

Certificate Sustainable Development and Social Innovation 2018/2019

Peer group projects – Please make your choice

Peer groups are an experimental field for bridging the gap between academic literature and theory encountered in the course and practical problems of salience to Luxembourg (uncertain, unique, situated, and in some areas contested or contradictory). Peer groups also allow to practice engaging in a social learning process in small and diverse groups, as you would if you were to mount a citizens initiative on a sustainability challenge in which you have a stake. Peer group work is self-organized, it is planned in peer group meetings that are scheduled by the peer group participants when convenient for them, and each peer group has a mentor who provides advice and joins meetings as needed.

Overarching objectives for all peer groups are to:

- Work with your group's multiple perspectives towards understanding how theory and methods presented in the Core Courses of the Certificate can be applied to addressing a complex problem for sustainability transition in practice. The practical group work allows to critically discuss the merits and limitations of working with academic concepts, analytical frameworks and methods in practice.
- Gain experience with group dynamics within your peer group (including different priorities from diverse sets of values being defended by different group members) and social learning in a diverse, non-hierarchical group self-organized to tackle a social or environmental issue.
- Develop recommendations as a group on a particular topic leading to concrete actions and more general strategies for transition to a more sustainable society. It is important that the group feels ownership of the purpose of the peer group work, the group will thus define their joint objectives together and determine exactly what they commit to do at the outset. The four choices as posited in this document mainly provide a framing, the group decides their exact topic, objectives and what might be feasible in terms of outcomes, within that loose frame.

Duration: Most peer group projects will run over the entire year (winter and summer semester) in order to allow to gain a deeper understanding of a complex problem and to produce deliverables of interest to third parties. Prior experience suggests one semester is too short to achieve these goals. However, it is possible to engage in a peer group project only for one semester, provided an auxiliary course is taken instead of a second semester in a peer group project. If you think at present that you will likely want to replace a second semester of a peer group project with an auxiliary course (on 'Global Environmental Change in the Anthropocene', or on the 'Global Reporting Initiative'), please let us know in your peer group registration E-mail.

Most peer groups meet at a rate about once every ten days (a bit more than once every two weeks), and do additional work on readings and other tasks that they divided up between them, in between these meetings. More details below under the heading 'Work Process'.

Distribution of work load: As the Certificate is a part time study programme, you can choose to distribute your work load over more than one year. In case, you are concerned about the workload of completing the Certificate with core courses and peer group work in parallel in one year, you may choose to follow core courses in the first year, and sign up to peer group work and/or auxiliary courses in the second year.

We offer a choice of four projects starting in the winter semester 2018:

1. Democratizing renewable energy – the role of citizen cooperatives in the energy transition
2. Impact finance landscape and knowledge sharing
3. Top down or bottom up? Tools and processes for participatory planning and show casing sustainability initiatives in Luxembourg
4. Futures for social integration and learning

Annex I. provides a first brief outline of each project written by the peer group experts who will give guidance throughout the semester. Peer groups will be invited to tailor the exact objectives and remits and deliverables according to their interests and level of engagement. Annex II. Provides biographies for the mentors of each project.

Peer group establishment:

Please send an E-mail with subject: PEER GROUP REGISTRATION SEP 2018- insert YOUR chosen topic, stating your first and second choice by noon on 20 September to Christelle.Karleskind@uni.lu, with Ariane Koenig in cc. We will try to accommodate first choices where possible, whilst also aiming for diversity within the groups

A list with suggested peer groups (with 4-6 participants) will be sent to you and posted on the wall at the first course session. We will organize a short meeting for peer groups at the end of the first course session on 2 October 2018.

Please let us know if you prefer to start with an auxiliary course or to defer your peer group project to the next academic year.

Work process:

Peer groups conduct independent project work with guidance of experts. The work process includes four meetings with expert mentors that are scheduled at the beginning of the semester using a doodle, as well as independently planned work and meetings, to which experts can be called to join on an as need basis. Moreover, several sessions on the course on Social Enterprise relate directly to peer group work.

