6.2.5 Coffee Break 24
6.2.6 Interactive Activity – “Unbox Your Potential” 24
6.2.7 Personal Packaging Presentations and Feedback 25
6.2.8 Reflection and Evaluation 26
6.2.9 Closing Session 26
6.3 Online Workshop 26

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.

6.3.1 Welcome and Introduction 27
6.3.2 Icebreaker – "Your Last Online Purchase" 28
6.3.3 Understanding Sustainable Packaging 29
6.3.4 Materials and Eco-design Principles 29
6.3.5 Short Break 30
6.3.6 Interactive Activity – "Unbox Your Potential" 30
6.3.7 Personal Packaging Presentations and Feedback 32
6.3.8 Reflection and Evaluation 32
6.3.9 Closing Session 32
6.4 Comparison Between Face-to-Face and Online Workshop Delivery 33
7. Digital Tools 35
7.1 Role of the Facilitator 35
7.2 Introduction 35
7.3 Recommended Digital Tools 36
7.4 Digital Collaboration 36
7.5 Good Practice Recommendations 37
7.6 Digital Etiquette 37
7.7 Inclusion and Accessibility 37
8. Assessment Strategy 38
8.1 Introduction 38
8.2 Learning Assessment 38
8.3 Workshop Evaluation 39
8.4 Self-Assessment 39
8.5 Facilitator Observation 39
8.6 Assessing Practical Activities 40
8.7 Learning Outcomes and Evidence Matrix 40
8.8 Measuring Workshop Success 41
8.9 Continuous Improvement 42
9. Risk Management 42
9.1 Introduction 42
9.2 Potential Risks and Mitigation Measures 43
9.3 Facilitator Preparedness 43
9.4 Managing Unexpected Situations 44
10. Conclusions 44

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.

11. ANNEXES 45

Using the Annexes **45**

Annex I – Workshop Agenda Template **47**

Annex II – Facilitator Checklist **48**

Annex III – Attendance List **49**

Annex IV – Participant Evaluation Questionnaire https://docs.google.com/forms/d/1hw6_kG8UHB31knG2pgLyt1WXpnKM8SaEtQlN77seoXw/edit (please do not edit anything) **50**

Annex V – Facilitator Observation Sheet **50**

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.

1. Introduction

These guidelines have been developed to support the design, organisation, and facilitation of the workshops implemented within Work Package 4 (WP4) of the UNBOXING Project. Their purpose is to provide a common framework that ensures consistency and quality across all workshop activities while allowing facilitators sufficient flexibility to adapt sessions to the characteristics, needs, and expectations of different participant groups and local contexts.

The UNBOXING Project is based on the principle that meaningful innovation and effective solutions emerge through dialogue, collaboration, and the active involvement of diverse stakeholders. Within WP4, workshops therefore provide structured spaces where participants can exchange experiences, reflect on shared challenges, generate ideas, and contribute their knowledge to the project. They are designed not simply as information-sharing sessions, but as participatory environments that encourage interaction, collective learning, and co-creation.

As the workshops involve participants from different backgrounds, sectors, and geographical contexts, facilitation should promote inclusiveness, transparency, equal participation, and mutual respect. Facilitators should create an atmosphere in which all participants feel welcomed and encouraged to contribute, regardless of their professional background, level of expertise, or previous familiarity with the project. Particular attention should be given to accessibility, communication needs, language, digital literacy, and other factors that may affect participation.

The WP4 workshops will be delivered in two complementary formats: online and face-to-face. Although each format requires different logistical arrangements and facilitation techniques, both follow the same participant-centred and collaborative principles. Online workshops should make effective use of digital tools while maintaining interaction and engagement, whereas face-to-face workshops can draw on direct discussion, group exercises, visual materials, and more dynamic collaborative activities.

These guidelines are intended to support facilitators before, during, and after each workshop. They provide practical recommendations on session planning, logistics, preparation of materials, facilitation, participant engagement, time management, accessibility, and collection of workshop outputs. They are not intended as a rigid script, but as a practical reference that can be adapted to different audiences, workshop sizes, and national or local settings while preserving a coherent approach across WP4.

Throughout all sessions, facilitators should balance clear structure with flexibility. Well-defined objectives, a realistic agenda, and carefully designed activities should provide direction, while facilitators should remain responsive to participants' contributions and

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.

group dynamics. Active listening, balanced participation, constructive dialogue, and clear instructions are essential to creating a productive environment.

Ultimately, the quality of the UNBOXING workshops will depend on both effective organisation and the participant experience. By applying the recommendations included in these guidelines, workshop teams can deliver consistent, inclusive, and engaging sessions that generate meaningful contributions to WP4 and to the wider objectives and results of the UNBOXING Project.

1.1 Background of the UNBOXING Project

The transition towards a more sustainable and resource-efficient economy is transforming the way products and packaging are designed, manufactured, distributed, used, and managed at the end of their lifecycle. Packaging plays an essential role in protecting products, supporting logistics, and communicating information, but it also contributes significantly to material consumption and waste generation.

Within the Textile, Clothing, Leather and Footwear (TCLF) sectors, packaging is used throughout the value chain, from manufacturing and distribution to retail and e-commerce. Traditional packaging practices may involve plastics, cardboard, composite materials, labels, and protective components that can be difficult to reuse or recycle. At the same time, evolving environmental requirements, market expectations, and circular economy principles are increasing the need for more sustainable packaging solutions.

The UNBOXING Project responds to this challenge by supporting the transition towards more sustainable and circular packaging practices within the European TCLF ecosystem. The project brings together partners from different countries and combines research, education, practical tools, industry engagement, and participatory approaches to strengthen knowledge and capacity across the sector.

A key principle of UNBOXING is that sustainable packaging requires collaboration across the value chain. Designers, manufacturers, suppliers, retailers, logistics providers, educators, policymakers, consumers, and other relevant stakeholders all influence packaging decisions and their environmental impact.

Within this framework, the WP4 stakeholder workshops provide opportunities for dialogue, knowledge exchange, and co-creation. Participants are encouraged to share experiences, identify barriers and opportunities, discuss practical challenges, and contribute ideas and recommendations based on their professional and sectoral perspectives. The workshops therefore support both mutual learning and the development of project results that are relevant to real-world needs.

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.

As workshops are implemented in different countries and contexts, a common methodological framework is necessary to ensure consistency while allowing appropriate adaptation to local circumstances. These guidelines support that process by providing practical recommendations for the preparation, facilitation, documentation, and evaluation of both online and face-to-face workshops.

1.2 Objectives of this Guide

Stakeholder participation is a key component of the UNBOXING Project, providing opportunities to exchange knowledge, validate ideas, identify challenges, and explore practical pathways towards more sustainable packaging practices within the Textile, Clothing, Leather and Footwear (TCLF) sector.

Within WP4, the project will implement online and face-to-face workshops involving 210 VET learners, with 30 participants per partner organisation, across all partner countries. In line with the project proposal, participants will include approximately 50% people already working in the TCLF sector, including packaging designers, managers, waste management professionals, and professionals from the packaging industry, and 50% NEETs and women for whom the sector could represent a potential employment opportunity.

Given the diversity of participants, countries, and delivery formats, a common methodological framework is necessary to ensure consistency and quality while allowing partners to adapt activities to their local context, language, participant profile, and organisational conditions.

These Guidelines have therefore been developed as a practical reference for project partners and facilitators involved in the preparation, delivery, documentation, and evaluation of the UNBOXING workshops. They are not intended as a rigid protocol, but as a common framework that combines shared principles with sufficient flexibility to respond to the needs of different participant groups.

More specifically, the objectives of this Guide are to:

- provide a common methodological framework for the planning, organisation, facilitation, and evaluation of WP4 workshops;
- ensure consistency across partner countries and between online and face-to-face delivery;
- support facilitators with practical guidance on preparation, participant engagement, group facilitation, time management, accessibility, and documentation;

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.

