Educators' Toolkit on Environmental Education

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echo
Erasmus+

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Contents

The Project ECHO

The project **ECHO - "Education for Environmental Sustainability: Creative Learning Centers and Digital Tools"** is a multidisciplinary and multi-action educational path based on the specific needs of the European adult learning community in the field of Sustainable Development, Sustainability and Environmental Protection. The thematic core of ECHO is, therefore, very complex: environment, sustainability, and promotion of individual and collective ecological attitudes are European and global challenges that require "complex thinking" and equally stratified design approaches. ECHO is the product of a new international cooperation between organizations with extensive experience, a composite action whose aim is to "relate the facts to compose a new reality", identifying useful and innovative solutions.

The international partnership involves five organizations with a mixed profile, both experts and newcomers in the Erasmus+ framework, which are nevertheless European centres of excellence in the fields of creativity, technological, digital and virtual innovation, non-formal and informal education, sociocultural animation oriented towards the circulation of "Awareness of the European Union". The organizations, therefore, came together to produce a strategic path able to re-thinking educational spaces, concretely creating new ones and "orienting them to the future", putting together adult education and languages of creativity, cultural offer, and digital innovation.

The project and the partnership move from common assumptions, intimately linked to the recognition of the needs of the contemporary adult learning community in Europe, as well as to the specificities of the main fields involved. The starting point is the recognition of the gaps in the various European education and training systems in the field of Sustainability and Environmental Protection, as well as in the field of Sustainable Development. In detail, the uncertainty of educational models is addressed in promoting a growth of systemic awareness of the value of Environmental Sustainability, of its functions but also of its intrinsic "economic value". In fact, the "inadequacy of environmental education to guide the complexity of the human-environment relationship" is addressed: the project promotes the relationship between the anthropic and the ecosystem in a simple and attractive way, in order to spread new habits and behaviours rooted in the individual perspective, along with a model of "active and responsible citizenship" (European Union Biodiversity Strategy 2012-2020; EES Guidelines, Italian Ministry of the Environment, 2015).

ECHO project wishes to fill the gaps and the "poor effectiveness of communication and dissemination of the topic", promoting knowledge and educative content in a mixed and attractive format, orienting the

activities in favour of 1. education, training, socio-cultural animation for adults 2. professions related to Environmental Protection, Sustainable and eco-logical tourism 3. relevant decision-makers and stakeholders in the field of Environmental Sustainability, supporting them in their continuous awareness-raising work.

ECHO project, given its composite and multidisciplinary nature, equally addresses the critical issues of the European creative-cultural sector through the digital medium, recognizing the latter as an essential ally of both Sustainability and Education. The urge is, therefore, to use this multi-agent approach to shape a concrete place, attractive and wisely oriented, whose goal is to develop a learning community in a transversal way, proactive in the processes of innovation about global challenges.

Project Result 4 – Educator's Toolkit

Project Result 4 "Educator's Toolkit: volunteering for Environmental Sustainability and for a New Culture of Consumption and Waste" responds to the need to equip the relevant professionals in the field of education, training, and youth work with useful tools to:

1.   involve the public (young and/or adult) in the complex field of Environmental Sustainability, through immediate activities and tools, referable to daily life

2.   empower primary and secondary targets, along with the reference organizations, in this regard to virtuous habits for the benefit of the environment, with significant reference to consumer habits.

The Toolkit promotes topics useful for integrating a) basic education and b) lifelong education (young people, adults, communities).

Participation, social activities and "awareness" are the prerequisites for acting in the field of environmental education. The Toolkit is consequently a corpus of useful guidelines to educate the learner in thinking, listening, acting on interests, participation and emotions. In detail, the Toolkit focuses on modules and activities on the issue of Environmental Sustainability according to the most relevant perspectives in everyday life: consumption and waste.

Thus, Project Result 4 includes a collection of European good practices focusing on the context of environmental volunteering, the development of a series of Fact Sheets, two Educational Implementation Models (Workshops), and useful training Tools.

Workshops will deal with the following themes:

1.   **Waste, from problem to resource**

   1.1 Promote a profound change in individual consumption behaviours

   1.2 Prevention in consumption: an upstream reduction in the amount of waste produced by the individual consumer

   1.3 Recovery and recycling

   1.4 Nutrition and solidarity: food packaging, sustainable choices

   1.5 The ecological footprint of the individual

2.   **Water as individual consumption**

   2.1 waste and losses of water: the daily behaviour.