1. First peer group meeting with a mentor at the end of the first session on 2 October (to meet your peer group members and fix a first meeting)
2. Co-design workshop on Saturday 13 October introduces a basic collaborative research method of relevance to all.
3. Interim report and presentation Tuesday 20 November: Each peer group is expected to hand in an interim report with a project outline and clear statements on objectives, methods and approach, and time line, with a more detailed action plan by mid-November (templates for the action plans will be provided). Each peer group can request the opportunity to present agreed-upon project objectives and a work plan in 15 minutes (timeline, tasks, and roles/who does what, with first ideas on deliverables) in the course of November.
4. Final Presentation to jury on Tuesday 11 December. Each peer group presents their project process, context, content, outcomes and impacts in 20 minutes, and collects feedback from all experts and course participants.
5. Final peer group report is due on 31 January 2019. Feedback received on 11.12. is addressed in this report.

Note: In every peer group there are usually some participants who take the necessary time to – listen and read more carefully and more openly with more curiosity towards others, and to reflect more deeply, and thus can provide more considered input for the group. Make it your goal to be one of them ☺. We will be using self-evaluation and 360 degree peer group evaluations to assess engagement and attitudes to collaboration.

Peer-group project : Approximate Workload:

4 ECTS ~110 units of work in one Semester (e.g. 4 October-31 January) (1 unit ~60 minutes)

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| - Meetings: | 20 units |
| - Reading/writing : | 40 units |
| - Interim report (5 pages) | 10 units |
| - Project work on final presentations and final report: | 40 units |

Annex I. Choice of four Peer Group Projects – more detailed descriptions

1. Democratizing renewable energy in Luxembourg

The Challenge: To comply with target-setting obligations under the EU 2020 policy Luxembourg has committed to feeding 11 % of energy from renewable sources into the grid by 2020, this a legally binding target. The current rate is estimated at 8%. A greater share of decentralized community initiatives feeding renewable energy into the grid is one approach to help Luxembourg meet this target, reduce CO2 emissions, and work towards regional pockets of energy autarchy at the same time. Only 4% of the technically feasible photovoltaic (PV) surface is exploited in Luxembourg, large scale projects are nearly inexistent. Small wind systems, vertical & horizontal appliances are almost non-existent.

The University of Luxembourg is planning to rebuild their Kirchberg Campus. Planning a new site will present a real opportunity for producing renewable energy integrated into the built-environment of the campus, including possibly into the new lecture theatre that will be funded by the Losch Foundation.

This peer group can:

- develop a feasibility study and a business plan for a citizen cooperative, to which faculty and staff as well as interested citizen in the entire Kirchberg campus neighbourhood could be invited to co-finance and implant a PV system. The business plan will define a scale considering the newly implemented regulatory provisions for feed-in tariffs in Luxembourg,
- conduct research relating to the relevant social, material/technological, and personal dimensions through interviews in the first semester and a workshop in the second semester. Key stakeholders in the university administration, amongst faculty, and public authorities can be interviewed and engaged for the project.
- explore barriers the reasons for the lack of PhotoVoltaic (PV) development, especially the lack of Prosumer (producer – consumer) installations, and investigate whether the actual feed in tariffs, the grid cost and the grid contribution regulation hinders or promotes PV system and Prosumer systems in Luxembourg.
- propose changes in the regulatory, subsidizing / incentive fields.

Deliverables can thus include a business plans proposal for the University, defining appropriate legal and financial terms, a risk assessment and risk management plan, and policy recommendations for an improved and more favourable regulatory environment for citizens to be able to collaboratively assume more responsibilities in contributing to the energy transition. The group can, if time allows, also develop a website with guidance to citizens on how to engage in the project.

