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Trainer’s guide

July 2026



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Preamble

This Trainer's Guide has been developed as part of the OSCAR project (Fostering YOuth Behavioural Change Towards Sustainable Choices Concerning WAste of ElectRonic

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Devices). OSCAR is an Erasmus+ Cooperation Partnership co-funded by the European Union[1].

The OSCAR project aims to raise awareness among young people about the environmental, social and economic challenges associated with electronic waste (e-waste), and to encourage more sustainable consumption habits and the responsible management of electrical and electronic equipment (EEE). Through a combination of digital learning resources, interactive activities, and innovative educational tools, the project seeks to empower young people to contribute actively to the transition towards a circular economy.

This guide is primarily intended for youth workers, trainers, educators, facilitators, and other professionals involved in non-formal and informal learning environments. It provides practical guidance on how to use and combine the OSCAR educational resources effectively, including the Digital Training Hub, learning modules, quizzes, augmented reality (AR) case studies, factsheets, infographics and lesson plans.

The OSCAR project's pedagogical approach is based on active participation, experiential learning, and behavioural change. Rather than focusing solely on acquiring knowledge, the project encourages learners to reflect on their consumption practices, develop critical thinking skills and identify concrete actions they can take in their daily lives. Trainers are therefore encouraged to adapt the proposed activities to the needs, interests and backgrounds of their participants, thereby fostering dialogue, collaboration and creativity.

Accessibility, inclusiveness and digital innovation have been given particular attention. The resources have been designed to be flexible and adaptable for use in various educational settings, such as youth organisations, community groups, schools, vocational training centres, and other learning environments. The guide provides recommendations to ensure that all young people, including those with fewer opportunities, can participate in OSCAR learning activities, and should therefore be considered a practical companion to the OSCAR educational resources. It helps trainers to make the best use of the project's tools and maximise their impact on young learners.

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[1] Project reference *2023-2-FR02-KA220-YOU-000178430*

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1. Introduction

The OSCAR project aims to empower young people to adopt more sustainable behaviors in their consumption and disposal of Electrical and Electronic Equipment (EEE). In a context where e-waste is one of the fastest-growing waste streams worldwide, the project provides innovative tools and training materials to raise awareness, build green skills, and encourage responsible action. Youth trainers play a central role in this effort: as facilitators, mentors, and role models, they help young people understand the environmental impacts of e-waste and support them in making informed, responsible choices. This guide has been designed to assist trainers in navigating the OSCAR resources, delivering high-quality learning experiences, and contributing to broader European priorities related to environmental protection, active citizenship, and the development of skills for the green transition.

2. How to Use OSCAR Resources

2.1. Overview of Modules (0–9)

The OSCAR curriculum is structured into 10 modules, each with clear learning outcomes, recommended duration, and guidance for trainers. Modules address:

- Introduction to the OSCAR Course
- Understanding the e-waste
- Environmental Impacts of E-Waste
- Health Risks from E-Waste Management
- Policies and Extended Producer Responsibility
- Sorting and Recycling Processes
- Repairability, Recycling, and UpCycling
- Recycling and why it‘s important
- Role of Manufacturers and Sustainable Design
- Conscious Consumption and Device Care

Each module can be delivered independently or combined into a full training program.

2.2. Using the Digital Training Hub

The OSCAR Digital Training Hub is a multilingual online platform designed as the central access point for all project resources. It brings together the full curriculum, PowerPoint slides for each module, quizzes, augmented-reality case studies, fact sheets, lesson plans, the project infographic and a set of dedicated trainer-support materials. Trainers can freely navigate the platform, download any resource, and adapt the content to their audience or local context.

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In addition to training materials, the Digital Training Hub hosts information and links to the OSCAR Youth Competition — a Europe-wide challenge that encourages young people to develop creative ideas focused on reducing e-waste, promoting reuse and repair, and advocating responsible consumption.

The Hub is intentionally designed to be intuitive, allowing users to move seamlessly from theory to activities, and to easily integrate the materials into their own training practice.

URL of the Digital Training Hub: https://oscarlms.eumecb.com/

2.3. Integrating AR Case Studies

Augmented Reality (AR) is one of the most innovative aspects of the OSCAR project. By bringing digital objects into the learning space, AR helps make abstract concepts tangible and greatly enhances engagement among young participants. Through the AR case studies, learners can visualize how e-waste flows across different stages of the value chain, explore the environmental impacts of electrical and electronic equipment (EEE), interact with repair and recycling scenarios, and understand the full lifecycle of common devices.

