

TEMPLATE FOR THE DESIGN OF A SERVICE-LEARNING PROJECT*

1.- PROJECT TITLE

SDG Awareness and Behavioural Changes. Case of Sustainable Consumption
Acronym: **SDG-ABC**

2. PROJECT SUMMARY *(brief description 300 to 500 words)*

The objective of the SDG-ABC project is to involve students in small team tasks to generate awareness / behavioral social change towards the SDGs using marketing knowledge and tools. Sustainable Development Goals (SDGs) are (should be) a universal commitment of all countries and societies, communities and organisations, groups, and individuals. All the 17 SDGs represent important challenges for the decision makers at all levels. Therefore, raising awareness on one or several SDGs increase the capacity of people involved in related processes to become more engaged in achieving these goals for the benefit of specific target audiences. Raising awareness is an important mean of implementation actions towards the achievement of sustainable development and of a better life for everybody. Moreover, promoting awareness on SDGs encourages individual and societal behavioural changes

(<https://climate-adapt.eea.europa.eu/en/metadata/adaptation-options/awareness-campaigns-for-behavioural-change>). Behavioral change contributes to the social good; (Social Marketing: Behavior Change for Social Good 6th Edition, by Nancy R. Lee (Author), Philip Kotler (Author)).

Students at the University of Bucharest studying Marketing could get themselves involved in different small actions to increase awareness and generate a contribution to a future behavioural change. Relevant topics are explored through the students' tasks, for example: Rational production; Healthy habits; Clean water; Recycling and changing behaviours; Saving energy behaviours (tips and tricks); Sustainability in day-by-day life; Sustainable consumption; Quality financial education.

In 2023-2024 academic year the SDG-ABC is focused on the **Case of Sustainable consumption**. Therefore, the course can be repetitive, and new marketing campaigns created.

The project **SDG-ABC** is a project of service learning with the following components:

1. Course on SDGs understanding and the marketing role in generating awareness.
 - Professor and students will allocate 6 hours to understand the SDGs and to

find about best practices at an international level to raise awareness at a community/group level. The distribution of hours:

2 hours lecture plus learning resources are shared;

2 hours of best practices will be shared;

2 hours group and labour division;

2. Implementation of the SDG-ABC dedicated to the Sustainable Consumption (minimum of 15 hours)

- Students will start to work in teams of 2-6 members
- Students will decide on the type of the marketing campaigns
- Students will identify the community of beneficiaries to work with – a student/pupil community (pupils in learning in a school, students in the first year, pupils enrolled in the Foundations programme of UB, such as SEED (Educational Support for Disadvantaged Pupils)
- Post will start to be designed and promoted according to the marketing campaign – Social media pages/physically
- 1-3 events/student group will be delivered, such as workshops, lectures, Q&A on sustainable consumption.

3. Reflection stage on SDB-ABC, case of Sustainable Consumption

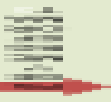
- 4 hours of reflection will consist of short presentation. After service learning – students will come back to class for reflection and communicate the lessons learned for all participants (a ppt with visuals).

3.- TECHNICAL DATA

Higher Education Institution or responsible entity:	University of Bucharest
Person in charge of the project in the HE Institution:	Magdalena Iordache Platis
Number of students participating in the project:	50 (minimum)
Course/age/gender of the participating students:	Marketing / 18-24 years old/male, female, other gender
Number of final beneficiaries of the service:	300 (minimum) – students and pupils (pre-university schools)
Project type: (face-to-face, virtual, mixed and/or international):	Mixed
Do the students work with social entities or with final beneficiaries of the service?	Some students will work with different stakeholders – NGOs, private companies

4.- BACKGROUND (context in which it arises, if it has been carried out previously, if it is part of a project that already exists or the previous experience from the people involved)

University of Bucharest (UB) has implemented a marketing campaign in a Horizon 2020 during 2017-2021 coordinated by NUS (National Union Students from the UK)



dedicated to create awareness and change behaviours of students living in dormitories and private accommodation towards energy consumption through a very efficient marketing campaign. The project aimed at saving energy in halls of accommodation and around 10 % of energy consumption had been reduced every year before pandemic. The team project created a FB page:

<https://www.facebook.com/UOBSSO/> which is still active for sustainable reasons.