- promote active, inclusive, and meaningful participation among the different target groups involved;
- facilitate knowledge exchange, collaborative learning, and co-creation around sustainable packaging in the TCLF sector;
- support the systematic collection and documentation of workshop results and participant feedback;
- ensure that workshop outcomes contribute effectively to the objectives and expected results of WP4 and the wider UNBOXING Project.

The Guidelines cover the complete workshop process, from preparation and participant communication to implementation, evaluation, and reporting. Throughout this process, facilitators are encouraged to adopt a participant-centred approach based on openness, respect, collaboration, and equal opportunities to contribute. By establishing a shared approach while maintaining appropriate flexibility, these Guidelines aim to ensure that all UNBOXING workshops are coherent, inclusive, participatory, and capable of generating useful and comparable outcomes across the partner countries.

1.3 How to Use this Guide

This Guide is designed as an operational reference for partner organisations and facilitators. It should be used alongside the approved project proposal and the common monitoring and reporting arrangements agreed by the consortium. The chapters provide the shared methodological framework, while the annexes provide ready-to-use tools for preparation, delivery, evaluation and reporting.

Partners should preserve the common objectives, duration, target-group requirements, learning outcomes, participatory methodology, evaluation and documentation requirements. Local adaptation is encouraged for language, examples, materials, digital tools and facilitation techniques, provided that the core purpose and expected outputs of the workshop remain unchanged.

Stage	Use this Guide to...
Before the workshop	Select the format, recruit the appropriate target groups, prepare materials, check accessibility needs and plan facilitation.
During the workshop	Follow the common learning sequence, facilitate active participation, document key outputs and collect evidence.
After the workshop	Collect evaluation data, review learning outcomes, record lessons learned and complete the partner workshop report.

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.

2. Theoretical Framework

2.1 Systems Thinking and Circular Economy in Sustainable Packaging

The UNBOXING workshops should encourage participants to approach sustainable packaging from a systems and circular economy perspective. Packaging should not be considered only in terms of material choice, but as part of a wider system involving product protection, manufacturing, transport, retail, consumer use, reuse, and end-of-life management.

This broader perspective helps participants understand that improvements in one area may create impacts elsewhere. For example, reducing packaging material may affect product protection, while replacing lightweight materials with heavier alternatives may increase transport impacts. Sustainable packaging decisions should therefore balance environmental performance, functionality, economic feasibility, and user needs across the entire lifecycle.

At the same time, workshop discussions should go beyond recycling and consider circular strategies that prioritise the prevention and reduction of waste, keeping materials and packaging in use for as long as possible. Depending on the activity, participants may explore options such as:

- eliminating unnecessary packaging;
- reducing material use and optimising packaging design;
- introducing reusable, refillable, or returnable solutions;
- improving durability and logistics efficiency;
- facilitating material separation and high-quality recycling;
- exploring alternative circular business models.

Facilitators should also highlight that circular packaging solutions often depend on collaboration across the value chain. Manufacturers, packaging designers, suppliers, logistics providers, retailers, consumers, waste management operators, and other relevant actors may all influence the success of a proposed solution.

To support reflection during workshop activities, facilitators may use questions such as:

- Does the packaging fulfil its essential functions while minimising unnecessary material use?
- What impacts may occur at different stages of its lifecycle?

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.

- Could the packaging be reused, refilled, or returned instead of becoming waste after a single use?
- What happens to the packaging at the end of its useful life?
- Which stakeholders would need to cooperate to implement the proposed solution?
- What technical, economic, organisational, or behavioural barriers could affect its adoption?

Applying these principles will help participants analyse packaging challenges more comprehensively and develop solutions that are more realistic, circular, and adapted to the needs of the TCLF sector.

3. Workshop Objectives - WP4

The workshops developed within WP4 of the UNBOXING Project are designed as participatory activities to strengthen stakeholders' understanding of sustainable packaging and Circular Economy principles in the Textile, Clothing, Leather and Footwear (TCLF) sector.

The workshops combine knowledge sharing, practical reflection and collaborative discussion. Participants are encouraged to exchange experiences, identify challenges and explore opportunities for more sustainable packaging practices.

Workshop objectives and expected outcomes

Area	Objective / Expected Outcome
Sustainable packaging	Increase awareness of the environmental impacts of packaging and introduce more sustainable alternatives.
Circular Economy	Understand key principles such as prevention, reduction, reuse, eco-design, resource efficiency and lifecycle thinking.
Systems thinking	Recognise the connections between packaging, materials, production, logistics, consumption and waste management.
Stakeholder collaboration	Encourage the exchange of experiences and perspectives between participants from different professional backgrounds.
Innovation	Explore innovative technological, organisational and behavioural approaches to improve packaging sustainability.
Decision-making	Encourage participants to consider environmental, economic, technical and social factors when evaluating packaging solutions.

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.

Learning outcomes

By the end of the workshop, participants should have developed the following:

Dimension	Participants should be able to:
Knowledge	Explain sustainable packaging and Circular Economy principles; recognise key environmental impacts; identify relevant policies, eco-design approaches and sustainable packaging solutions.
Skills	Analyse packaging practices, identify improvement opportunities, compare alternatives and contribute to collaborative problem-solving.
Competences	Strengthen sustainability, systems thinking, critical thinking, collaboration, innovation and communication competences.
Attitudes	Show greater willingness to question existing practices, consider environmental impacts, collaborate with stakeholders and explore innovative solutions.

Expected impact

The workshops are expected to generate benefits at different levels:

Level	Expected impact
Participants	Increased knowledge, confidence and ability to identify practical opportunities for sustainable packaging.
Organisations	Greater awareness of sustainability opportunities, innovation potential and collaboration with external stakeholders.
TCLF sector	Exchange of good practices, stronger stakeholder cooperation and wider awareness of Circular Economy approaches.
UNBOXING Project	Stakeholder engagement, collection of qualitative feedback, validation of project results and support for dissemination and exploitation activities.

Implications for facilitators

Facilitators should focus on creating an open, inclusive and participatory environment. Sessions should encourage active participation, discussion and reflection rather than only the transmission of information.

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.

Facilitators should:
Encourage active participation from all attendees.
Create a respectful and inclusive learning environment.
Stimulate reflection and exchange of experiences.
Facilitate dialogue between participants with different perspectives.
Promote collaborative problem-solving.
Connect discussions with participants' professional contexts.
Record key ideas, feedback and recommendations.

4. Target Groups

The UNBOXING workshops are aimed at participants who can contribute to and benefit from discussions on sustainable packaging, Circular Economy and sustainability within the Textile, Clothing, Leather and Footwear (TCLF) sector.

Rather than targeting a single professional profile, the workshops bring together participants with different levels of knowledge, professional experience and educational backgrounds. This diversity supports peer learning, the exchange of practical experiences and the identification of challenges and opportunities related to sustainable packaging.

The following groups are eligible to participate in the workshops:

Eligible participants	Examples / profile
VET learners and students	Vocational students and learners interested in the TCLF sector, sustainable production, packaging, Circular Economy or related fields.
TCLF professionals	Professionals working in textile, clothing, leather and footwear companies, including manufacturing, design, product development, sustainability, logistics, procurement, retail and quality management.
Career seekers and early-career professionals	Recent graduates, unemployed people, career changers, entrepreneurs and early-career professionals interested in sustainability, eco-design, circular economy or sustainable packaging.

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.

Educators and trainers	VET teachers, trainers and other educational professionals whose knowledge and experience can support learning and discussion during the workshops.
Other relevant stakeholders	Professionals or stakeholders whose expertise is relevant to sustainable packaging, Circular Economy or the TCLF value chain and who can contribute practical perspectives to the activities.

Inclusive and diverse participation

The workshops should promote an inclusive and participatory environment in which participants feel comfortable sharing their experiences, asking questions and contributing to discussions.

Particular attention should be given to gender equality and women's participation, while also recognising the importance of diversity in terms of professional experience, educational background, age, technical knowledge, digital skills and previous familiarity with sustainability concepts.

