



Ecology Awareness of Sustainable Green Development: Collaboration of
Universities and Local Actors
2023-1-SK01-KA220-HED-000161639

WORKSHOP REPORT

TÜRKİYE



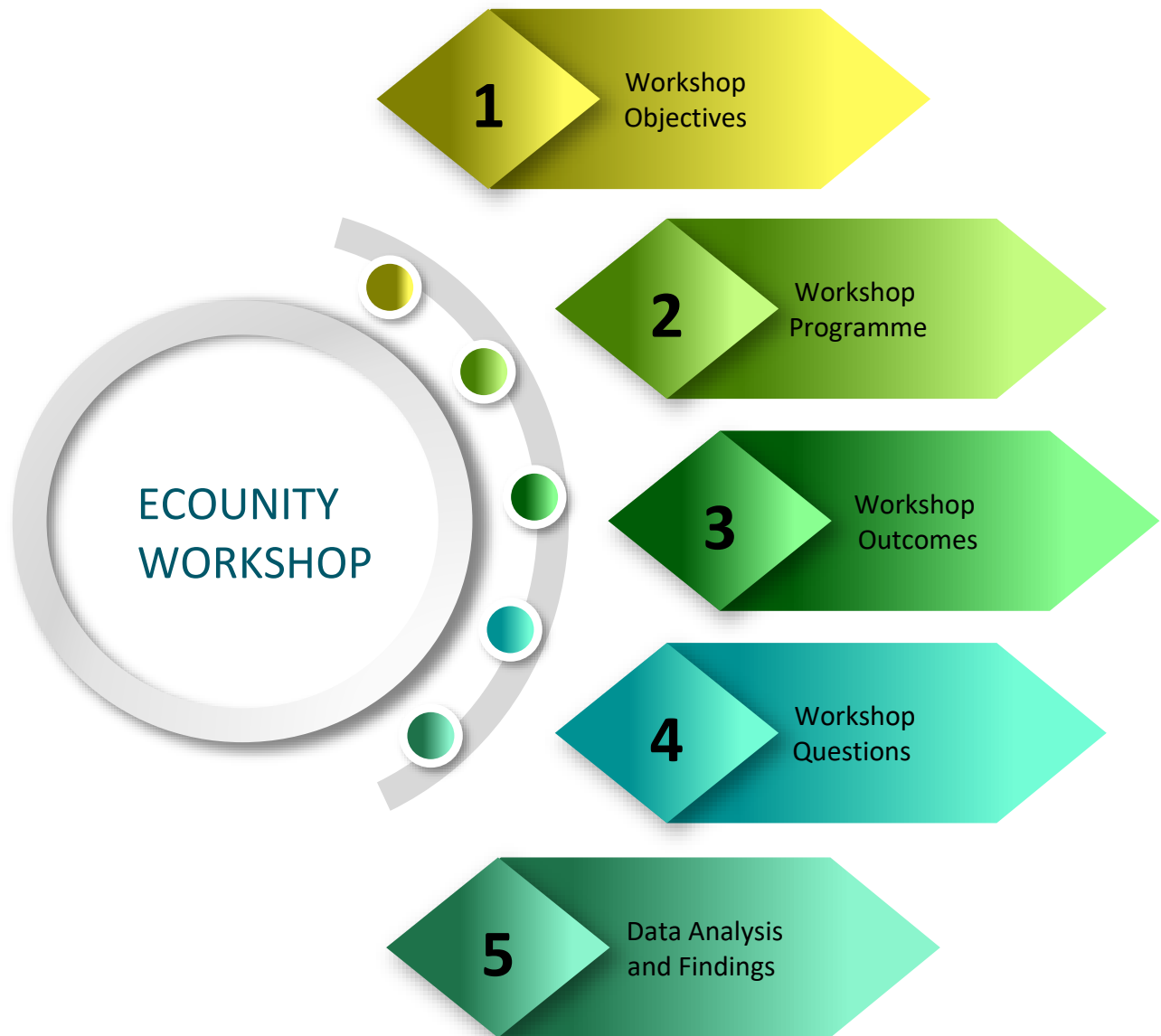
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WORKSHOP REPORT