Details can be found at: romania.studentswitchoff.org

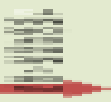
The current context at the university of Bucharest is open to such themes as SDG-ABC, since many efforts have been made towards acting to contribute to the SDG. Relevant actions of the academic community have been considered in the Report on sustainability which was released in 2022 for the second time; the full report can be found at:

https://unibuc.ro/wp-content/uploads/2022/10/SDG-Report_UB_2020-2021.pdf.

Moreover, the visibility of the UB's efforts in this matter are evident; in 2023, the UB was ranked in the THE Impact Ranking in excellent positions: 201-300 category worldwide and 1st in Romania, based on SDG 16 (Peace, Justice and Strong Institutions), 5 (Gender Equality), 4 (Quality Education) and 17 (Partnerships for the Goals).

In the 2022-2023 academic year a pilot similar project was proposed at the Marketing course, but being optional, not many students participated. Those who did, provided excellent feedback. This pilot service learning project consisted in the following description:

- *For students involved in service learning activities (25 hours): interactive, original ppt presentation in the course (will last 10 minutes), on the chosen topic (you will mention where the practical aspects come from - maximum 6 slides. Registrations will be made with the programming on the course dates, the head of year, in the last 4 weeks of the course.*
- *Explanation: Students will carry out 25 hours (1 ECTS) of activities in the field of the discipline at the level of an identified service learning community, either option a) or b). Students are invited to choose a community (a locality, a group of beneficiaries with an identified need):*
 - a) an activity of at least 25 hours (equivalent to 1 ECTS allocated to the discipline) within a prestigious association (please consult with the professor in choosing the association, it can be the student association you belong to). Students will choose the activity and/or the NGO until April 9, 2023. The head of year will transmit to the teacher for acceptance of the practical activity a table with - student name and surname, type of activity/project, NGO or beneficiary institution, experience. List validation - until April 14, at class time.*
 - b) a research activity and inventory of at least 3 social responsibility actions carried out by different social partners in a chosen community.*



Note: for any option chosen (a or b), students will create a ppt (3-6 slides) and transmit what they have achieved/researched in a synthetic form: the chosen community, the identified need, the activity carried out, the benefits generated for the community and personal opinion. This document will be uploaded to Moodle. All students will upload the document to Moodle even if they do not present in class and it will be a requirement to participate in the exam.

5.- GENERAL SOCIAL NEED FOR THE PROJECT (S-L addresses real needs in the community, it is significant and relevant for both students and community partners. Relevant topics related to civic, cultural, economic and political society are explored through the project.)

The SDG-ABC is relevant to all participants involved in the projects:

- Students will learn and will act under a professor supervision and could benefit from an external support, such as from an NGO or private company
- Students will have the freedom to choose the topic based on their preferences and knowledge, and will start a marketing campaign using mechanisms at their choice, such as traditional tools or social media
- Students will achieve more than knowledge, they will gain satisfaction from acting, the SDG-ABC being a possibility to learn by doing.
- Community will benefit from the knowledge, experiences, actions shared in the marketing campaigns, beneficiaries being either students or pupils.

Relevant topics are explored through the students' tasks, for example:

1. Sustainable consumption of different products (such as candies);
2. Saving energy in an intelligent living style;
3. Stop food waste in households;
4. No paper printed;
5. Reduction, recycling and reuse – best practices.

6.- SERVICE OBJECTIVES (what is the purpose of the project, what service will be provided to address the social need)

Social need: the need for a new model of consumption by making clear the importance of sustainable consumption in all areas.

Service provided: marketing campaigns on different sustainable consummation topics and actions towards the lessons learned.

Service main objective:

- to increase awareness on SDGs, particularly towards sustainable consumption and to implement adequate actions in this manner.