The combination of different profiles is considered an important element of the workshop methodology. Participants with professional experience can contribute practical examples and challenges, while learners and early-career participants can bring new perspectives and ideas. This exchange can support more meaningful discussions and collaborative problem-solving.

Guidance for facilitators

To ensure that the workshops are accessible and relevant to participants with different profiles, facilitators should:

Facilitators should:
Encourage active and balanced participation by giving all participants opportunities to contribute.
Create a respectful and inclusive environment where different opinions, experiences and perspectives are valued.
Use clear and accessible language and avoid unnecessary technical terminology.
Adapt explanations and activities to participants' different levels of knowledge and experience.
Encourage peer learning by combining participants with different professional and educational backgrounds.

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.

Use practical examples and real-world situations related to the TCLF sector and sustainable packaging.
Promote collaborative activities that allow participants to exchange experiences and develop ideas together.
Ensure equal opportunities for participation, paying particular attention to participants who may be less confident in group discussions.
Connect activities with participants' professional or educational contexts to increase the practical relevance of the workshop.

The diversity of participants should be considered a strength of the workshops. By bringing together learners, professionals, educators and other relevant stakeholders, the activities can create opportunities for knowledge exchange, networking, collaborative learning and the development of practical ideas for more sustainable packaging practices within the TCLF sector.

4.1 Reporting Participant Profiles

The broad eligibility described above supports diverse participation, but partners should distinguish between additional stakeholders who may enrich the workshop and the participant profiles required for achievement of the formal WP4 indicators. When documenting participation, partners should ensure that the profiles required by the project proposal are adequately represented and recorded.

5. Workshop Delivery Formats and Requirements

The UNBOXING workshops are designed to be flexible and adaptable to the needs of each project partner and the characteristics of their participants. Workshops may be delivered face-to-face or online, allowing partners to select the format that best fits their local context, available resources and target groups.

Regardless of the delivery format, all workshops should maintain the same general objectives, participant-centred approach and expected learning outcomes. The selected format should support active participation, discussion, knowledge exchange and practical reflection on sustainable packaging and Circular Economy principles within the TCLF sector.

5.1 Participant and implementation requirements

The workshops contribute directly to the quantitative targets established within the UNBOXING Project. Each partner organisation is expected to involve 30 participants, contributing to a total target of 210 VET learners across the project.

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.

The participant composition should reflect the target groups identified for the workshops, combining people with professional experience in the TCLF and packaging sectors with participants who may benefit from developing knowledge and skills related to sustainable packaging and potential employment opportunities.

Indicator	Requirement
Participants per partner organisation	30 participants should be involved by each partner organisation.
Total project target	210 VET learners will participate in online and/or face-to-face workshops across all partner countries.
TCLF sector participants	Approximately 50% of participants should be people already working in the TCLF sector, including packaging designers, managers, waste management professionals and professionals in the packaging industry.
NEETs and women	Approximately 50% of participants should be NEETs and women for whom the TCLF industry could represent a potential employment opportunity.
Workshop duration	Each workshop should last approximately 3 hours.
Delivery format	Partners may choose between face-to-face or online delivery, according to their local context and participants' needs.

The target of 30 participants per partner can be achieved through one or more workshop sessions. Partners may decide to work with smaller groups when this is more appropriate for their participants or activities. However, if a partner organises a workshop with approximately 15 participants, a minimum of two workshops should be delivered in order to reach the required target of 30 participants.

Partners should make reasonable efforts to ensure diversity within their participant groups and to involve participants who correspond to the profiles described above. Participant numbers and relevant participant profiles should be recorded to facilitate project monitoring and reporting.

5.2 Choice of delivery format

The UNBOXING Project allows partners to select the delivery format that best responds to their local circumstances. Both face-to-face and online workshops are valid approaches, provided that they meet the common project requirements regarding duration, participant numbers, target groups and methodology.

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.

The following table provides general guidance for partners when selecting the most appropriate format:

Aspect	Face-to-Face Workshop	Online Workshop
Format	Physical workshop organised in an appropriate venue.	Workshop delivered through an online meeting platform.
Recommended group size	Approximately 15–30 participants per session.	Approximately 15–30 participants per session.
Duration	Approximately 3 hours.	Approximately 3 hours, with short breaks where appropriate.
Interaction	Group discussion, practical exercises, brainstorming and collaborative activities.	Presentations, discussions, polls, breakout rooms and collaborative digital activities.
Required resources	Suitable venue, presentation equipment and materials for group activities.	Stable internet connection, video-conferencing platform and appropriate digital collaboration tools.
Suitable context	Particularly appropriate when direct interaction, networking and practical group work are important.	Particularly appropriate when participants are geographically dispersed or online participation provides greater accessibility.

This table should be considered guidance rather than a mandatory model. Each partner is responsible for selecting the format and specific methods that best correspond to the characteristics of their participants and their local organisational context.

5.3 Workshop duration and structure

Each workshop should have an approximate duration of 3 hours. Partners may adapt the distribution of time between activities according to the selected format and the needs of the participants, while ensuring that sufficient time is allocated to interactive activities and participant feedback.

A possible structure is presented below:

Stage	Suggested content
Introduction and welcome	Welcome participants, introduce the workshop, present the objectives and explain the agenda and participation guidelines.

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.

Icebreaker activity	Short interactive activity to encourage communication, introduce participants and establish a collaborative atmosphere.
Knowledge input	Concise presentation introducing sustainable packaging, Circular Economy principles and the specific topic addressed during the workshop.
Collaborative activities	Case studies, brainstorming, group discussions, problem-solving, stakeholder mapping, packaging redesign or other practical activities.
Reflection and discussion	Participants discuss the results of the activities, share experiences and identify challenges, opportunities and possible solutions.
Closing and feedback	Summarise the main conclusions, collect participant feedback and explain any relevant next steps within the project.

The exact distribution of time can be adapted by each partner. However, the workshop should avoid becoming predominantly presentation based. Interactive and participatory activities should constitute an important part of the session.

5.4 Face-to-face workshops

Face-to-face delivery can be organised when partners consider physical interaction beneficial for their target group. The venue should provide a comfortable, accessible and suitable environment for discussion and collaborative activities.

Where possible, the room should allow participants to work individually and in smaller groups. Materials such as flipcharts, posters, sticky notes, printed worksheets or other visual resources may be used to support the activities.

Facilitators should pay particular attention to group dynamics and ensure that all participants have opportunities to contribute. Practical activities, brainstorming, case studies and collaborative problem-solving can be particularly useful in this format.

5.5 Online workshops

Online delivery can be selected when participants are geographically dispersed, when travel is difficult, or when the online format provides greater accessibility for the target group.

Partners may use commonly available video-conferencing platforms and digital collaboration tools, depending on their specific needs. These may include breakout rooms, online polls, shared documents or digital whiteboards.

Online workshops should be carefully structured to maintain participant engagement. Presentations should remain concise and should be regularly combined with questions, discussions, polls or collaborative tasks. Facilitators should also check the technical

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.

setup before the session and provide participants with clear instructions for joining and participating.

5.6 Recommendations for facilitators

Regardless of the selected delivery format, facilitators should follow a common set of principles to ensure consistency across the project:

- Prioritise active participation over lengthy presentations.
- Encourage equal and balanced participation among attendees.
- Use practical examples related to the TCLF sector and sustainable packaging.
- Adapt explanations and activities to participants' different levels of knowledge and experience.
- Promote respectful, inclusive and constructive dialogue.
- Provide sufficient time for questions, discussion and reflection.
- Use interactive methods appropriate to the selected delivery format.
- Document key discussion points, ideas and recommendations generated during the workshop.
- Collect participant feedback at the end of the session.
- Record the number and relevant profiles of participants for project monitoring and reporting.

Ultimately, the delivery format should be selected according to the needs of the participants and the practical circumstances of each partner, while ensuring that all workshops contribute to the common UNBOXING objectives and indicators. Whether delivered online or face-to-face, the workshops should provide an engaging and inclusive learning experience that enables participants to exchange knowledge, reflect on sustainable packaging challenges and contribute practical ideas relevant to the TCLF sector.