WORKSHOP OBJECTIVES

As part of the ECOUNITY project, a series of workshops are planned to be held at the local level in the partner countries to examine the crucial interactions between university management, students, and other local actors regarding sustainable green development. These workshops aim to achieve several key objectives:

- The primary focus is to gather valuable data on the existing interaction dynamics between these groups. This data will be instrumental in understanding current levels of engagement, identifying potential barriers and opportunities, and ultimately informing future initiatives towards a more sustainable future.
- The workshops also aim to actively raise awareness and understanding of sustainable practices among a diverse audience. Students, faculty, staff, and community members will be equipped with the necessary knowledge to make informed decisions and contribute to green development efforts.
- The workshops will facilitate partner institutions to benefit from dedicated capacity-building sessions designed to integrate sustainable practices into their study programs. So, universities will be enabled to play a leading role in equipping future generations with the skills to implement sustainable solutions.
- The workshops will foster a collaborative environment where participants can share knowledge, exchange best practices, and build valuable partnerships.

By fostering dialogue between key stakeholders and equipping them with the necessary tools and knowledge, ECOUNITY aims to empower communities to lead the way towards a more sustainable future.



WORKSHOP PROGRAMME

Workshop day:

- **Welcome and introductions:** Partners briefly introduce the project, workshop objectives, and participants.
- **Icebreaker activity:** Partners are suggested to facilitate an interactive activity to break the ice and encourage interaction. (Annex 1)
- **Presentations:** Lecturers and NGO representatives deliver brief presentations on relevant topics, e.g., the importance of student engagement in sustainability, local green initiatives.
- **Brainstorming and group discussions:** Partners encourage participants for focused discussions based on prepared questions.
- **Data collection:** Partners capture key insights and ideas from discussions using designated note-takers, voice recorders, or collaborative online tools.
- **Wrap-up and feedback:** Partners summarize key points, answer questions, and collect participant feedback on the workshop together with the application of the QEF.

Post-workshop:

- **Data analysis and report writing:** Each partner institution uses the pre-defined template to prepare a workshop report summarizing discussions, findings, and insights.
- **Dissemination**
- Share workshop reports internally and externally through project website, publications.
- Create an email group for further exchanges (optional).
- Share an online form to gather their opinions and suggestions in writing.
- Share an online form to inquire about the quality of the local workshop organisation



EXPECTED WORKSHOP OUTCOMES

Process-Oriented Outcomes:

Focus on the workshop experience itself and how it facilitates interaction and learning:

- Facilitating dynamic discussions between university management, students, and local actors on SGD issues.
- Creating a safe and inclusive space for open communication and mutual understanding between different stakeholders.
- Guiding participants towards a common vision for SGD within the local context.
- Highlighting successful initiatives and approaches already implemented by different stakeholders.

Results-Oriented Outcomes:

Focus on the tangible outputs and impacts of the workshop:

- Generating 5 detailed workshop reports containing data analysis, key findings, and actionable recommendations for SGD initiatives.
- Fostering ongoing communication and exchange of best practices between stakeholder groups through networking platforms or joint projects.
- Influencing local policies or university regulations to incorporate sustainability principles.
- Encouraging broader community participation in sustainable green development efforts.
- Gaining insights into workshop organisation in similar contexts through quality evaluations.
- Contributing to the literature to provide scientific data and inspire further research



WORKSHOP QUESTIONS

Student-Local Actor Interactions:

- What are the existing channels and opportunities for interaction between students and local actors in your context? (e.g., internships, student organizations, community projects)
- What are the challenges and barriers hindering effective student-local actor collaboration?
- What are some successful examples of student-local actor partnerships in promoting sustainable green development?
- How can universities better facilitate and encourage meaningful interactions between students and local actors?

Sustainable Practices:

- What are the current awareness and knowledge levels of students, faculty, staff, and local actors regarding sustainable practices in your institution and community?
- What are the main obstacles to adopting and implementing sustainable practices in your institution and community?
- What are some successful examples of innovative and effective sustainable practices that could be replicated or adapted in new contexts?
- How can we motivate university communities and local actors to embrace more sustainable practices?