Approach: Questions on the legal and regulatory context and choices of legal form for enterprises, as well as better understanding preferences and constraints of various possible stakeholder groups in the public administration of public buildings on Kirchberg (Fonds Kirchberg), in the University, and amongst citizens will be central topics. These are some of the main factors shaping opportunities and limitations for the establishment of such a venture. The concept of 'prosumer' implying the need for fundamental changes in current legislation stabilizing boundaries between producer and consumer rights and responsibilities will be explored as a basis for making the project both attractive to the University, and for policy recommendations for renewable energy systems for private and industrial use. This issue is broader than just in the energy sector, and subject to a first policy paper by the European Commission. The relation between technological change and forms of enterprises that promise to contribute to systemic change will also be explored. In the first semester the peer-group is invited to systematically apply key insights gained from the Social Enterprise course sessions towards developing a new model for analyzing existing social enterprises concerned with democratizing electricity generation from renewable sources. This will involve characterizing the financial base and its relation to the definition of scale and legal statute and regulatory context and approaches to impact assessment and evaluation of social, environmental and economic impacts, in particular if the new regulatory statute of 'Société d'Impact Sociétal' is chosen. The project will involve documentary research and the conduct and evaluation of interviews with diverse stakeholders in the energy transition. You could use the business canvas model (Osterwalder, 2012) for making the business plan.

Mentors: Jules Muller, co-founder of EquiEnerCoop, Susanne Siebentritt (Prof, expert on photovoltaic systems)

Literature

- Gross, M. Mautz, R. 2015. Renewable energies . Routledge. Pp.1-32.
- Huybrechts, B. 2013. 'Social Enterprise, Social Innovation and Alternative Economies: Insights from Fair Trade and Renewable Energy'. in Zademach, H.-M. and Hillebrand, S. (Eds.), *Alternative Economies and Spaces. New Perspectives for a Sustainable Economy*. Bielefeld: Transcript Global Studies.
- Huybrechts, B. and Haugh, H. (2014). 'Legitimizing Hybrid Organizational Forms: the Case of Renewable Energy Cooperatives'. HEC Management School Working Paper.
- Hondrila, K. et al. (2018). Democratizing renewable energy in Luxembourg. In *Sustainability Science: Key Issues*. König, A. & Ravetz, J. Ed.s Routledge. Pp. 234-250.

Legislation

<http://www.legilux.public.lu/leg/a/archives/2016/0142/a142.pdf#page=2>

<http://www.legilux.public.lu/leg/a/archives/2014/0154/a154.pdf>

<http://www.ehp.lu/uploads/media/EHP-Loi-du-10-aout-1915-concernant-les-societes-commerciales.pdf>

<https://web.ilr.lu/FR/Professionnels/Electricite/Commun/Legislation>

<http://legilux.public.lu/eli/etat/leg/rgd/2017/04/24/a481/jo>

<http://data.legilux.public.lu/file/eli-etat-leg-memorial-2016-142-fr-pdf.pdf>

2. Impact finance landscape and knowledge sharing

The Challenge: The way finance flows fundamentally affects any plans for changing the way the economy works. Interest in green and social impact finance is growing rapidly in Luxembourg, Europe and the rest of the world. Stakeholders include government agencies, banks, investment funds, pension funds, insurance players, stock exchanges, labelling agencies, financial regulators and all advisors active in the impact sector. But which initiatives of these stakeholders are genuine; which only seek to attract funds without delivering real life impacts? Transparent assessment and knowledge management is essential to facilitate critical discussion and to enable informed judgment in order to make sound investments and stimulate sustainable business development. However, there remains an ongoing debate whether it is important to clearly define and measure the impact of initiatives against a set of streamlined criteria to benchmark and evaluate its real impact beyond \$ or € figures. Others see an overemphasis on measurement as perpetuating the current profit-orientation and distracting the stakeholders from delivering true impact. The deeper question that arises from these debates is rooted in the ethics of investment and entrepreneurial decision-making. Furthermore, the impact finance landscape is characterized by a number of knowledge gaps such as between investors and investees but also between practitioners and academia.

Despite these challenges, impact finance is considered of critical importance for financing the initiatives, entrepreneurs and collaborative projects (particularly in developing countries) to achieve the 17 Sustainable Development Goals under the UN's Agenda 2030.