5.7 Common Minimum Requirements and Adaptable Elements

To combine comparability across countries with flexibility for local delivery, partners should distinguish between elements that form part of the common WP4 methodology and elements that may be adapted to the local context.

Common requirements	Elements that may be adapted
Approximate 3-hour duration; WP4 learning objectives; required participant targets and profiles; participatory methodology; sustainable packaging and circular economy content; participant	Language of delivery; local examples and case studies; venue or online platform; specific icebreaker; physical or digital materials; group-work techniques; digital

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.

evaluation; workshop documentation and reporting.	tools; sequencing of minor activities where timing requires adjustment.

5.8 Workshop Implementation Roadmap

Timing	Key actions
4-6 weeks before	Confirm format and date; identify target participants; reserve venue or online platform; launch recruitment and communication.
2-3 weeks before	Review registrations; check participant profiles and accessibility needs; adapt examples and materials; confirm facilitators and any guest contributors.
1 week before	Confirm attendance; prepare slides, worksheets and practical materials; test equipment and digital tools; assign facilitator roles; prepare contingency options.
Workshop day	Register participants; explain objectives and participation rules; deliver activities; document key ideas and outputs; collect evaluation data.
Within 1 week after	Review questionnaires and observation notes; compile outputs; identify lessons learned; complete the workshop report and store supporting evidence according to project arrangements.

6. Workshop Design

The Unbox Your Potential: Sustainable Packaging and Personal Branding workshop is designed as a practical and participatory learning experience combining sustainable packaging, circular economy principles, eco-design, creativity and personal branding.

The workshop uses a learning-by-doing methodology, combining short theoretical inputs with discussion, individual reflection and a practical design challenge. Participants first explore the environmental and communicative role of packaging and then apply these concepts by designing packaging that represents their own professional identity.

The total duration of the workshop is 3 hours.

6.1 Rationale and Alignment with WP4 Objectives

The workshop concept links sustainable packaging with personal branding through an applied metaphor: participants first analyse how packaging protects, communicates value and influences perception, and then transfer these principles to the communication of their own professional identity. The personal branding component is therefore not conceived as a separate employability exercise, but as an applied activity

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.

that reinforces communication, reflection, creativity and the practical transfer of packaging concepts.

WP4 focus	How the workshop addresses it
Sustainable packaging	Participants identify environmental impacts and discuss more sustainable packaging choices.
Circular Economy	Reduction, reuse, recyclability and life-cycle thinking are applied to packaging examples and design decisions.
Systems thinking	Participants consider functionality, materials, logistics, use, communication and end-of-life together.
Innovation and creativity	The design challenge encourages participants to translate principles into an original packaging concept.
Stakeholder collaboration	Discussion, peer exchange and feedback expose participants to different perspectives.
Communication and employability	The personal packaging and elevator pitch transfer value-communication principles to the participant's professional profile.

6.2 Face-to-Face Workshop

Workshop title: *Unbox Your Potential: Sustainable Packaging and Personal Branding*
Format: Face-to-face

Duration: 3 hours

Recommended number of participants: 15–30

Target groups: VET learners, professionals, students, unemployed people and other participants interested in sustainability, employability and personal development.

Workshop Objectives

By the end of the workshop, participants should be able to:

- Understand the environmental impact of packaging throughout its life cycle.
- Identify basic principles of circular economy and eco-design.
- Recognise packaging as a tool for communicating information, identity and value.
- Reflect on their own strengths, skills and professional identity.
- Develop creativity, communication and personal branding skills.
- Apply sustainable design principles through a practical activity.

Workshop Agenda

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.

Time	Duration	Activity	Main focus
09:00–09:10	10 min	Welcome and Introduction	Objectives, structure, methodology and introduction to sustainable packaging and personal branding.
09:10–09:20	10 min	Icebreaker: Your Last Online Purchase	Participants reflect on packaging from a recent purchase and discuss materials, functionality and environmental impact.
09:20–09:50	30 min	Understanding Sustainable Packaging	Sustainable packaging, circular economy, resource efficiency, waste prevention and sustainable consumption.
09:50–10:20	30 min	Materials and Eco-design Principles	Materials, reduction, reuse, recyclability, life-cycle thinking and sustainable design.
10:20–10:30	10 min	Coffee Break	Short break and introduction to the practical challenge.
10:30–11:25	55 min	Unbox Your Potential	Personal reflection, packaging design and preparation of an elevator pitch.
11:25–11:45	20 min	Presentations and Feedback	Presentation of personal packaging and constructive peer feedback.
11:45–11:55	10 min	Reflection and Evaluation	Learning reflection and completion of the evaluation questionnaire.
11:55–12:00	5 min	Closing	Key takeaways and final remarks.

Total duration: 3 hours

6.2.1 Welcome and Introduction

Duration: 10 minutes

The facilitator welcomes participants and briefly introduces the organisation, the workshop topic and the objectives of the session.

Participants are introduced to the idea that packaging has two important functions: it protects and contains products, but it also communicates information, values, identity and quality. The facilitator explains that the workshop will explore these two dimensions from both a sustainability and personal branding perspective.

The main practical question of the workshop is introduced:

“If you were a product, how would you sell yourself to a company?”

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.

The facilitator briefly presents the agenda and explains that participants will combine theoretical learning with discussion, reflection and a creative practical activity.

6.2.2 Icebreaker – "Your Last Online Purchase"

Duration: 10 minutes

Participants think about a product they recently purchased and reflect on its packaging.

The facilitator can use the following questions:

Question	Aspect explored
What was the product?	Everyday experience
Which materials were used?	Material selection
Was the packaging larger than necessary?	Resource efficiency
Could it be reused or recycled?	End-of-life
Did it protect the product effectively?	Functionality
Did the packaging influence your perception of the product?	Communication and branding

Participants first reflect individually and then briefly discuss their examples in pairs or small groups.

The facilitator collects a few examples and uses them to introduce the next session on sustainable packaging.

6.2.3 Understanding Sustainable Packaging

Duration: 30 minutes

This session introduces the main concepts related to sustainable packaging and the circular economy.

The facilitator explains how packaging can contribute to environmental impacts throughout its life cycle, including the extraction of raw materials, production, transportation, use and end-of-life.

The session introduces:

- Linear and circular economy models.
- Waste prevention.
- Resource efficiency.
- Reduce, Reuse and Recycle.
- Sustainable consumption.

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.

- Packaging functionality.
- Material selection.
- Packaging and consumer behaviour.

Short examples and case studies can be used to encourage discussion.

The facilitator should emphasise that sustainable packaging involves considering several factors simultaneously, including environmental impact, functionality, product protection, communication and user experience.

6.2.4 Materials and Eco-design Principles

Duration: 30 minutes

This session focuses on the role of eco-design in reducing the environmental impact of packaging.

Participants are introduced to key principles such as:

Principle	Application
Reduce	Minimise unnecessary materials and components.
Reuse	Encourage multiple uses, refill or return systems.
Recycle	Facilitate separation and recycling where appropriate.
Material selection	Consider the characteristics and origin of materials.
Efficiency	Reduce unnecessary weight and volume.
Functionality	Maintain the necessary level of product protection.
Life-cycle thinking	Consider impacts throughout the packaging life cycle.

Participants then analyse selected packaging examples and discuss how the design could be improved.

Possible questions include:

- Is every component necessary?
- Could fewer materials be used?
- Could the packaging be reused?
- Would it be easy to separate and recycle?
- How does the design communicate value or identity?

This session prepares participants for the practical activity.

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.

6.2.5 Coffee Break

Duration: 10 minutes

Participants take a short break and have the opportunity to exchange ideas informally.

Before the practical activity begins, the facilitator reminds participants of the central question:

“If you were a product, how would you sell yourself to a company?”

6.2.6 Interactive Activity – “Unbox Your Potential”

Duration: 55 minutes

This is the central practical activity of the workshop. Participants imagine that they themselves are a product and create packaging that represents their professional identity.