Service secondary objectives (according to the marketing campaigns):

- reducing food wasting at an individual / household basis;

- saving money in shopping processes;
- saving energy and money;
- paperless education for pupils and students;
- reduction, recycling, and reuse – best practices and actions.

Several actions will be provided to serve the community:

1. Workshops on topics chosen by students and relevant to SDGs
2. Social Media pages will be created to promote knowledge and best practices related to the tasks chosen by students
3. Lectures will be held in schools
4. Interactive events will be created with the support of external stakeholders.

7.- LEARNING OBJECTIVES (Specific contents and competences of academic subjects or academic degree, and/or transversal (generic) competences.

Specific competences related to the Marketing subject:

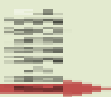
- understanding the marketing environment and the characteristics of the society – cultural, legal, demographical, political, economic, social, ecological, technological, informational
- knowledge of consumer behaviour and its determinants
- analysis of SDG related practice and marketing campaigns.

Transversal competences:

- Increasing the teamwork ability
- Better communication
- Openness to new experiences
- Accepting feedback from other people
- Adjust behaviours
- Thinking outside the box
- Critical approach
- Creativity
- Responsibility
- Proactiveness
- Positive attitude

8.- SUBJECTS/CURRICULAR AREAS INVOLVED (curricular subjects/courses?, a specific S-L course?, program?, etc.)

Subject: Marketing, subject integrated in the curriculum of Business Administration study programme and Marketing study programme, bachelor studies, faculty of Business and Administration



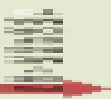
9.- ACTIVITIES TO BE CARRIED OUT IN ORDER TO ACHIEVE THE PROJECT OBJECTIVES (both inside and outside the classroom. Activities that deal with the preparation, implementation, closing and evaluation of the project.)

Main activities:

1. Identify the target audience of the marketing campaign (the beneficiaries of the service);
2. Research the beneficiaries of the marketing campaign – their habits, preferences, life style, strengths and weaknesses etc.;
3. Define the marketing objectives to be considered in the marketing campaign towards the sustainable consumption;
4. Identify potential partners to support the marketing campaign; partnering with stakeholders;
5. Create a marketing plan as, a flexible document different from one group of students to another. Identify what type of marketing plan you want to create:
 - Social media Marketing Plan
It's important here to actually have a strategy for your social media. If your plan simply says "post 5 times a week on Instagram between 9 am and 11 am" then that's great, but how does that help you meet your goal of, say, growing your followers by 15% by the end of the quarter?
https://www.semrush.com/blog/marketing-plan/?kw=&cmp=ES_SRCH_DSA_Blog_EN&label=dsa_pagefeed&Network=g&Device=c&utm_content=622242392132&wid=dsa-1754723153993&cmpid=18347529021&agpid=144353405714&BU=Core&extid=60163190514&adpos=&qclid=Cj0KCQjwTO-kBhDIARIsAL6LorcDmPP55g2_PPIWUMdSbv4cEHPIWHYnG_sB27QS9kemTzl4lz8WJKYAiMnEALw_wcB
 - Event Marketing Plan
Identify which events you think could be the most beneficial for your target audience, and specify what you hope to achieve at each event.
 - Integrated Marketing Plan
This is a mixed option of using several options and channels.
6. Identify a budget and all other resources needed;
7. Decide the distribution of the campaign (Social sites, word of mouth etc);
8. Monitor the implementation of the marketing campaign (including the events if there were organized);
9. Calculate the right metrics of the marketing campaign;
10. Disseminate the marketing campaign at the UB level as a good practice.