Approach: The following tasks should be considered by the peer group to be part of their project:

- Research and analyse the current challenges, opportunities and key debates in impact finance from practitioner and academic literatures, from interviews with impact finance stakeholders and from forums, gatherings and knowledge platforms on the topic of impact finance;
- Identify the key knowledge gaps and needs that emerge from your research that are relevant to the European impact finance sector (and beyond if relevant and of interest);
- Select 1 - 3 of the most important knowledge gaps or needs that, if addressed, could transform the European impact finance sector and improve its scale and impact for the ultimate beneficiaries;
- Landscape and analyse the existing knowledge repository websites on the impact ecosystem in Europe (and beyond if of interest) against the knowledge gaps and needs that you have identified through your research;
- Identify best practice from knowledge repository websites (local, European or global) and make recommendations for the design, structure and maintenance of a knowledge repository for Europe that addresses the most important knowledge gaps and needs identified from your research;
- Propose potential business model(s) for an engaging impact finance knowledge platform that perpetually sources, features and discusses the most up-to-date issues and debates in impact finance which also creates sustainable revenues for such a repository;
- Put together a funding proposal for grants and/or investments, based on your proposed business model(s) and your research.

Working on these tasks will include a literature review of professional and academic literature, the conduct of interviews with selected experts on impact finance, social entrepreneurship and CSR in Luxembourg, Europe and the rest of the world. Interview participants should be selected for their knowledge and expertise in impact finance and ideally some exposure to or interest in knowledge repositories and platforms for impact finance. In addition, attendance at relevant forums, webinars and online courses on impact finance (impact investment) can also be useful and are recommended. The project can be staged as participatory co-design process since several elements and related communities with interests in such tools already exist and are part of our network.

The mentors propose that the peer group uses the knowledge repository "Impact Garden" (www.impactgarden.org) as a foundation and concrete starting point to investigate if their research findings of knowledge gaps and needs are reflected in

the existing knowledge platform. The Impact Garden currently serves as a basic library for issues and resources related to impact investing, social entrepreneurship and CSR. It is designed to introduce interested newcomers to the field, to dive more deeply into specific subjects and to help stakeholders connect with relevant peers.

As a tangible outcome from this project, the peer group has free reign to transform the Impact Garden platform as a whole or in part, based on the proposed business plan, and continue running it independently as an entrepreneurial initiative. The impact ecosystem would benefit enormously from a well-designed, self-organizing knowledge platform.

Mentors and experts: Stephan Peters, Cecile Sevrain, Isabel Sebastian

Recommended Reading

Osterwalder, Pigneur (2010), *'Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers'*

Castellas, E. and Finlady, S. 2018. Benchmarking Impact: Australian Impact Investment Market Activity and Performance Report 2018, Responsible Investment Association Australasia, Melbourne

Daggers, J., and Nicholls, A. 2016. The Landscape of Social Impact Investment Research: Trends and Opportunities, Said Business School Report to the MacArthur Foundation. Oxford: University of Oxford.

Grabenwarter, U. 2017. Solution-Driven Finance: The new Way of "Impact First", European Impact Investing Luxembourg, Blog, sourced from <http://www.impact-investing.eu/blog-publications/article/2017/06/solution-driven-finance-the-new-way-of-impact-first>

Höchstädter, A.K. and Scheck, B., 2015. What's in a name: An analysis of impact investing understandings by academics and practitioners. *Journal of Business Ethics*, 132(2), pp.449-475.

Optional Reading

Nonaka, Toyama, Konno (2000), 'SECI, Ba and Leadership: a Unified Model of Dynamic Knowledge Creation'

Example knowledge management and digital communication platforms

TIIME's Impact Garden: <http://www.impactgarden.org>

Aspen Network of Development Entrepreneurs (ANDE)'s Mapping the Ecosystems: <https://ecosystems.andeglobal.org>

Case Foundation's Impact Investing Network Map: <https://casefoundation.org/networkmap>