These themes are designed as laboratory models, also addressing creativity (e.g. through the use of packaging products), facilitating

the understanding of the correlation between own consumption, waste and environmental sustainability. Thus, the educator, sufficiently equipped, promotes a deeper awareness between the individual and the environment.

European Good Practices focusing on the context of environmental volunteering

Good Practice 1

YEE

Type of Project	*ESC*
Years of Implementation	*1983-present*
Partners & Countries involved	*Albania, Armenia, Austria, Azerbaijan, Belgium, Bosnia and Herzegovina, Croatia, Czech Republic, Finland, France, Georgia, Germany, Ireland, Italy, Kosovo, Luxembourg, Moldova, Netherlands, Portugal, Russia, Serbia, Spain, Sweden, Switzerland, United Kingdom* *Link: https://yeenet.eu/members-list/*
Brief Summary	*Youth and Environment Europe (YEE) is the largest independent European network of environmental youth organisations. YEE organises, facilitates and supports projects and campaigns aiming to increase the knowledge, understanding, and appreciation of the environment and the awareness of climate issues among young people in Europe. They are also an active hosting organisation for the European Solidarity Corps volunteers, especially those who specialise in green jobs.*
Objective	*YEE aims to unite environmental youth non-profit organisations in Europe. Its goals are to mitigate the climate crisis by:* ● *Raising awareness and building capacity among youth on the climate crisis* ● *Enhancing international cooperation and knowledge-sharing among our members* ● *Strengthening participation of youth in environmental and climate decision-making processes* ● *Facilitating the experience of green volunteers and the hosting organisations*

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Target Groups	Young people under 30
Innovation Elements	YEE connects people with the same interests and helps them in the creation and sharing of various physical and psychological forms of knowledge and learning, so that the participants can better share information on the topic. They have created numerous resources, led numerous workshops and organised various projects which all share innovative methods on environmental volunteering. They also focus on helping the organisations which are hosting volunteers to make that process as useful, manageable and beneficial as possible.
Impact	YEE has made numerous projects with hundreds of people and have impacted their thought processes, standpoints and actions on the topic. They also give interviews, create intellectual and physical properties and assist partner organisations in their work. YEE unites 42 member organisations coming from 25 countries.
Resources Produced	Toolkits, Handbooks, Proposals, Youth guides, Policy Briefs, Newsletters
Sustainability & Replicability	The more organisations become a part of this big family, the more their collective overall impact will be felt. YEE currently has a membership plan for new partners.
Website	https://yeenet.eu/about-yee/

Good Practice 2

Hateg Country Dinosaurs Park

Type of Project	European Union Funds (ERDF, IPA), Erasmus+
Years of Implementation	2013 – present
Partners & Countries involved	Geomedia Association, University of Bucharest, Fundația Pentru Parteneriat and MOL Romania, Open University of Netherlands, ProGeo
Brief Summary	This is the first territory in Romania recognized by UNESCO for the creative way of touristic, educational and scientific exploitation of a

	special geological and cultural heritage. The University of Bucharest is responsible for the administration of this UNESCO physical site, coordinating and carrying out research, educational practices, as well as promoting the activities of the Geopark. Together with some partners, the people in the park organise activities and events through which the stories of the place and the world as a whole come to life and contribute to the development of responsible tourism in the UNESCO geoparks.
Objective	*The core team felt that there is a need to reconnect the various local and international communities to the place by developing and nurturing a sense of belonging and local pride. They also wanted to remind, educate or otherwise raise the awareness of the local people about the richness they have in geo, bio and cultural diversity. The team's initial main goal was to involve the various communities in a sustainable approach, to train the local youth and those who were visiting and to involve the locals in decision making regarding their surrounding environment. There was also a resounding need to correlate the educational system with the local reality.*
Target Groups	*Core group – young locals* *Overall – anyone who comes to the geopark*
Innovation Elements	*Outdoor Workshops, Educational Courses, Online Library, Interactive Technological Tools*
Impact	*The park itself hosts thousands of people yearly. The university conducts a lot of its activities on the territory of the park or using some of the technology and tools that are either in the location or have been developed in relevance to it. Furthermore, there are more than 230 volunteers constantly active in the location, who are participating in or organising various activities.*
Resources produced	*Creation of Outdoor Science Workshops, Development of Park Routes, Educational Materials, Posters, Infographics, Digital and*