10.- LINK TO THE SUSTAINABLE DEVELOPMENT GOALS AND TARGETS (Go to: <http://sdg.humanrights.dk/es/goals-and-targets>)

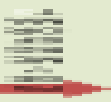
SDG	TARGETS
1. SDG 12: Responsible consumption and production	1.1. to reach at least 3 groups of pupils with the awareness marketing campaign (1 group from NGOs programmes and 2 groups from 2 different schools);
2. SDG 4: Quality education	
3. SDG 17: Partnering for the	



goal	<p>1.2. to reach at least 5 groups of students (preferably in the first year of studies) to promote awareness on sustainable consumption.</p> <p>1.3. to get at least 50 students engaged in marketing campaign;</p> <p>1.5. to reach at least 20 participants / event</p> <p>1.5. to increase the number of likes on Social media campaigns by 10 % after first 2 weeks.</p>
11.- HOW IS THE GENDER PERSPECTIVE INCORPORATED INTO THIS SERVICE-LEARNING EXPERIENCE (Equitable distribution of tasks among man and women; use of non-sexist language and images; recognizing and value the existence of multiple gender identities)	
All students will be accepted to take part in the projects. Tasks will be distributed equally from the very beginning. This will be decided by the professor at the date of task proposed. All posts will be monitored by seminar and lecture teachers to avoid any potential risk.	
12.- ENTITIES PARTICIPATING IN THE PROJECT (social entities, Public Administrations, educational centers, etc.)	
<p>NGO - Foundation Virtute et Sapientia of the University of Bucharest (https://fundatia.unibuc.ro/)</p> <p>University stakeholders – small and medium, large companies</p>	
13.- REFLECTION ACTIVITIES (Outline how reflection will be carried out with S-L participants: Reflection about what; when and through what means the reflection will take place. Analysis of different perspectives related to the problem that is being faced, and link of the S-L experiences to the theoretical and methodological framework of the academic subject/curriculum)	
<p>Reflection stage on SDB-ABC, case of Sustainable Consumption</p> <p>Students will have a ppt to present at the end of the semester:</p> <ul style="list-style-type: none">- What they did;- How they did;- What they learned;- What went well;- What went least well;- What will they change for a next similar projects.	
14.- EVALUATION (who evaluates, what is to be evaluated, when will the evaluation take	



place, and through what means will the evaluation be conducted)	
Students have allocated 1 ECTS at the Marketing course. The professor of Marketing will evaluate the projects as part of continuous evaluation (1 point of the final grade). Sharing the results is mandatory in the reflection stage.	
Indicators of impact on learning	Indicators of social impact
1.to increase knowledge of students in the Marketing course (learning by doing);	1.to reach at least 3 groups of pupils with the awareness marketing campaign (1 group from NGOs programmes and 2 groups from 2 different schools);
2.to develop competences achieved by students;	2.to reach at least 5 groups of students (preferably in the first year of studies) to promote awareness on sustainable consumption.
3.to change attitude towards consumption;	3.to get at least 50 students engaged in marketing campaign;
4.to increase the students' civic engagement	4.to reach at least 20 participants / event;
	5.to increase the number of likes on Social media campaigns by 10 % after first 2 weeks.
15.- CELEBRATION OF THE PROJECT AND ITS RESULTS (diploma award ceremony, party, meetings, etc.)	
15 December 2023: Service Learning Day at the UB	
16.- COMMUNICATION AND DISSEMINATION ACTIVITIES (use of social media, internet, YouTube, publications, conference presentation, etc.)	
<ul style="list-style-type: none">- Social Media created as the support for the marketing campaign- Social Media of the UB- Informative bulletin of the UB	
17.- CALENDAR (timeline of the project activities)	
October 2023-december 2023 <ul style="list-style-type: none">- 1- 20 October – decision on the tasks and team creation- 20 October – 30 November – tasks implementation- 1-15 December – reflection days	



18.- HUMAN AND MATERIAL RESOURCES NEEDED TO CARRY OUT THE PROJECT (teachers, students, administrative staff; teaching resources, furniture, etc.)

1. 3 professors
2. 2 student leaders acting like administrators
3. Desk equipment – computers and printers – personal ones and from the university
4. Teaching resources – websites, articles

19.- BUDGET (income, expenses and co-financing)

Travel expenses will be personally covered by students. In some cases, UB will support some of the cost for printed posters or documents for beneficiaries. Also, some of the stakeholders might sponsor some events and cover catering costs, for example.

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*Reviewed by the Subcommittee of the Technical Commission of S-L in the Public Universities and the City Council of Madrid.