Capacity Building and Best Practices:

- What are the specific needs and gaps in your institution's capacity to integrate sustainable green development practices into the curriculum?
- What resources, tools, and training would be most valuable for faculty and staff to effectively teach and promote sustainability?
- How can we effectively share best practices and resources among partners to enhance and strengthen our collective capacity for sustainable development?
- What are some innovative approaches to promoting collaboration and knowledge exchange among universities and local communities?

DATA ANALYSIS & FINDINGS

On Friday 1 March 2024, we held the workshop of our ECOUNTRY Project, which aims to gather useful information on practical applications for sustainable green development and the interaction of universities and local actors on this issue, at the Çanakkale Troia Foundation M. Osman Korfmann Library (<https://troiavakfi.com/kutuphane-hakkinda/>). Prior to the workshop, the workshop invitation and programme were sent to NGO representatives, academics, student communities and university administration. The NGOs participating in our workshop are as follows: (1) Çanakkale City Council, (2) TROYA Environment Association, (3) IDA Solidarity Association, (4) Çanakkale TEMA representation and (5) Çanakkale Mountaineering and Nature Sports Club. The university administration was represented by Çanakkale Onsekiz Mart University Green Transformation Coordinatorship and the Dean and Vice Dean of Biga FEAS. Academics from the departments of Economics, Finance, International Relations, Labour Economics and Industrial Relations, Public Administration took part in the academics group. In the student's group, Biga FEAS students took part as members of the Sustainable Green Economy Club. In this context, 8 NGO representatives, 3 University Administrators, 4 Academicians, 5 Students, MELIS Education Technology Project Team (2 people), which is one of our project partners, and 3 people as ÇOMU project team, in total 25 people were present at the workshop. According to the program flow, firstly, the participants briefly introduced themselves and the organisations they represent. Secondly, the purpose and scope of the ECOUNTRY project and the importance of the workshop within this framework were explained by the project coordinator of ÇOMÜ, Assoc. Prof. Dr. Erdal Eroğlu. In addition, the participants were informed, and permission was obtained to record the discussions during the workshop. Afterwards, the participants gathered around the round table were divided into small groups and played Bingo Card game under the coordination of the project partner MELIS. After the game, the workshop started under the moderation of Assoc. Prof. Dr. Erdal Eroğlu. Some of the questions under the headings of Student-Local Actor Interactions, Sustainable Practices, Capacity Building and Best Practices were addressed to the participants under a single heading and some questions were evaluated together. All participants took the floor during the workshop and made contributions. There was a coffee break during the workshop and the workshop lasted three hours in total. During the workshop, very productive discussions were held, and very valuable experiences and information were obtained for the outputs of our project.

The findings are given in the table below:

The questions posed to the participants	Themes	Sub-themes	The excerpts of participants
Student-Local Actor Interactions	Existing channels and	<ul style="list-style-type: none">Student InternshipsTrekking and social activities	(P1): "There was no competence in this regard until the last period. There was not much communication between the university and the city. We have a city council where anyone who has something