The activity is divided into three phases:

Phase	Duration	Description	Output
1. Reflect	10 min	Identify strengths, values, skills, target audience and professional goals.	Personal brand concept
2. Design	30 min	Create packaging using recycled or reused materials.	Personal packaging prototype
3. Pitch	15 min	Prepare a short presentation explaining the product and its value.	1-minute elevator pitch

Phase 1 – Reflect on Your Personal Brand

Participants complete a short worksheet considering questions such as:

- What kind of product would you be?
- What problem or need would you solve?
- What makes you different?
- What are your main strengths?
- What values represent you?
- Who would be interested in your “product”?
- What message would appear on your packaging?

Phase 2 – Design Your Personal Packaging

Participants create their packaging using reused or recycled materials such as cardboard, paper, magazines, newspapers, labels, existing packaging or fabric scraps.

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.

The packaging may include:

- Product name
- Slogan
- Key features
- Ingredients – values, knowledge and experience
- Benefits – what the participant can contribute
- Instructions for use – how they work with others
- Warnings – areas for further development
- Optional QR code – LinkedIn profile, CV or portfolio

The facilitator supports participants and encourages them to connect their design choices with the sustainability and communication principles discussed previously.

Phase 3 – Elevator Pitch

Participants prepare a short presentation explaining:

- Who they are as a “product”.
- What makes them different.
- What value they can offer.
- Who their target audience is.
- How their packaging represents their professional identity.

6.2.7 Personal Packaging Presentations and Feedback

Duration: 20 minutes

Participants present their packaging and deliver their short elevator pitch.

After each presentation, the facilitator may invite brief feedback from the group.

Suggested questions include:

- What aspect of the packaging was most memorable?
- Which strength was communicated particularly well?
- Was the main message clear?
- Which design element effectively represented the participant?
- What could make the message even clearer?

The objective is to promote self-confidence, communication, creativity and peer learning, rather than competition.

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.

6.2.8 Reflection and Evaluation

Duration: 10 minutes

The facilitator leads a short reflection on the workshop.

Participants can discuss:

- What did you learn about sustainable packaging?
- What did you discover about your own strengths?
- Was it difficult to “package” yourself?
- How can packaging communicate identity and value?
- How could these skills be useful in professional situations?

Participants then complete the evaluation questionnaire.

The evaluation should collect feedback on:

- Achievement of learning objectives.
- Relevance of the content.
- Quality of the activities.
- Participation and interaction.
- Confidence in communicating personal strengths.
- Overall satisfaction.
- Suggestions for improvement.

6.2.9 Closing Session

Duration: 5 minutes

The facilitator summarises the key messages of the workshop and invites participants to share one final idea or takeaway.

The closing message reinforces the connection between sustainable packaging and personal branding: both require thoughtful decisions about how value, identity and purpose are communicated.

Participants are thanked for their participation and informed that the supporting materials, worksheets, templates and evaluation tools are available in the annexes.

6.3 Online Workshop

The Unbox Your Potential: Sustainable Packaging and Personal Branding online workshop is designed as an interactive learning experience combining short presentations, discussion, individual reflection and digital creative activities.

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.

The online format adapts the methodology of the face-to-face workshop to a digital environment. Participants use videoconferencing and collaborative digital tools to explore sustainable packaging, eco-design and personal branding before creating their own digital packaging.

Format: Online
Total duration: 3 hours
Recommended number of participants: 15–30

Workshop Agenda

Time	Duration	Activity	Main focus
09:00–09:10	10 min	Welcome and Introduction	Objectives, agenda, methodology and online tools.
09:10–09:20	10 min	Icebreaker – Your Last Online Purchase	Packaging, materials, consumer experience and sustainability.
09:20–09:50	30 min	Understanding Sustainable Packaging	Circular economy, resource efficiency, waste prevention and sustainable consumption.
09:50–10:20	30 min	Materials and Eco-design Principles	Materials, reduction, reuse, recycling and life-cycle thinking.
10:20–10:30	10 min	Short Break	Break and introduction to the practical challenge.
10:30–11:25	55 min	Unbox Your Potential – Design Your Own Packaging	Personal reflection, digital packaging design and elevator pitch preparation.
11:25–11:45	20 min	Personal Packaging Presentations and Feedback	Screen sharing, presentations and peer feedback.
11:45–11:55	10 min	Reflection and Evaluation	Learning reflection and online evaluation questionnaire.
11:55–12:00	5 min	Closing Session	Key takeaways and final remarks.

Total duration: 3 hours

6.3.1 Welcome and Introduction

Duration: 10 minutes

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.

The facilitator welcomes participants and introduces the workshop, its objectives, structure and methodology.

The session briefly introduces sustainable packaging, circular economy and the role of packaging as both a functional and communication tool. Participants are also informed that they will later use packaging as a metaphor for personal branding and employability.

The facilitator introduces the digital tools that will be used during the session, such as:

- Videoconferencing platform.
- Chat and reaction functions.
- Breakout rooms.
- Canva, Google Slides, PowerPoint or similar tools.
- Collaborative boards such as Miro or Microsoft Whiteboard.

Learning Objectives

By the end of the workshop, participants should be able to:

- Understand the environmental impact of packaging throughout its life cycle.
- Identify basic circular economy and eco-design principles.
- Recognise how packaging communicates identity and value.
- Reflect on their own strengths and transferable skills.
- Develop creativity, communication and personal branding skills.
- Apply sustainable design principles in a digital environment.

6.3.2 Icebreaker – "Your Last Online Purchase"

Duration: 10 minutes

Participants think about a product they recently purchased online or received through home delivery.

Using the chat or a collaborative board, they briefly share:

Question	Focus
What was the product?	Everyday experience
How was it packaged?	Packaging design
Which materials were used?	Material selection

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.

Was there excessive packaging?	Resource efficiency
Could it be reused or recycled?	End-of-life
Did the packaging influence your experience?	**Communication and consumer perception**

The facilitator identifies common examples and uses them to introduce the topic of sustainable packaging.

6.3.3 Understanding Sustainable Packaging

Duration: 30 minutes

The facilitator introduces sustainable packaging and its relationship with the Circular Economy.

The session covers:

- Environmental impacts of conventional packaging.
- Linear and circular economy models.
- Reduce, Reuse and Recycle.
- Resource efficiency and waste prevention.
- Sustainable consumption.
- Packaging functionality and product protection.
- Examples of sustainable packaging solutions.

The presentation should remain interactive. Participants can contribute through the chat, microphone, polls or short questions.

The facilitator may present short case studies and ask participants to identify how packaging could be redesigned to reduce environmental impacts while maintaining functionality.

6.3.4 Materials and Eco-design Principles

Duration: 30 minutes

Participants explore how eco-design can contribute to more sustainable packaging.

The main principles are presented in a concise format:

Principle	Example
Reduce	Use fewer materials and avoid unnecessary components.
Reuse	Facilitate multiple uses, refill or return systems.

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.

Recycle	Make separation and recycling easier.
Material selection	Consider the characteristics and origin of materials.
Efficiency	Reduce unnecessary weight and volume.
Life-cycle thinking	Consider different stages of the packaging life cycle.

The facilitator uses images and digital examples to encourage discussion.

Participants can be asked:

- Could fewer materials be used?
- Could the packaging be reused?
- Is it easy to separate?
- What could be improved?
- How does the packaging communicate value or sustainability?

The session concludes by introducing the connection between packaging and personal identity.

6.3.5 Short Break

Duration: 10 minutes

Participants take a short break.

Before the break, the facilitator introduces the question that will guide the practical activity:

“If you were a product, how would you sell yourself to a company?”

6.3.6 Interactive Activity – “Unbox Your Potential”

Duration: 55 minutes

This is the main practical activity of the online workshop. Participants imagine themselves as a product and create a digital packaging concept representing their professional identity.