Good Capital Project: <https://www.goodcapitalproject.com>

Conveners.org's Mapping the Mappers: <https://conveners.org/mappers/>

Suggested Newsletters

TBLI Group

Pioneers Post

GIIN

Some influential Twitter accounts to follow

@ImpactAlpha

@TonicNetwork

@theGIIN

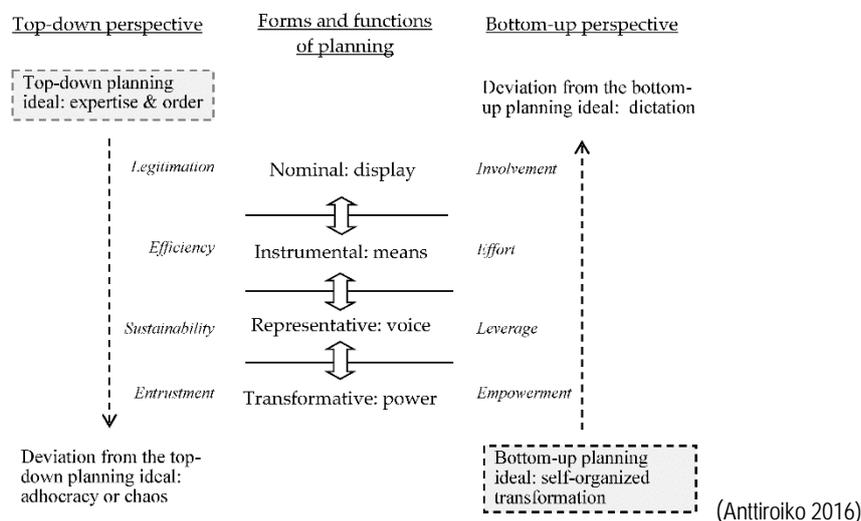
@_EVPA_

3. Top down or bottom up? Tools and processes for participatory planning and show casing sustainability initiatives in Luxembourg

The Challenge: How would you improve participation and engagement in developing and show casing sustainability initiatives in Luxembourg? There are an increasing number of sustainability initiatives developed by businesses, public authorities and citizen initiatives such as springing from the transition town movement. Often however just about any one who is involved in the project knows about it, but few others do. More often than not, the projects are short lived. How can we make such initiatives visible and tangible – to locals and visitors alike? How can we help to engage more people in particularly promising initiatives? How can ensure some documentation, that gives some comparability, allowing us to analyze and learn across projects?

Participatory planning is an urban planning approach, which brings up the importance of involving the entire community in the strategic and management processes. It is often considered as part of community development. (Horelli et. al 2015).

The growing interest in the recent participatory planning research is related to the use and development of ICTs and digital tools for urban planning. Participatory innovation platforms match initiatives (be it urban design or business related) with citizens. Platforms facilitate people's value creation by providing methods for the actions that work through the critical mass of users and their inputs. The aim is to support innovation-driven urban sustainability initiatives and economic development. They provide an enabling environment for technologies, applications or social processes. (Anttiroiko 2016:7).



The suggested approach: The city of Esch is building up resources for participatory planning, including the wish to show case and build more sustainability –related initiatives in bottom up citizen-driven processes. Moreover, it will be the Cultural Capital of the EU in 2022. The town planning commission is interested in the idea to develop a 'sustainability walk' as part of developing an ICT platform that maps and provides structured information on existing sustainability initiatives, in a virtual platform that relies on crowd sourcing of information on these initiatives and provides room for comments.

The peer group makes a study and ideates a platform. 1. Define the scope: What kind of participatory platform, tool or process is of interest to key stakeholders in sustainability transition and urban planning of Esch - what are design criteria and quality attributes, as well as must-have functional features? How would it make visible, tangible and improve participation and sustainability in Esch? 2. What kind of examples or best practices exist? Some nice apps maybe? Study the process and user experience of these practices. 3. Ideate a platform, tool or a process. You can also study what kind of open data there is available in <https://data.public.lu/en/datasets/>. Suggested approaches include solution-focused design thinking, and the staging of a co-creation process with a hands-on approach. 4. Pitch your idea using the Business model canvas – tool. Would it work as a commercial product?

Mentors and experts: Kati Susi-Wolff, landscape architect and geographer; Norry Schneider, Transition Movement Luxembourg; Michel Grevis, Chair of the urban planning commission of the city of Esch.