To ensure a smooth experience, trainers are encouraged to test the AR tools—especially Zappar—before the session begins. A short introduction to AR at the start of the activity helps reduce apprehension for participants unfamiliar with this technology. Small-group exploration also supports peer learning and encourages discussion. Trainers should always prepare a non-digital alternative in case of connectivity or technical issues, ensuring that the learning outcomes remain achievable regardless of the technological environment.

2.4. Using Factsheets & Infographics

The factsheets included in the OSCAR resources provide concise and accessible information on the e-waste landscape in each partner country (France, Greece, Malta, Spain and Estonia). They outline national e-waste quantities, describe existing collection and recycling systems, present the legal and regulatory frameworks, and identify key stakeholders. These documents offer an excellent starting point for contextualized discussions with learners.

Infographics complement these factsheets by offering visual summaries of essential concepts. They can be used to introduce a topic, clarify complex processes, or support quick explanations during workshops. Their clear and engaging format makes them particularly useful for younger audiences or for sessions requiring rapid understanding.

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2.5. Using Quizzes & Evaluation Tools

Quizzes are embedded within each OSCAR module and serve multiple pedagogical functions. They help trainers assess baseline knowledge before starting a session, reinforce learning at key moments, and stimulate individual or collective reflection. Beyond knowledge acquisition, quizzes also allow trainers to monitor participants' progress over time.

The format of the quizzes is flexible and can be adapted to the needs of each group: they may be used individually, in pairs, as a collective classroom activity, or delivered digitally or verbally. This flexibility ensures that trainers can integrate evaluation into their teaching approach in a way that is engaging, inclusive and aligned with the session's learning objectives.

3. Pedagogical Strategies

3.1. Active Learning Approaches

Active learning techniques are essential for capturing young people's attention, stimulating their curiosity, and improving the long-term retention of key concepts. Within the OSCAR training sessions, group work can be used to explore practical scenarios or analyze case studies, encouraging collaboration and critical thinking. Debates on responsible consumption allow participants to express their views and confront different perspectives, while role-play activities offer an immersive way to simulate repair situations, reuse options, or everyday consumer decisions. Gamification elements—such as points, challenges or friendly competitions—add a playful dimension that increases motivation. Youth challenges linked to the national competitions planned within the project can also strengthen engagement by providing concrete goals and a sense of achievement. Together, these approaches turn learning into a dynamic, participatory and meaningful experience.

3.2. Using Digital Tools for Engagement

Digital tools can significantly enhance interactivity and foster creative participation. Platforms such as Canva allow learners to co-create posters or develop their own "responsible tech" pledges, giving them a visual and personalized way to express their ideas. Mentimeter provides opportunities for live polls, word clouds or quizzes, which energise group discussions and offer immediate feedback. Collaborative tools such as Miro or Trello can be used to build shared diagrams, map ideas or structure group tasks, strengthening teamwork and collective thinking.

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To further gamify the learning experience, trainers are encouraged to use Kahoot!, an interactive quiz-based platform that is especially popular with youth audiences. Kahoot! allows trainers to create or adapt quizzes linked to the OSCAR modules and use them in real time during sessions. Its competitive and playful format increases attention, motivation, and knowledge retention, while also serving as an informal assessment tool. The platform is free for basic use, making it accessible for a wide range of training contexts. By integrating these digital supports, trainers enrich the learning experience and expand the ways in which youth can actively contribute.

4. Assessment & Evaluation

4.1. Pre- and Post-Session Surveys

Pre- and post-session surveys are valuable tools for assessing the impact of OSCAR training activities. They help trainers measure changes in participants' knowledge, perceptions, motivations, and their intention to adopt more sustainable behaviours related to electrical and electronic equipment (EEE). By comparing responses before and after the session, trainers can evaluate the learning outcomes and identify areas requiring further attention.

4.2. Observation Checklists

In addition to formal surveys, observation during activities plays a key role in understanding how young people engage with the content. Trainers can use observation checklists to monitor levels of engagement, the quality of participation in group tasks, problem-solving behaviors and the nature of interactions within the group. These checklists also help assess the degree of autonomy displayed by participants when completing activities. Such observations offer nuanced insights that complement survey data and support trainers in tailoring future sessions to better meet learners' needs.

4.3. Feedback Loops

Feedback mechanisms are essential for ensuring continuous improvement within the OSCAR training program. Young participants can share their impressions through short feedback forms or live digital polls, providing trainers with immediate insights into what worked well and what could be improved. Trainers are also encouraged to exchange experiences and tips with their peers, contributing to a shared learning community. By integrating this feedback into the design of subsequent sessions, the training becomes more responsive to participant needs and more effective over time. This ongoing feedback cycle ensures that OSCAR remains dynamic, relevant and engaging.