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(Q1, Q2, Q3, Q4)	opportunities	<ul style="list-style-type: none"> • Opportunities for CSOs to be involved in working groups. • University Student clubs • Volunteering Studies course • Panels and talks organised by universities and NGOs. 	<p>to do and something to say for this city can easily come and work. We also discussed the issue with the Rector, and he said that he would give his support in the same way”.</p> <p>(P 4): “At the beginning of each term, our clubs open stands and introduce themselves. In addition, the mayor, district governor, etc. all come and take care of us, talk to us when we have problems, help us when we have events. In this regard, the club is a good tool”.</p> <p>(P7): “We are making serious efforts to bring the local and the university together in Biga. In this context, as the faculty management, we support many events”.</p> <p>(P8): “I am taking the Volunteering Studies course, and we are opening this course in the spring semester. This semester we will teach this course through an independent research project. In the first stage, we will do the following. First, we will inform students in a series of 5-6 seminars through online trainings. We will invite various experts from public institutions, for example from the Department of Volunteering Studies of the Ministry of Youth and Sports, or from NGOs. In the second stage, we will visit NGOs. We consider this very important in terms of interaction between students and NGOs. Because when we ask them "Why does an individual volunteer or not volunteer?" one of the answers to the question "Why not volunteer?" is "Because they do not know and do not recognise."</p> <p>(P9): “A dialogue is established between the NGO and the university. We also have climate expert professor members in our association, but they are all retired. New young friends, for example medical students, have started to become members, they are interested. We see the university as official and the NGO as</p>
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			<p>civilian, and we care about the communication between these two".</p> <p>(P10): "For students, the communities are an opportunity, the university, the lectures, as expressed by academics, are not yet sufficient and numerous, there are deficiencies, but it is an opportunity. For CSOs, the implementation of internships is an opportunity. For universities, coordinatorship in co-operation with NGOs are an opportunity".</p>
	<p>Challenges and barriers</p>	<ul style="list-style-type: none"> • Trust in NGOs • Students' anxieties and fears about the future • Conflict of interest of organisations • Lack of motivation for students to get involved in NGO work. • Education and training programmes are not aligned with sustainable development goals. • Individualisation of students in the education system • Previous negative experiences of the University and CSOs • Lack of interaction channels between NGOs and the University • Weak relations between local actors (University and NGOs) • Insufficient funding for student activities 	<p>(P1): "To be confronted in a different way in the future, I will go to this association, but will someone say to me tomorrow, why did you go here?".</p> <p>(P3): "We have tried to make some attempts to popularise nature and to integrate young people into these walks, but I don't think we have been able to make our voices heard much or to touch the necessary authorities, because when we look at the age categories participating in our activities, we generally walk with retired people. At this point, I think that we have a deficiency in guiding young people, that is, in creating network ties, along with our own shortcomings".</p> <p>(P5): "As student clubs, we want to organise more social activities, but local actors want to organise more profit-oriented activities or spend more time and effort there, which is an obstacle to cooperation. Something is being done with NGOs, but we are not aware of it. There is a barrier of miscommunication. Local actors in the city do not know each other. Even if they share what they do with the public, they cannot have an impact, and the profit motive is prioritised".</p> <p>(P6): "As everyone knows, the rate of CSO organisation in Turkey is very low. While the rate of people registering to NGOs is around eighty to eighty-five per cent in</p>