Literature:

Anttiroikko, A-V. (2016). City-as-a-Platform: The Rise of Participatory Innovation Platforms in Finnish Cities. *Sustainability* 2016, 8(9), 922; doi:[10.3390/su8090922](https://doi.org/10.3390/su8090922) In: <http://www.mdpi.com/2071-1050/8/9/922/htm> 2.7.2017

Horelli, L. Saad-Sulonen, J. Wallin, S. Botero. A. (2015), When Self-Organization Intersects with Urban Planning: Two Cases from Helsinki. *Planning Practice & Research*. Vol 30:3, pp. 286–30. DOI 10.1080/02697459.2015.1052941

Example: One tool used in Scandinavia that has a long history in participatory planning approaches is a cloud based civic participation platform tool, Maptionnaire <https://maptionnaire.com>.

It is also useful to read the previous Peer Group reports which are available from the mentors.

4. Futures for social integration and learning

The Challenge: How can we better equip youth for the difficult transition from school into the working life? One main challenge is that in Luxembourg 13.5% (2015) of all children drop out of the school system. Only 40 % of pupils successfully complete secondary schooling in the minimum envisaged number of years, the lowest rate in the OECD (2014). Moreover, the ratio for young people (16-25 years) who are Not in Education, Employment or Training (NEET) is 15.4%. Grade repetition is widely used to tackle the diversity of attainment and behavioural difficulties in class in Luxembourg. While the academic benefits of repetition are disputed, and if acknowledged only seen as slight and short-term, repeating years is costly for the education system. Across the OECD, Luxembourg is the country with the highest average spending on education by student per year in primary through tertiary educational institutions: EUR 24 045 compared to an EU-22 average of EUR 10 897 (OECD 2017). Related psychological effects are also important: Pupils rated grade repetition as the most stressful life event, similar to the loss of a parent and going blind. Finally, grade repetition increases expenditure on other social services as pupils who experience school failure are more prone to high-risk behaviour and/or dropout. The youth unemployment rate in Luxembourg is 14.2%.

The fact that Luxembourg has been one of the fastest growing countries due to immigration in the EU over the past two decades has exacerbated these issues. Complex highly diverse multi-lingual and multi-cultural school communities present a challenge, in particular in a country in which school education in three languages (Luxembourgish, German and French) is the norm. To meet the strong demand for high-skilled workers, Luxembourg faces a multitude of different challenges.

This project proposes to develop a tool to help youth that is falling through the social and welfare state netting to reassume motivation and own responsibilities for their learning and developmental pathways in a way that is future-oriented and socially robust. The Conseil Supérieur pour un Développement Durable explored requisites for better coping with accelerating technological and societal change in the Luxembourg school system in a participatory scenario process from 2013-2016. It developed scenarios for education that can be used to reflect on what we would like to learn to become more resilient to rapid societal and technological and environmental change in the future, at the individual, organizational and systems-level (to obtain more information on these scenarios please follow the link: <https://csdd.public.lu/fr/scenarios.html>). This future- and systems-oriented process, which engaged experts and opinion leaders on education in Luxembourg from diverse sectors yielded the following main three recommendations on priorities for improvement in the Luxembourg school system:

1. **Anticipating and pro-actively influencing accelerating technological change in view of its impacts on social norms and developments in Luxembourg:** Development of a versatile school system that equips students to cope with accelerating and interdependent changes in technology, society, economy and environment, with a new focus on system thinking to complement the current curriculum in which connections across diverse disciplines are rarely made.
2. **Countering increasing risks of societal fragmentation:** The Luxembourg school system must change to convey a more holistic education that counters societal fragmentation in an increasingly diverse population, actively engaged and responsible citizens, and equitable chances for each student. A system is required that is student-centred, designed to nurture empowerment and self-direction required for entrepreneurial activities, as well as a love for learning and self-esteem.
3. **Educating reflective and capable practitioners and entrepreneurs:** More project and problem-oriented experiential learning opportunities embedded in practice with employers in the private and public sectors and entrepreneurs, to ensure schools equip students with knowledge and capabilities required in the job market.