	Physical Storyboards, Game, Tactile Maps, Leaflets, Brochures, Online Seminars etc.
Sustainability & Replicability	*By sending more people to the park, its impact and the recognition people and institutions have towards it will be larger. By achieving this more people will be able to use the resources that have already been created and shared both physically in the location and online. The University is constantly working with young people, and sharing this wonderful initiative with them, thereby making it even more sustainable.*
Website	http://www.hateggeoparc.ro/new/

Good Practice 3

Volunteering, Solidarity and Sustainability

Type of Project	*Erasmus+ and ESC*
Years of Implementation	*2020-2022*
Partners & Countries involved	*Sieben Linden (Germany), Ängsbacka (Sweden), Cloughjordan Ecovillage (Ireland) and Ananda Gaorii (Denmark)*
Brief Summary	*This team wanted to improve the quality of the volunteering experience as a whole by sharing best practices, visiting each other's projects to see in action some of the practicalities of each task, and discussing the problems which are commonly faced while hosting volunteers. They focused on exchanging and developing many strategies for the various groups and situations connected with volunteering as a whole, especially paying attention to the ones responsible for the hosting and organisation of each of these mobilites. Based on the past experiences each partner has, they believe that other organisations who are hosting, or planning to host volunteers would greatly appreciate having access to ideas and information such as*

	best practices, as well as solutions to common problems, financial management etc.
Objective	*The main objective of the project is to increase the quality of volunteering activities which are led both in these countries and worldwide. At the heart of the project is a peer-to-peer learning process that takes place mostly during live trainings, but also can have a substantial impact online. The main expected result being the creation of various toolkits, manuals, research papers and glossaries.*
Target Groups	*Everyone who has European volunteers in their working environment*
Innovation Elements	*Thanks to their main outputs, the partners have shared a comprehensive guide on how to organise the various activities that come with hosting or working with European volunteers.*
Impact	*Thanks to the creation and sharing of their tools, this project has made the process of working with/hosting volunteers much easier for those who need assistance or who do not yet have enough experience/knowledge.*
Resources Produced	*A document that collects the success factors identified in the peer-to-peer learning process (a brochure or code of practice document), a collection of good practice examples from each partner's work, in the form of short videos, interviews and/or texts*
Sustainability & Replicability	*Currently, the only way to increase the recognition and sustainability of the project is to simply share the created tools with those who would find them useful.*
Website	*http://volunteers-in-ecocommunities.eu/about/*

Good Practice 4

GEOTUR

Type of Project	*Erasmus+*
Years of Implementation	*2018-2021*

Partners & Countries involved	*Adesper (Spain), Junta de Andalucia (Spain), For.es. (Italy), Novohrad-Nógrád Geopark (Hungary and Slovakia), Bucharest University (Romania), GDR Subbetica Cordobesa (Spain) + various stakeholders*
Brief Summary	*The conservation and management of the geo-diversity is an essential element to continue towards a green economy, which assists to the construction of a process of socioeconomic sustainable essential development to the human wellbeing. In this way, the project expects to develop a series of innovative products based on two units of competition:* *1. To interpret the geological heritage and its values to tourists and visitors of European Geo-parks.* *2. To give services of accompaniment and assistance to tourists and visitors and to design itineraries regarding geotourism across the places of geological interest (LIG).*
Objective	*To improve the level of aptitudes and competitions in geo-tourism, reinforcing the cooperation between the world of vocational training and employment. To stimulate the improvements in the quality, the excellence in the innovation and the internalisation in the institutions of vocational training. To promote the appearance and the raising of awareness of a European space of permanent learning as for geological tourism designed to support the modernization of the systems of formation. To promote the international dimension of the FP by means of the cooperation between the program and the institutions of the associate countries. To improve the learning of the languages and to promote the wide linguistic diversity of the EU and the intercultural sensibility on the basis of the geo-diversity and the geological tourism.*
Target Groups	*Geologists, experts, managers, agents, guides, companies, NGOs, educational centres, young people, adults, rural workers*
Innovation Elements	*Validation of the competitions and the formative modules for 4 professional qualifications across a dual training course with at least 20 participants for each of the partners who*