			<p>European countries, it is around five per cent in our country. To act together, to act against something, to bring people and societies together, we need to be members of NGOs, we need to volunteer”.</p> <p>(P9): “For example, environmental impact assessments are being carried out all the time, let's say they are going to expand the area of a thermal power plant or there is something related to mining, we go there, we never see the university, there are always non-governmental organisations there, but these issues are discussed at the university, but they are not in the field”.</p> <p>(P8): "Lack of self-confidence and the thought "What can I do?"</p> <p>(P11):” Fear of contradiction with the political power if the NGO is in opposition. Trust and uncertainty, political fear”.</p> <p>(P12): “I do not believe that universities are only educational institutions that provide theoretical knowledge. Universities are also places where we participate in social life, benefit from the experiences of our professors, and participate in many activities and social events. This is what makes universities. It is an obstacle for universities to give theoretical lectures”.</p> <p>(P13): “An outsider cannot easily enter the university, there are barriers such as identity cards. In Poland, England, Germany, Belgium, I have seen, there is no physical barrier between people from the city, either from NGOs or individually, entering and leaving university buildings, and universities in the city for students and faculty members”.</p> <p>(P14): “One is the education system, and two is the future anxiety of children such as KPSS etc.”</p>
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	<p>Successful examples</p>	<ul style="list-style-type: none"> • Activities carried out within the scope of volunteer work course. • Activities organised by the University Student Societies • Awareness raising activities carried out by NGOs. • Regular NGO congresses organised within the university and project incentives in line with the Sustainable Development Goals • “ÇOMÜ BUTİK” • Green Transformation Coordinatorship and Sustainable Coordinatorship 	<p>(P2) “A new monitoring group has been formed within the working groups carried out by the city council. A citizen report card of this monitoring group will be prepared. Therefore, we will provide an important platform where real data can be accessed, which is one of the most important things that university lecturers are looking for. This will be shared interactively with the city administrators, and in the end, it will give the other party the evaluation of how the relevant services is utilised from the mouths of the citizens. Therefore, to do this, we need young friends who will work in the field. We need lecturers from universities who have the know-how to identify, collect and statistically transform these data into data, and we need communication groups that will announce this back to the city. I think that the university, together with its students, will not throw away such an opportunity that can establish two-way communication. I would like to convey that we are ready and open for this, and that we need you to do this”.</p> <p>(P8): “A social responsibility project coordinatorship was established at our university, I am also on the board of directors, and under this roof, ÇOMÜ Boutique and Biga Boutique are about to be activated. In this regard, ÇOMÜ Boutique acts very systematically and institutionally. Maybe some studies can be carried out in Biga, Çan or Yenice to act more systematically to spread it a little more to the districts”.</p> <p>(P20): “Volunteering Studies course, curriculum, introducing civil society, raising awareness, explaining its importance to students, finding out what we can do against the utilitarian approach”.</p> <p>(P13): “This year we are organising the 7th International Conference on Renewable Energy Cooperatives.</p>
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			Representatives from 9 different countries came to this last conference and talked about their experiences and projects in their own countries”.
Sustainable Practices (Q5, Q6, Q7, Q8)	Motivation and encouragement	<ul style="list-style-type: none"> • Establishment of green transformation coordinatorship and sustainable coordinatorship at the university • University management support • Social transcript application • Positive attitudes of NGOs towards the development of institutional relations with the university • The university supports student clubs. • Collaborations and consortium studies carried out by the university with local actors for green development 	<p>(P1): “In the past months, students came to us for internship, they were satisfied, and we saw that they improved their qualifications”.</p> <p>(P12): "What is important now, if we are going to work with students, is internal motivation and volunteering. In our country, the volunteer is hit by a saddle. I worked as a volunteer, I didn't say Sunday, six o'clock in the morning. Volunteering is really not everyone's job, not everyone can handle it. It requires a motivation. Plus, considering today, it is a luxury for students, dealing with NGOs, especially with a job with divergent goals such as the environment”.</p> <p>(P10): “Social transcript application can also be an incentive mechanism. If students are active in such social projects, their social transcripts are high”.</p> <p>(P16): “Integrate with the city, display its autonomous attitude, get rid of the tutelage of political power, and become a production centre of free thought so that its students can think freely”.</p>
Capacity Building and Best Practices (Q9, Q10, Q11, Q12,)	specific needs and gaps in institution's capacity	<ul style="list-style-type: none"> • Developing curricula in line with sustainable development goals • Enabling NGOs to carry out more activities at the university. • Developing co-operation with local actors and establishing joint 	<p>(P8): “I think it should continue in synchronisation with other departments or by creating a wider roof institutional structure at the university. My second topic, student clubs, yes, they were interrupted due to the pandemic and earthquake, but we think that our student clubs should be much more active in this regard. There are complaints on this issue, students say, "We are members of the clubs, but there is no activity." I think our student clubs should be encouraged a little more in this regard”.</p>