The activity has three phases:

Phase	Duration	Activity	Output
1. Reflect	10 min	Identify strengths, values, skills and professional goals.	Personal brand concept

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.

2. Design	30 min	Create digital packaging using Canva, Google Slides, PowerPoint or another suitable tool.	Digital packaging
3. Pitch	15 min	Prepare a short presentation of the personal "product".	Elevator pitch

Phase 1 – Reflect on Your Personal Brand

Participants complete a digital worksheet considering:

- What kind of product would you be?
- What need or problem would you solve?
- What makes you different?
- What are your main strengths?
- What values represent you?
- Who would be interested in your product?
- What message would appear on your packaging?

Phase 2 – Design Your Digital Packaging

Participants create their packaging using an appropriate digital tool.

The design may include:

- Product name
- Slogan
- Key features
- Ingredients – skills, values and experience
- Benefits – value offered to an organisation
- Instructions for use
- Warnings – areas for development
- Optional QR code – LinkedIn, CV or portfolio

The facilitator remains available to provide technical and conceptual support.

Participants may work individually or, where appropriate, use breakout rooms to exchange ideas with other participants.

Phase 3 – Prepare the Elevator Pitch

Participants prepare a 1-minute elevator pitch explaining:

- Who they are as a product.
- What makes them unique.

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.

- What value they offer.
- What need they can address.
- How their packaging represents their professional identity.

6.3.7 Personal Packaging Presentations and Feedback

Duration: 20 minutes

Participants share their screens and present their digital packaging to the group.

The facilitator can encourage short feedback through the microphone, chat or reaction tools.

Suggested questions include:

- Which aspect was most memorable?
- Which strengths were clearly communicated?
- Was the main message easy to understand?
- Which design element best represented the participant?
- What could make the presentation clearer?

The activity aims to promote communication, self-confidence, creativity and peer learning in an inclusive online environment.

6.3.8 Reflection and Evaluation

Duration: 10 minutes

The facilitator leads a short online reflection.

Participants discuss questions such as:

- What did you learn about sustainable packaging?
- What did you discover about your own strengths?
- Was it difficult to represent yourself as a product?
- How can packaging communicate identity and value?
- How could these skills be useful in future professional situations?

Participants then complete the online evaluation questionnaire covering the learning objectives, relevance of the content, participation, activities and overall satisfaction.

6.3.9 Closing Session

Duration: 5 minutes

The facilitator summarises the main learning points and invites participants to share one final takeaway.

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.

The workshop closes by reinforcing the connection between sustainable packaging and personal branding: both involve making conscious decisions about how value, identity and purpose are communicated.

All presentation materials, worksheets, digital templates, facilitator guidance and evaluation tools are provided in the annexes to support future implementation and adaptation of the workshop.

6.4 Comparison Between Face-to-Face and Online Workshop Delivery

Both delivery models have been designed to achieve the same learning objectives and support the development of knowledge, skills, and competences related to sustainable packaging within the Textile, Clothing, Leather and Footwear (TCLF) sector. Regardless of the format selected, participants should acquire a solid understanding of sustainable packaging principles, apply circular economy concepts to realistic challenges, and collaborate in developing innovative packaging solutions.

However, each delivery model offers distinct advantages and presents different practical considerations. The choice between a face-to-face or an online workshop should be based on the characteristics of the target group, available resources, logistical constraints, and the expected learning experience.

Face-to-face workshops generally provide greater opportunities for spontaneous interaction, networking, and hands-on experimentation. Participants can work directly with physical packaging materials, develop prototypes, and engage in informal discussions that often enrich the collaborative learning process. This format is particularly beneficial when the objective is to strengthen teamwork, encourage creativity, and facilitate practical experimentation.

In contrast, online workshops offer greater flexibility and accessibility. They enable participants from different geographical locations to participate without travelling, making them especially suitable for international partnerships, geographically dispersed organisations, or situations where in-person meetings are not feasible. Digital collaboration tools also allow participants to co-create ideas in real time while reducing the environmental impact associated with travel.

Although the educational objectives remain identical, facilitators should adapt their teaching strategies to suit each delivery format. Face-to-face sessions can dedicate more time to practical activities, physical interaction, and networking opportunities, whereas online sessions should prioritise shorter presentation segments, frequent participant interaction, and the effective use of digital collaboration tools to maintain engagement and minimise digital fatigue.

The following table summarises the main characteristics of each workshop format.

Aspect	Face-to-Face Workshop	Online Workshop

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.

Participant interaction	Direct, spontaneous, and highly collaborative.	Structured through videoconferencing and digital collaboration tools.
Learning environment	Physical classroom or training venue with flexible group workspaces.	Virtual meeting platform with breakout rooms and shared digital workspaces.
Practical activities	Physical materials, packaging samples, sketches, and paper prototypes.	Digital whiteboards, collaborative documents, online templates, and virtual presentations.
Networking opportunities	High level of informal interaction before, during, and after the workshop.	More limited, requiring planned networking activities.
Accessibility	Limited by geographical location and travel requirements.	Accessible to participants regardless of location.
Logistical requirements	Venue, printed materials, equipment, and physical resources.	Reliable internet connection, appropriate devices, and digital platforms.
Facilitator role	Guides group discussions, manages physical activities, and supports teamwork.	Facilitates digital interaction, manages breakout rooms, and provides technical support when needed.
Participant engagement	Maintained through direct interaction and hands-on activities.	Maintained through polls, discussions, collaborative digital exercises, and regular interaction.
Environmental considerations	May involve travel and greater use of physical materials.	Reduced travel requirements and lower environmental impact associated with mobility.

Neither delivery model should be considered inherently superior. Instead, each offers unique strengths that can effectively support the objectives of the UNBOXING Project when implemented appropriately. Facilitators are encouraged to select the format that best responds to the needs, expectations, and circumstances of their participants while maintaining the participatory, collaborative, and practice-oriented philosophy that underpins the workshop methodology.

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.

Regardless of the chosen format, facilitators should ensure that participants have sufficient opportunities to exchange experiences, reflect on sustainability challenges, apply newly acquired knowledge to practical scenarios, and develop solutions that contribute to more sustainable packaging practices within the TCLF sector. By adapting the methodology to the selected delivery model while preserving the workshop's educational objectives, both face-to-face and online sessions can provide meaningful and impactful learning experiences.

7. Digital Tools

7.1 Role of the Facilitator

The facilitator is responsible for creating the conditions in which participants can contribute safely, meaningfully and on an equal basis. This role goes beyond presenting content: it includes guiding discussion, clarifying instructions, managing time and group dynamics, connecting activities to participants' contexts, observing learning and ensuring that workshop outputs are documented.

Before	During	After
Review participant profiles; prepare materials; check accessibility and technical arrangements; clarify roles with co-facilitators.	Explain objectives; use clear instructions; encourage balanced participation; monitor time; connect discussion to learning outcomes; document outputs.	Review feedback and observation notes; identify lessons learned; complete reporting; communicate relevant implementation issues to the consortium.

7.2 Introduction

Digital technologies play an increasingly important role in education, training, and professional collaboration. Within the UNBOXING Project, digital tools are not intended to replace interaction between participants but rather to facilitate communication, collaboration, creativity, and knowledge sharing before, during, and after the workshops.

Whether workshops are delivered online, face-to-face, or in a hybrid format, digital tools can enhance participant engagement, simplify group work, support collaborative design activities, and improve the overall learning experience. They also provide opportunities to involve external stakeholders, guest speakers, and participants from different geographical locations, strengthening the European dimension of the project.

Facilitators should select digital tools according to the learning objectives of each activity, the digital competence of participants, and the technical resources available.

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.

The emphasis should always be on accessibility, ease of use, and educational value rather than technological complexity.

7.3 Recommended Digital Tools

The following tools are recommended for supporting different workshop activities.