But can we leverage the resulting scenarios for helping youth who dropped out from the school system to develop their own perspectives and regain motivation for self-organised learning and develop ideas and take responsibility for their own development paths by realizing all of us face uncertainties, risks and contradictions?

Suggested Approach: This peer group will get acquainted with the literature on scenarios and futures, and how we can work with them, as well as with transaction theory and education for improved self-organisation as core competence. The group will also become familiar with systemic reasons for school drop-outs and NEETs in Luxembourg, and start to get to know the community as well as existing support structures, discuss their merits and limitations. The peer group will work closely with the société d'impacte sociétale 'Youth & Work' which has developed a model process to engage school drop-outs and NEETs in taking charge of their own futures. The peer group will first develop a needs analysis based on a interviews with the mentors working with the Youth & Work approach, analyse the empirical results and then develop a first prototype tool kit. The main task is to develop tools for a) prevention, b) solutions for current situation and c) scenarios for the forthcoming 3-5 years.

Deliverables will include a report based on the documentary research in the first semester with an analysis on what may be desirable and most need change, enabling factors and constraints, and which possibly develops an analytic framework that is to be used for interviews in the second semester. The second semester will offer the possibility to dive future orientated scenarios in order to focus on prevention and future scenarios. Possible topics of specialisation include systems thinking,

and how to embed more learning opportunities for project-based systems thinking across disciplines in the Luxembourg curriculum. Deliverables of the second semester could include an interactive website for analysis of competences or solutions how to solve the rising gap between skill level at school and expectations of companies (f.ex. how to strengthen skills for lowskilled people to improve their employability).

Mentor: Ariane Toepfer, directeur and coach, Youth & Work sàrl SIS

Literature

Mary McClure Goulding and Robert L. Goulding (1997). *Changing Lives Through Redecision Therapy*. Grove Press; Rev and Updated ed edition (19 Jun 1997)

Thomas A. Harris (2004). *I'm Ok, You're Ok*. London: Arrow books.

Ian Stewart, Vann Joines (2012). *TA Today: A New Introduction to Transactional Analysis*. Lifespace Publishing; 2 Revised edition edition.

Wals, A.E.J., Brody M., Dillon J., Stevenson, R.B. (2014). Convergence between science and environmental education. *Science* 344: 583-584.

Burt, G., van der Heijden, K. (2008). Towards a framework to understand purpose in Futures Studies: The role of Vickers' Appreciative System. *Technological Forecasting & Social Change* 75: 1109–1127.

Annex II Peer group mentors – biographies

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| <p><i>Jules Muller</i> is worked as Industrial Engineer in electronics and telecommunication, holding a maîtrise in electrical engineering. Specialised in information and communication technologies, Director of British Telecom Global Services Luxembourg, Jules held similar positions as technical and operations manager at Infonet Services Corporation, AT&T and Reuters Ltd. <i>Jules</i> is member of the consultative commission 'energy' of the commune of Junglinster, member of Equiclic (www.equiclic.lu) and currently drives 2 new photovoltaic project in Junglinster. <i>Jules</i> is cofounder and president of EquiEnerCoop www.equienercoop.lu, the first cooperative in Luxembourg in the energy sector. "equisolar 2012" is the flagship project to demonstrate how citizenship may be implicated in electrical production plants and invest in those plants. Working in ITC datacentre projects, co-managing commercial companies, <i>Jules</i> technical, financial and managerial experience contribute to the success story of the "equisolar 2012" project written within a social enterprise frame. Prosumer (Producer Consumer) of electrical energy is one of the subject <i>Jules</i> is supporting and developed own micro solar system for private usage.</p> |  <p><i>Jules Muller</i></p> |
| <p>Stephan is an impact catalyst at TIIME, an impact advisory and advocacy company that seeks to increase awareness and access to sustainable opportunities, to support impact initiatives, to connect like-minded individuals and organizations into the impact community and empower impact purpose actors with relevant knowledge and tools.</p> <p>He helps corporations and SMEs handle transformational change and implement high-growth strategies through his investment and advisory firm, SANZARU Group. As lead investor at the group, Stephan partners with early-stage ventures, focusing on social and environmental impact while promoting diversity and inclusion.</p> <p>He is also a board member of the EBAN Impact Investing Committee as well as a board member of the Luxembourg Business Angel Network (LBAN), seeking to develop and grow the European early-stage investor ecosystem through training, advocacy, and investor support.</p> <p>Stephan holds an MBA from INSEAD and an MSc in Aerospace Engineering from Delft University, and is a CFA Charterholder.</p> |  <p><i>Stephan Peters</i></p> |