		<p>working groups on urban problems.</p> <ul style="list-style-type: none"> • Organising activities involving more students • Increasing internship opportunities and programmes in NGOs • Academics should include urban problems more in their studies. • Involvement of academics in the working groups of CSOs • Increasing co-operation between the university administration and local actors NGOs to come together more and produce projects with the existing coordinatorship at the university. • Building bridges between student societies and NGOs • Supporting the learning programme in line with sustainable development goals • Involvement of students in more applications • Supporting students' project ideas more implementation of the social transcript application for students to be more 	<p>(P 9): "Students learn more facts if they are in the field".</p> <p>(P13): "It is not easy to make progress without utilising the facilities of public institutions. There is such a problem, we need to write this down as an article. I would like to emphasise two issues. Firstly, social media communication should be used in the most effective way to reach young people. Secondly, NGO managers need to use their networks to find sponsors to create resources to meet the needs of students in a way that will protect their interests, it is very difficult to create volunteers. Also, the curriculum".</p> <p>(P8): "NGO Promotion Days" such as career days and student clubs' promotion days can be organised. If we go through student clubs, there are presidents and counsellors, their list is on the ÇOMÜ website, there are already a certain number of student clubs related to the environment, they can be contacted here".</p> <p>(P15): "We are planning to make our web page interactive. Send the events and seminars we organise about the environment to ydk@comu.edu.tr, we will add them to our news feed and increase the volunteerism of our students. We will also send invitations to environmental associations; we can also publish your announcements".</p> <p>(P16): "The level of knowledge is insufficient; courses should be added to the curriculum. On terrestrial life, climate actions, sustainable development goals. Faculty members should encourage and be active on this issue. These courses should be in every department".</p> <p>(P1): "It was said that courses should be organised. I think these courses should be compulsory rather than elective, e.g. climate change, we all have contact with</p>
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		involved in voluntary work	<p>these. Also, instead of waiting for projects from ministries, universities should produce projects and have them done by ministries. We will help you to introduce and explain city councils in your lectures at the university, we will come to Biga everywhere. The understanding of the city council receives very inadequate publicity”.</p> <p>(P13): “We accept that the duty of the academy is always to produce science, this is its main duty. But when you produce science, that science also needs to be applied to society in an applicable way. It needs to reach a structure that will reach the grassroots. Civil society should be used as an intermediate level to use the scientific language of that science”.</p> <p>(P17): "The provincial organisation can also participate in the workshops to exchange ideas, we can include local administrations, neighbourhoods, mukhtars, villages in Biga. Even coffeehouses in the provinces can come".</p> <p>(P15): “As the Green Transformation Coordinator, we said that ÇOMÜ is the only university in Çanakkale and this city is a green city, the local actors and industry of this city should grow green, so we said let's establish a consortium, we took the biggest companies of the city into our consortium, İÇDAŞ, Kale Group, Dardanel, etc. Together with them, we gave a big Green Transformation Project in Industry. Among these, we have a Green Technologies Centre of Excellence project, which includes digitalisation, waste utilisation, the use and continuity of food waste, iron, and steel waste, etc. in terms of zero waste. We have a Green Technologies Centre of Excellence project, which also includes digitalisation. Our aim is to provide mentoring services to the companies here, we have given a separate project for this, we will mentor not only big industry but also SMEs. Here, we will</p>
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			<p>analyse their needs, make their digital passports, and inform them about their water and carbon footprints. We will train technical staff and social scientist students at ÇOMU on Green Consensus and green transformation. Let these people come out consciously in this way, let them explain this to the upper levels, this is a serious obligation. We want to provide legal, economic, and technical support”.</p> <p>(P18): “Green economy and development has three pillars: public health, environmental protection, economy. Let's improve the curriculum. I can explain circular economy in economics. But I can explain circular economy to a child who is 18-19 years old, but they should be educated, and consciousness should be created beforehand, and when I explain circular economy after that, they should not look at me as if I am explaining something utopian. The generation that grows up with this consciousness should continue this work”.</p>
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5 Key Findings on Student-Local Actor Interactions:

Existing channels and opportunities

- Student Internships
- Trekking and social activities
- Opportunities for CSOs to be involved in working groups.
- University Student clubs
- Volunteering Studies course
- Panels and talks organised by universities and NGOs.

Successful examples

- Activities carried out within the scope of volunteer work course.
- Activities organised by the University Student Societies
- Awareness raising activities carried out by NGOs.
- Regular NGO congresses organised within the university and project incentives in line with the Sustainable Development Goals
- “ÇOMÜ BUTİK”
- Green Transformation Coordinatorship and Sustainable Coordinatorship

5 Key Findings on Sustainable Practices:

- Establishment of green transformation coordinatorship and sustainable coordinatorship at the university
- University management support
- Social transcript application
- Positive attitudes of NGOs towards the development of institutional relations with the university
- The university supports student clubs.
- Collaborations and consortium studies carried out by the university with local actors for green development.

5 Key Findings on Capacity Building and Best Practices

- Developing curricula in line with sustainable development goals
- Enabling NGOs to carry out more activities at the university.
- Developing co-operation with local actors and establishing joint working groups on urban problems.
- Organising activities involving more students
- Increasing internship opportunities and programmes in NGOs
- Academics should include urban problems more in their studies.
- Involvement of academics in the working groups of CSOs
- Increasing co-operation between the university administration and local actors NGOs to come together more and produce projects with the existing coordinatorship at the university.
- Building bridges between student societies and NGOs
- Supporting the learning programme in line with sustainable development goals
- Involvement of students in more applications
- Supporting students' project ideas more implementation of the social transcript application for students to be more involved in voluntary work.