Tool	Purpose	Suitable Format
Microsoft Teams	Video conferencing and meetings	Online / Hybrid
Zoom	Online workshops	Online / Hybrid
Google Meet	Virtual meetings	Online
Miro	Collaborative whiteboard	Online / Hybrid
Mural	Visual collaboration	Online / Hybrid
Mentimeter	Live polls and quizzes	All formats
Slido	Questions and audience interaction	All formats
Padlet	Collaborative reflection wall	All formats
Google Docs	Collaborative writing	All formats
Canva	Visual design and presentations	All formats
Jamboard (or alternative whiteboard tools)	Brainstorming	Online

These platforms support different stages of the workshop, from introductory icebreakers to collaborative design exercises and participant evaluation.

7.4 Digital Collaboration

Digital collaboration should encourage participants to work together rather than individually.

Examples include:

- Shared brainstorming boards;
- Collaborative note-taking;
- Digital voting;
- Interactive quizzes;
- Virtual sticky notes;
- Collaborative packaging design sketches;
- Shared presentation development.

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.

Facilitators should allocate sufficient time for participants to familiarise themselves with the selected tools before beginning collaborative activities.

7.5 Good Practice Recommendations

To maximise participant engagement, facilitators should:

- Test all digital platforms before the workshop;
- Prepare backup plans for technical difficulties;
- Provide simple instructions before each activity;
- Avoid introducing too many different digital tools during one session;
- Encourage active participation through polls, chats, and breakout rooms;
- Ensure compatibility across different devices.

Technology should support learning rather than becoming the focus of the workshop.

7.6 Digital Etiquette

At the beginning of online workshops, facilitators should establish simple participation guidelines, such as:

- Joining on time;
- Muting microphones when not speaking;
- Using cameras whenever possible;
- Respecting speaking turns;
- Participating actively in discussions;
- Using respectful language in chats;
- Informing facilitators if technical problems arise.

Establishing these expectations helps create a productive and inclusive online learning environment.

7.7 Inclusion and Accessibility

Inclusive delivery requires facilitators to anticipate barriers that may affect participation and to provide proportionate adjustments. Partners should consider accessibility during recruitment and preparation rather than only once the workshop has started.

Potential barrier	Recommended response
Limited prior knowledge	Use plain language, concrete examples and short explanations before asking participants to apply concepts.
Low confidence in group discussion	Begin with individual or pair reflection and invite contributions without putting participants under pressure.

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.

Different language levels	Avoid unnecessary technical terminology, provide key terms visually and allow additional processing time where needed.
Limited digital skills	Choose simple tools, provide step-by-step instructions and offer a low-tech alternative.
Online fatigue	Use shorter presentation segments, regular interaction and a planned break.
Accessibility needs	Check needs in advance and adapt room access, materials, timing, digital formats or participation methods where feasible.
Dominant participation	Use structured turn-taking, small groups and targeted invitations to quieter participants.
Mixed professional experience	Create mixed groups and use peer learning so professional experience and new perspectives complement each other.

8. Assessment Strategy

8.1 Introduction

Assessment within the UNBOXING workshops is intended to support learning rather than formally evaluate participants. The primary purpose is to monitor participant engagement, measure learning outcomes, identify areas for improvement, and evaluate the effectiveness of the workshop methodology.

The assessment strategy combines formative and reflective approaches that encourage participants to monitor their own learning while providing facilitators with valuable feedback for future workshop delivery.

8.2 Learning Assessment

Learning should be assessed continuously throughout the workshop rather than only at its conclusion.

Facilitators should observe participants' ability to:

- Understand sustainability concepts;
- Apply Circular Economy principles;
- Analyse packaging systems;
- Collaborate effectively;
- Communicate ideas clearly;
- Develop innovative solutions.

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.

Observation should focus on learning progress rather than individual performance.

8.3 Workshop Evaluation

At the end of each workshop, participants should complete a short evaluation questionnaire.

Suggested evaluation topics include:

- Relevance of the workshop;
- Quality of facilitation;
- Usefulness of activities;
- Clarity of presentations;
- Level of participation;
- Overall satisfaction;
- Suggestions for improvement.

Responses should be analysed to improve future editions of the workshop.

8.4 Self-Assessment

Reflection is an essential element of adult learning.

Participants should be encouraged to evaluate their own learning by considering questions such as:

- What new knowledge have I acquired?
- Which activity was most valuable?
- Which competences have I strengthened?
- How confident do I feel applying sustainable packaging principles?
- What actions will I implement after the workshop?

Self-assessment promotes ownership of the learning process and encourages continuous professional development.

8.5 Facilitator Observation

Throughout the workshop, facilitators should observe participant engagement using consistent criteria.

Suggested observation indicators include:

Indicator	Observed?

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.

Active participation	☐
Collaboration within groups	☐
Respectful communication	☐
Critical thinking	☐
Creativity	☐
Application of sustainability concepts	☐
Problem-solving	☐

These observations provide valuable qualitative information that complements participant questionnaires.

8.6 Assessing Practical Activities

The practical activities presented in Chapter 6 are designed as learning experiences rather than examinations. Nevertheless, facilitators may evaluate group outputs using simple criteria.

Criterion	Description
Sustainability	Environmental considerations incorporated into the proposal
Circularity	Application of Circular Economy principles
Innovation	Originality of the proposed solution
Feasibility	Practical implementation potential
Teamwork	Evidence of effective collaboration
Communication	Clarity of presentation and explanation

The purpose is to stimulate constructive discussion rather than rank participants.

8.7 Learning Outcomes and Evidence Matrix

The following matrix helps facilitators connect the expected learning outcomes with observable evidence collected during the workshop. It is intended to support consistent implementation and reflection rather than formal grading.

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.

Learning outcome	Possible evidence	Collection method
Understand sustainable packaging and Circular Economy principles	Participant identifies relevant principles and explains their relevance to packaging.	Discussion, questions, self-assessment.
Analyse packaging practices and improvement opportunities	Participant identifies unnecessary materials, reuse options, recyclability issues or life-cycle considerations.	Case discussion, worksheet, facilitator observation.
Apply eco-design principles	Prototype or digital concept reflects reduction, functionality, material choice or circularity considerations.	Practical activity output.
Communicate value and professional strengths	Participant explains the concept clearly through the personal packaging and elevator pitch.	Presentation and peer feedback.
Collaborate and contribute constructively	Participant engages in discussion, group work and feedback respectfully.	Facilitator observation.
Reflect on future application	Participant identifies one relevant action or learning point for future use.	Reflection, action plan or evaluation questionnaire.

8.8 Measuring Workshop Success

The success of the workshop should be evaluated at both participant and organisational levels.

Possible indicators include:

Participant Indicators

- Number of participants attending.
- Participation throughout activities.
- Knowledge gained.
- Confidence gained.
- Satisfaction levels.
- Networking opportunities created.

Workshop Indicators

- Completion of planned activities.
- Achievement of learning outcomes.

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.

- Quality of group discussions.
- Diversity of participants.
- Feedback received.
- Level of engagement.

Project Indicators

The workshops also contribute to the broader objectives of the UNBOXING Project by:

- strengthening stakeholder collaboration;
- increasing awareness of sustainable packaging;
- promoting Circular Economy principles;
- supporting lifelong learning;
- generating recommendations for future project activities.

8.9 Continuous Improvement

Assessment should not conclude with data collection.

Facilitators are encouraged to review workshop outcomes after each session and identify opportunities for improvement.

Reflection questions for facilitators may include:

- Which activities generated the greatest engagement?
- Which concepts required additional explanation?
- Were the workshop objectives achieved?
- Were all participant groups equally involved?
- What changes could improve future workshops?

By adopting a continuous improvement approach, facilitators contribute not only to the quality of future workshops but also to the long-term sustainability and impact of the UNBOXING Project.

9. Risk Management

9.1 Introduction

Careful planning is essential to ensure that the workshops are delivered effectively and that potential challenges do not compromise participants' learning experience. Although many risks can be anticipated and mitigated through appropriate preparation, facilitators should remain flexible and ready to adapt when unexpected situations arise.

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.

Risk management within the UNBOXING workshops focuses on identifying common operational, technical, and organisational risks and implementing practical measures to minimise their impact.