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5. Motivating Youth

5.1. Linking Training to Real-Life Benefits

Young people are more likely to engage in sustainable behaviors when they clearly understand the concrete benefits associated with them. Emphasizing practical advantages—such as saving money by repairing rather than replacing devices, extending the lifespan of everyday electronics, or simply reducing clutter at home—helps make sustainability feel relevant and achievable. These direct, personal gains complement the broader environmental benefits, such as reducing pollution and conserving resources. By showing how responsible consumption can improve both daily life and the environment, trainers can make sustainability tangible and meaningful for participants.

5.2. Connecting Youth with Green Careers

Introducing young people to potential career opportunities within the circular economy can significantly strengthen their long-term engagement. The e-waste sector and related fields are expanding rapidly and offer diverse professional pathways, including repair and refurbishment, reuse logistics, innovative recycling technologies, eco-design, sustainable product development, or even digital sustainability consulting. Highlighting these career options helps participants envision how their skills and values might align with emerging green jobs. This forward-looking perspective can motivate youth not only to adopt sustainable behaviors but also to see themselves as future contributors to a more circular economy.

5.3. Inspirational Case Studies

Real examples of youth-led initiatives are powerful tools for generating motivation and fostering a sense of empowerment. Projects such as youth repair cafés, maker labs, digital recycling challenges, or eco-clubs in schools demonstrate that young people can play a direct and creative role in promoting sustainable practices. These stories offer relatable models and show that meaningful change is already happening at the local level. By presenting these initiatives, trainers help participants identify with other young changemakers and reinforce the idea that they too have the capacity to act and inspire others.

5.4. In-Class Competitions and Gamified Learning

In-class competitions are powerful tools to motivate youth participation and to assess how well key concepts have been understood. By introducing short, gamified challenges during or at the end of a session, trainers can reinforce learning outcomes while maintaining a high level of engagement. These competitions may take the form of quizzes, challenges, or interactive games linked to the OSCAR modules. They allow

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trainers to quickly check knowledge acquisition, identify topics that may require further clarification, and encourage collaboration among participants. Digital tools such as live quiz platforms or low-tech alternatives (paper-based challenges, role-play scenarios) can be used depending on the training context.

6. Accessibility & Inclusivity

6.1. Language Adaptation

Ensuring that all participants fully understand the training content requires clear, accessible communication. Trainers are encouraged to use simple and direct sentences, avoid unnecessary technical jargon, and repeat key messages at different moments in the session. The translated materials available on the OSCAR Digital Training Hub provide valuable support and should be used whenever possible to reinforce comprehension. By adopting a language-sensitive approach, trainers help create an inclusive learning environment where every young person, regardless of linguistic background or proficiency, can actively engage.

6.2. Cultural Sensitivity

Cultural relevance is essential for maintaining youth engagement and ensuring the training resonates with diverse audiences. When presenting examples or case studies, trainers should adapt them to reflect local realities, including national consumption habits, existing recycling or collection systems, and cultural attitudes toward repair, reuse, or technology. Aligning learning materials with the everyday experiences of participants strengthens their connection with the topic and increases the likelihood of meaningful behavioral change.

6.3. Digital Inclusion

Digital access varies significantly among young people, and training sessions must accommodate these differences. Trainers are encouraged to prepare offline versions of key activities, propose low-tech alternatives to digital tools, and organize group-based AR activities where devices can be shared. Printable materials should also be available for settings with limited connectivity. By integrating these strategies, trainers ensure that digital constraints do not limit participation and that all youth can fully benefit from the OSCAR program.

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7. Trainer's Checklist

7.1. Before the Session

Preparation is essential for smooth and impactful delivery. Trainers should review the relevant modules in advance, organize the PPT slides and planned activities such as review recommended videos from Youtube, and test all AR features using the Zappar tool. It may be necessary to print worksheets or activity sheets depending on participant needs. Attention should also be paid to the room layout, internet connection, and the availability of group materials (markers, post-its, or other supplies). A well-prepared environment enhances engagement and reduces the risk of technical or logistical challenges.

7.2. During the Session

To create a dynamic and interactive learning atmosphere, trainers can begin with a short energizer to capture attention and build group cohesion. Throughout the session, they should encourage participation, promote collaboration, and focus on facilitation rather than lecturing. Monitoring timing, alternating between visual, oral, and interactive activities, and adapting to the energy of the group help maintain engagement and ensure that learning objectives are met.

7.3. After the Session

Post-session activities are crucial for reinforcing learning and supporting continuous improvement. Trainers should collect feedback from participants, share follow-up resources, and encourage concrete commitments or actions related to sustainable e-waste management. Reflecting on the session—what worked well, what could be improved—helps trainers strengthen future interventions and enhances the overall effectiveness of the OSCAR program.

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