	participate in the project. Establishment of a Plan of Diffusion adapted to facilitate information about the results of the project to key actors. The creation of a short course for staff, which is available online.
Impact	*The team has disseminated various parts of the project in universities and have gathered a myriad of interested participants. The project currently works with 25 stakeholders, impacting their work life strategies and sharing the accumulated knowledge.*
Resources produced	*Short Course for Staff Online, Guide, Leaflets, Newsletters, Plan of Diffusion, Glossary, Curriculum*
Sustainability & Replicability	*A web page has been established, in which all of the tools used and created during the project have been uploaded. The project also uses the portal "Open Education Europe". The project also focuses on the process RVA (recognition, validation and accreditation) of the curriculum in the System of Qualifications and Vocational training of every country, integrated inside the European Centre for the Development of the Vocational training*
Website	https://geotur.gruposubbetica.com/

Good Practice 5

Sustainable Outdoor Activities

Type of Project	*Erasmus+*
Years of Implementation	*2014-2016*
Partners & Countries involved	*Germany, Spain, Iceland, Hungary, Slovenia, Latvia*
Brief Summary	*Sustainable Outdoor Activities aims at a responsible and sustainable outdoor education with 2 key priorities:*

	• *To reduce the number of early school leavers by offering a creative and innovative learning approach through outdoor education*
	• *To promote healthy lifestyles through outdoor activities and make students aware of the importance of a sustainable natural environment*
	The students learn to respect our natural landscape with an in-depth understanding of sustainability. By moving the classroom to the outdoors and combining outdoor activities with learning about the environment, students and teachers are motivated, making learning more interesting for everyone including risk groups and minimising the drop-out rate. Teachers share experiences in the field of outdoor education and develop creative and innovative forms of teaching.
Objective	*To make students and teachers aware of the concept of sustainable outdoor activities. To offer sustainable outdoor activities in each school. To develop creative and innovative forms of teaching in outdoor education. To make students and teachers practise hands-on environmental education. To help students understand and practise the concept of conservation of our natural environment. To make students and teachers aware of the important role of our natural ecosystem. To reduce the ecological footprint. To build on existing experience and good practice from Sustainable School Policy for education in Sustainable Outdoor Activities. To promote equal opportunities in inclusive education. To make students and teachers feel members of the European community, through the exchange of visits. To show that joint effort and cooperation can make the school and our world a better place. To promote healthy habits through activities in nature.*
Target Groups	*Students, teachers, youth workers, general public*
Innovation Elements	*Thanks to this project there have been multiple activities and tools shared both with the participants and with the general public. The partners have used innovative methods such as the Compost Wheel and have developed various hiking routes in their countries. They have also*

	developed many open nature learning strategies and outdoor training sessions.
Impact	*The project has influenced multiple people thanks to the learning mobilities the partners have organised. During these mobilities the exchange of knowledge was the most vital goal. They have also shared a vast number of information which is available to everyone on their website.*
Resources produced	*Newspaper Articles, Online and Offline Sharing of Tools, the Compost Wheel, Study Kits, Frameworks, Pictures, Guidelines*
Sustainability & Replicability	*Currently this practice is not active, so sustaining it would come with some difficulty. However using the tools in a different mobility and in different context would change the impact of the project to a more long-term one.*
Website	*https://erasmusoutdoor.weebly.com/*

Good Practice 6
Building a European Zero Waste Academy

Type of Project	*Erasmus+* *Strategic Partnerships for Adult Education*
Years of Implementation	*2020 – 2022*
Partners & Countries involved	*Let's Do It Foundation – Coordinator (Estonia)* *DRUSTVO EKOLOGI BREZ MEJA (Slovenia)* *EESTI MAAULIKOOL (Estonia)* *TALLINN UNIVERSITY (Estonia)* *ZERO WASTE EUROPE (Netherlands)*
Bried Summary	*Zero waste is one of those things that everyone seems to be talking about, yet many don't really understand. From a systemic point of view, it is the practical toolkit for implementing a circular economy on a local level. In reality, the city or municipality has to finally implement many of the green goals and targets the governments and the EU set. The project wanted to create Zero Waste Ambassadors and Trainers who could support municipalities at different levels and raise the quality of work the European zero waste network has been doing for years.*
Objective	*The project aimed to create a European Zero Waste Academy with two main objectives:*