9.2 Potential Risks and Mitigation Measures

Potential Risk	Possible Impact	Mitigation Strategy
Low participant attendance	Reduced interaction	Promote the workshop early, send reminders, confirm registrations
Technical problems during online sessions	Disrupted learning	Test equipment beforehand and prepare backup communication methods
Poor internet connection	Interrupted participation	Provide downloadable materials and alternative ways to participate
Low participant engagement	Limited discussion	Use interactive activities, polls, and group work
Time overruns	Incomplete workshop	Monitor timing closely and prioritise essential activities
Dominant participants	Unequal participation	Encourage balanced discussion and invite quieter participants to contribute
Guest speaker cancellation	Changes to the agenda	Prepare an alternative case study or facilitator-led discussion
Accessibility barriers	Reduced inclusion	Check accessibility requirements in advance and adapt activities where necessary

9.3 Facilitator Preparedness

Before each workshop, facilitators should complete a simple preparation checklist:

- Review the workshop agenda.
- Test all digital tools and equipment.
- Prepare presentation materials and activity resources.
- Confirm attendance of guest speakers.
- Check room layout or online platform settings.
- Prepare backup activities if timing changes.
- Review participant profiles where available.

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.

Being well prepared reduces uncertainty and allows facilitators to respond more confidently to unforeseen situations.

9.4 Managing Unexpected Situations

Despite careful planning, unexpected situations may occur during any workshop. Facilitators should remain calm, communicate clearly with participants, and adapt the workshop without losing sight of the learning objectives.

Flexibility is particularly important in collaborative learning environments, where discussions may require additional time or participants may raise unexpected questions. Rather than viewing these situations as disruptions, facilitators should recognise them as opportunities to enrich the learning experience while maintaining appropriate time management.

10. Conclusions

The UNBOXING Workshop Guidelines provide a practical and adaptable framework for facilitators, educators, trainers, and project partners to implement engaging and effective workshops on sustainable packaging within the Textile, Clothing, Leather and Footwear (TCLF) sector. The guidelines bring together key theoretical concepts, practical activities, collaborative methodologies, and facilitation recommendations to support a learning experience that is both informative and participatory. Through an active learning approach, participants are encouraged not only to understand the principles of sustainable packaging, circular economy, and eco-design, but also to apply this knowledge to practical situations, discuss challenges, exchange experiences, and develop their own ideas and solutions.

The workshops also contribute to the wider objectives of the UNBOXING project by creating spaces for dialogue, networking, knowledge exchange, and collaboration between VET learners, educators, professionals, and other relevant stakeholders. Connecting learning activities with real examples and practical challenges can help participants better understand the importance of sustainable packaging within the TCLF sector and recognise the role that different actors can play in supporting more sustainable practices. At the same time, the workshops provide opportunities to develop transversal competences such as creativity, communication, teamwork, critical thinking, and problem-solving.

The implementation of the workshops should remain flexible and responsive to the characteristics and needs of each group. Facilitators are encouraged to adapt the activities, examples, timing, and level of interaction where necessary, while maintaining the main learning objectives of the workshop. This flexibility is particularly relevant as sustainable packaging continues to evolve through the development of new materials, technologies, regulations, and business approaches. Updating examples and case

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.

studies over time will help ensure that the workshops remain relevant to the changing realities of the TCLF sector and the broader European context.

Overall, the UNBOXING workshops aim to go beyond the simple transfer of information by encouraging participants to become active contributors to the transition towards more sustainable and circular packaging systems. By combining knowledge, creativity, collaboration, and practical action, the workshops can support the development of relevant competences while strengthening connections between education and the world of work. These guidelines are therefore intended to serve as a useful resource for the successful implementation of inclusive, engaging, and meaningful workshops, with the potential to support continued learning and collaboration beyond the duration of the UNBOXING project.

11. ANNEXES

Using the Annexes

The annexes provide ready-to-use tools that partners can adapt to their local language and delivery context while maintaining the common WP4 methodology. They are intended to support consistent preparation, facilitation, evaluation and reporting across the partnership.

Annex	Purpose
I	Workshop agenda template for planning the three-hour learning sequence.
II	Facilitator checklist covering preparation, delivery and follow-up.
III	Attendance list for participant monitoring, subject to consortium data-protection arrangements.
IV	Participant evaluation questionnaire linked to workshop relevance, learning and satisfaction.
V	Facilitator observation sheet for qualitative evidence of engagement and learning.
VI	Guest speaker feedback form, where external contributors are involved.
VII	Sustainable Packaging Design Canvas for analysis and redesign activities.
VIII	Stakeholder mapping template to identify roles, influence and possible collaboration.
IX	Eco-design checklist to support structured packaging analysis.

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.

X	Personal action plan to encourage transfer of learning after the workshop.
XI	Lessons learned template for continuous improvement between workshop editions.
XII	Workshop reporting template for consistent partner-level documentation.

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.

Annex I – Workshop Agenda Template

Partners may adapt the precise timing while preserving the approximate three-hour duration and the balance between knowledge input, interaction, practical application, reflection and evaluation.

Time	Duration	Activity	Purpose / notes
	10 min	Welcome and introduction	Objectives, agenda, methodology and participation guidelines.
	10 min	Icebreaker	Activate prior experience and create a participatory atmosphere.
	30 min	Understanding sustainable packaging	Core concepts, Circular Economy and packaging impacts.
	30 min	Materials and eco-design	Reduction, reuse, recyclability, functionality and life-cycle thinking.
	10 min	Break	Short break and transition to the practical challenge.
	55 min	Unbox Your Potential	Reflection, packaging design and pitch preparation.
	20 min	Presentations and peer feedback	Share outputs and receive constructive feedback.
	10 min	Reflection and evaluation	Review learning and complete participant evaluation.
	5 min	Closing	Key takeaways and next steps.

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.

Annex II – Facilitator Checklist

Before the workshop

☐ Confirm date, format, venue/platform and approximate duration.

☐ Verify participant targets and profiles.

☐ Check accessibility, language and digital-support needs.

☐ Prepare slides, worksheets, packaging examples and practical materials.

☐ Test equipment, links and digital tools.

☐ Prepare attendance and evaluation tools.

☐ Confirm facilitator roles and any guest contributors.

☐ Prepare a backup activity or alternative for technical problems.

During the workshop

☐ Explain objectives, agenda and participation guidelines.

☐ Encourage balanced participation and use accessible language.

☐ Monitor timing while allowing useful discussion.

☐ Connect activities to sustainable packaging and Circular Economy learning outcomes.

☐ Document key ideas, outputs and recommendations.

☐ Collect attendance and evaluation evidence according to project procedures.

After the workshop

☐ Review participant feedback and facilitator observations.

☐ Compile activity outputs and relevant evidence.

☐ Identify lessons learned and improvement actions.

☐ Complete the workshop reporting template.

☐ Store documentation according to consortium arrangements.

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.

Annex III – Attendance List

Use the consortium-approved data-protection wording and evidence requirements. Collect only the information required for project monitoring and reporting.

No.	Participant name	Organisation / status	Relevant target profile	Signature / attendance confirmation

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.

Annex IV – Participant Evaluation Questionnaire

https://docs.google.com/forms/d/1hw6_kG8UHB31knG2pgLyt1WXpnKM8SaEtQlN77seoXw/edit (please do not edit anything)

Annex V – Facilitator Observation Sheet

Indicator	Observed consistently	Observed sometimes	Needs support	Notes
Active participation	☐	☐	☐	
Collaboration within groups	☐	☐	☐	
Respectful communication	☐	☐	☐	
Critical thinking	☐	☐	☐	
Creativity	☐	☐	☐	
Application of sustainability concepts	☐	☐	☐	
Problem-solving	☐	☐	☐	
Clear communication of ideas	☐	☐	☐	

Facilitator reflection: Which activities generated the greatest engagement? Which concepts required additional explanation? Were all participant groups able to contribute? What should be adapted in future delivery?

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.