ANNEX 1 – ICEBREAKER ACTIVITIES

ECOUNTY Workshop Icebreaker Activities

Objectives:

- Create a safe and fun environment for open communication and collaboration.
- Introduce participants to the workshop theme and stimulate creative thinking.

Activity 1: Human Bingo

- Create a bingo card with squares containing prompts related to workshop themes, e.g., "Has volunteered for an environmental cause," "Studies in an environmental field," "Can name three local sustainable businesses."
- Participants mingle and ask each other questions to find someone who fits each description on their bingo card.
- The first person to complete a row or diagonal wins, but the focus is on building connections and finding common ground.

Activity 2: Photo Scavenger Hunt

- Divide participants into teams and provide a list of photo prompts related to sustainability concepts or local green initiatives.
- Teams race to find and take photos of objects or locations matching the prompts within the workshop venue or nearby area.
- Teams share their photos and explain their interpretations of the prompts, sparking discussion and creative thinking.

ANNEX 2 – WORKSHOP CONTENT

PROJECT NAME: Ecology Awareness of Sustainable Green Development: Collaboration of Universities and Local Actors

PROJECT NO: 2023-1-SK01-KA220-HED-000161639

WORKSHOP NAME: INTERACTIONS BETWEEN UNIVERSITIES AND LOCAL ACTORS FOR SUSTAINABLE GREEN DEVELOPMENT

OBJECTIVES: The main purpose of this workshop is to collect data on interactions between university management, students, and other local actors regarding sustainable green development.

The partners of ECOUNITY identified the other objectives of the workshop as follows:

- Increase awareness and knowledge about sustainable practices among students, faculty, staff, and other local actors.
- Enhance capacity building of partner institutions to integrate sustainable practices into their study programs.
- Facilitate collaboration and exchange of best practices among partners and stakeholders.

PARTICIPANTS: Academicians, relevant NGO representatives, volunteer students who want to contribute, HEI managers, and associated partner representatives

WORK PLAN:

- 1- Participants will be informed about the content of the workshop before the activity.
- 2- They will be asked to revise their knowledge before the activity takes place.
- 3- The workshop organisation will be carried out, starting with a presentation about objectives.
- 4- Next, the participants' opinions, experiences and creative ideas will be received.
- 5- Participants will be asked to fill in Annexe 4 after the workshop activity.
- 6- They will also be asked to fill in a quality evaluation form, which is Annexe 2.
- 7- Participants will have 1 week to fill in Annexe 4 and return it to the moderators.
- 8- The workshop results will be published on the project website and the participants will be able to receive more information about the workshop activities.

ANNEX 3 – CHALLENGES & SOLUTIONS

Please provide 5 different challenges and 5 solution offers to bridge the gap between university students and local actors to stimulate university students to gain the capacity for developing green sustainability mentality in their future professions.

CHALLENGES

- Trust in NGOs
- Students' anxieties and fears about the future
- Conflict of interest of organisations
- Lack of motivation for students to get involved in NGO work.
- Education and training programmes are not aligned with sustainable development goals.
- Individualisation of students in the education system
- Previous negative experiences of the University and CSOs
- Lack of interaction channels between NGOs and the University
- Weak relations between local actors (University and NGOs)
- Insufficient funding for student activities

SOLUTION OFFERS

- Developing curricula in line with sustainable development goals
- Enabling NGOs to carry out more activities at the university.
- Developing co-operation with local actors and establishing joint working groups on urban problems.
- Organising activities involving more students
- Increasing internship opportunities and programmes in NGOs
- Academics should include urban problems more in their studies.
- Involvement of academics in the working groups of CSOs
- Increasing co-operation between the university administration and local actors NGOs to come together more and produce projects with the existing coordinatorship at the university.
- Building bridges between student societies and NGOs
- Supporting the learning programme in line with sustainable development goals
- Involvement of students in more applications
- Supporting students' project ideas more implementation of the social transcript application for students to be more involved in voluntary work

Confidential Annexes (Uploaded to the Archive Folder)

- 1- Participant List
- 2- Presentation/s
- 3- If possible, video records of the workshop
- 4- Screenshots from the workshop
- 5- Brief press news about the workshop (both in English and in your native language)
- 6- Efficient practices that the participants offered.
- 7- Quality Evaluation Results