	– To create solid curricula for advancing the zero-waste cities movement in Europe *– To kick-start a European network of zero-waste trainers to implement this framework in their local communities and increase the scale and impact of our work.*
Target Groups	*Adult trainers* *Educators* *Municipality staff* *Adult Training Institutions* *Environmental Activists* *Environmental and Sustainability Support Organisations* *NGOs* *General Public*
Innovation Elements	*The project brought strength and spread zero-waste competences among changemakers across Europe, helping to empower them to support and drive their communities towards long-term systemic change. The **developed curricula** provide educators with a framework and activities to teach the most important concepts and practical knowledge of implementing zero waste strategies locally.* *The innovation of creating "Zero Waste Ambassadors" (someone who can argue, convince, and advise local decision-makers on zero waste policies and business models, with at least a medium level of zero waste expertise) enhanced the transition towards a zero waste society in Europe, local level, community-led change is imperative. For communities to lead change, they need active, informed and energetic ambassadors working within them, helping support local authorities in policy design and the broader community with the implementation of zero waste strategies.*
Impact	*The guiding principle of Zero Waste is the commitment to constantly:* • *improve the management of resources,* • *reduce the amount of waste progressively,* • *increase the percentage which is reused/recycled/composted,* • *assess what is not recovered from having it redesigned.* *Zero Waste has been formally adopted as a guiding waste management strategy by a growing number of municipalities and communities all over the world.*
Resources produced	*Zero Waste Ambassador Curriculum* *Zero Waste Trainer Curriculum*

18	*Zero Waste Training Handbook* *Zero Waste Ambassador and Trainer Diploma* *Zero Waste Trainer and Ambassador Training Videos*
Sustainability & Replicability	*Zero waste is a process that can be put into practice at the local level by communities (villages, municipalities, neighbourhoods, etc.). Local implementation "makes it happen" and shows other communities how to follow. However, local initiatives can benefit from a good regulatory framework and Zero Waste-oriented "top-down" policy. This can frame the steps towards Zero Waste, provide for economic incentives, define clear conditions for markets for recycled materials, and/or provide the legal basis for bans and restrictions.* *The idea of creating a pool of Zero Waste Ambassadors and trainers can be replicable by using the resources produced by the project. They are easily adapted to the needs and circumstances of any organisation, area and target group and can add to the behavioural change of communities needed towards Zero Waste.*
Website	https://letsdoitfoundation.org/how-to-keep-it-clean/train-people-on-zero-waste/

Good Practice 7
Climate Action to the Table - CATTT

Type of Project	*EUKI – European Climate Initiative*
Years of Implementation	*2021 – 2023*
Partners & Countries involved	*Fundació Catalana de l'Esplai – Coordinator (Spain)* *Umanotera, The Slovenian Foundation for Sustainable Development – Slovenia* *Social Innovation and Cohetion Insitute – Greece*
Bried Summary	*Making sustainable food consumption "the new normal" was the goal of the Climate Action to the Table project. The current food system is one of the main contributors to climate change and environmental damage. The education sector has prioritised waste and mobility while concentrating primarily on explaining the effects of climate change. Food has only ever been discussed to health and/or through school gardening projects, which is essential, but more viewpoints are required.*

	There is still a long way to go before citizens fully understand the need to switch to more sustainable diets, despite several excellent programs that are attempting to improve food systems. Given the connections between what we consume and culture, psychology, and inherited/behavioural traits, this is particularly challenging.
	Through challenges and a creative approach, products like the food-themed physical and digital escape room for youth promote food sustainability. The physical escape room will be offered in schools and non-formal/informal educational facilities, while the digital escape room is available online. The project has created guidelines for educators that will give them materials and suggestions for activities to approach the subject of food sustainability to enrich the learning process further. Additionally, a cycle of conferences addressing adults and educators has been planned with the goals of piquing their interest in the subject, encouraging reflection on food systems, and promoting dietary modifications.
	Through the awareness created by the activities, young people, educators and adults, as well as children and civil society, will be more willing to change their diets and reduce their environmental impact and greenhouse emissions.
Objective	• *Increase the number and reach of awareness campaigns on food sustainability,* • *Increase the number of activities concerning food sustainability that is carried out at an educational level, diversify them, and make them more attractive,* • *Make known the link between food and climate change,* • *Raise awareness of one's responsibility as a consumer,* • *Promote a change of habits for the adoption of a sustainable, wholesome diet that is accessible to all,* • *Increase the sense of urgency to tackle climate change,* • *Foster an empowering approach to climate change, focusing on the solutions and promoting individual and collective action.*
Target Groups	*Formal/Non-Formal Educators and Centers* *Youth*