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| <p>Isabel Sebastian is a Research Associate at the University of Luxemburg contributing to the NEXUS Futures project, specifically the national scenarios development for the water, energy and food nexus in Luxemburg. Isabel's recent PhD in Sustainable Futures equips her with skills in applying systems thinking and futures thinking methodologies to sustainability challenges. Isabel also draws on a diverse career as a business professional with more than 20 years experience in blending the fields of business, sustainability and an interest in Eastern philosophies, bringing a uniquely integrated approach to sustainable and responsible business. Her experience spans from Australia, Germany, India, Tajikistan to Bhutan, working in operational, management, planning, research, teaching and consulting roles in business, industry associations, NGOs, development agencies, universities, and for seven years as a co-founder of a sustainability consultancy in Australia. She moderates panel discussions and is an invited speaker at events such as the World Forum for a Responsible Economy and Business for Social Responsibility. Isabel holds a Bachelor of Business from Victoria University, a Post-graduate Diploma in Environmental Studies from Macquarie University and a PhD in Sustainable Futures from the University of Technology Sydney in Australia.</p> |  <p><i>Isabel Sebastian</i></p> |
| <p>Cécile is the co-founder of TIIME, a European social impact catalyst which promotes the triple bottom line: people, planet & profit. She runs trainings and workshops for entrepreneurs, corporates and financial institutions. She also consults companies on sustainability. In addition, Cecile is the Managing Director of the Luxembourg Business Angel Network (LBAN) and manages EBAN Impact to promote awareness and engagement in impact investing within the European Business Angel Network. She is an active business angel, notably in the Rising Tide program, which is part of a global movement to increase women's participation in angel investing as an asset class. Cécile is a senior jury member at European pitching events. She is passionate about social impact and how social innovation can tackle the most pressing issues on this planet.</p> |  <p><i>Cecile Sevrain</i></p> |
| <p>Kati is an independent landscape architect and urban planner with an interest in public participation and sustainability. She collaborates as a mentor in Aalto University mentoring program with Creative Sustainability master students. She has over 15-year experience as a tutor and full-time lecturer in landscape planning and management at the Aalto University, School of Arts, Design and Architecture in Helsinki, Finland. Her teaching career has included curricula development with art, design and architecture pedagogics. She participated as a pedagogic collaborator in the strategic partnership with Aalto University and Tongji University, Shanghai, in the Aalto-Tongji Design Factory. In addition to teaching, she is a founder and partner in architecture co-operative, Virearc, founded in 1998. She has been a steering committee member of the European Council of Landscape Architect Schools ECLAS, as well as the Nordic secretary in International Federation of Landscape Architects IFLA Europe. Kati completed the Certificate in Sustainability and Social Innovation in the Summer of 2015.</p> |  <p><i>Kati Susi-Wolff</i></p> |
| <p>Ariane is an independent coach with a strong interest in coaching young people in order to support their personal development and their employability. Together with two colleagues she founded Youth & Work sàrl SIS in January 2018, before she was responsible for the pilot project Youth4Work since 2012. From 2012 to 2018 more than 800 young unemployed people participated at this coaching program. She has got 16 years experience in business consulting with focus on strategic communications, public relations and innovation. Her career started at the "Frankfurter Allgemeine Zeitung" after having finished her studies of political economics and communications. Since 2008 she is practitioner of the transactional analysis, preparing her CTA for 2019.</p> |  <p><i>Ariane Toepfer</i></p> |