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	Adults, Parents, Guardians, Families *Organised Civil Society* *Academia* *Public Administrations* *Private Food Sector* *General Public*
Innovation Elements	*Climate Action to the Table project aimed to make sustainable food consumption "the new normal". Through the awareness created by the activities, young people, educators, adults, children and civil society have become more willing to adapt their diets to more sustainable practices and reduce their environmental impact and greenhouse emissions. Considering that individual and collective consumers' actions can make a vast difference, shifts in certain diets could reduce GHG emissions by 40%.* *Educators, youth workers, NGOs, environmental organizations, and public authorities were all clearly involved in the project, as were public officials. They acquired the skills and knowledge necessary to effect the desired behavioural change in eating and drinking habits through the creation of creative, witty, and valuable resources.* *On the one hand, young people can start new fads, have an impact on their friends, families, and communities, create new routines and projects, and create new social norms centered on sustainable eating. Adults, Parents, Guardians, and Families, on the other hand, have a significant impact on many areas of the food supply chain by their decisions, purchases, and viewpoints. By making thoughtful decisions and changing their diets to include more sustainable foods, they can drastically alter the current food system and make it more sustainable. To accomplish their goals, the projects made use of both of them.* *An important innovation is also the Physical and Digital Escape Rooms: an engaging concept that is attractive to its target groups and which, in a gamified way, can make known some of the challenges ahead of the agri-food system.*
Impact	*The project influenced many levels:* - *By including food sustainability as a topic in their regular activities, educators can enable kids and teenagers to encourage behaviour modification and responsibility-taking while*

	mediating the connection between food and climate change, - *Youth started new trends, influenced their friends, families, and communities, developed new routines and projects, and created new social norms about sustainable eating practices.* - *Encouraged organised civil society to promote sustainable food practices and to start worthwhile efforts to restructure the food system from various angles, combat climate change, create alternative markets, work with volunteers and farmers, etc.* - *Greater understanding of sustainable food through education and other activities.* *The overall impact of the project can be summed up by saying that consumers are prepared and willing to make knowledgeable, responsible, and environmentally friendly food choices, as well as to take an active role in driving and demanding reforms in the current agri-food system. The educational community must contribute to this by making food sustainability one of its main concerns when addressing climate change. Changing the agri-food system, which now accounts for 21-37% of global emissions, will result in the mitigation of greenhouse gas emissions. Additionally, it will result in a larger and stronger group of concerned citizens taking climate action.*
Resources produced	*Physical Escape Room* *Digital Escape Room* *A Circle of Awareness Raising Conferences* *A Toolkit of Activities for Educators*
Sustainability & Replicability	*The project can be replicable, but its outputs need to be adapted to each country's climate conditions, food seasonality and diet habits.* *The Physical Escape Room, which can easily be assembled and is portable, and the Toolkit of Activities for Educators use information from the local agro-food industry, and therefore, they need to be adapted accordingly.* *The Digital Escape Room also makes it easier for other interested individuals and organisations to use it: it is made in English, interesting for youth and easy to play.* It is possible to use the project outputs in activities related to food sustainability, behaviour change and awareness raising in

	environmental training. Additionally, they can be used as a training toolkit and activities resource in volunteering training, considering they need minimum adjustment to local conditions.
Website	*https://www.euki.de/en/euki-projects/climate-table/*

Good Practice 8
UPRAISE- YOUTH PARTICIPATION FOR SOCIAL CHANGE

Type of Project	*Erasmus+* *Strategic Partnerships for youth*
Years of Implementation	*2020 – 2022*
Partners & Countries involved	*Gemeinsam leben und lernen in Europa e.V. – Coordinator (Germany)* *Social Innovation and Cohesion Institute (Greece)* *ARISTA DEKA (Cyprus)* *Centrul de Voluntariat Cluj-Napoca (Romania)*
Bried Summary	*One of the significant issues contemporary democracies face in Europe is young people's political disengagement regarding traditional politics or organisational membership. Young people are very engaged in non-organisational structures, like initiatives. They usually resist formal membership and engage more spontaneously for a particular course, time-limited, through "passive" support via social media (like, dislike, comment or share) and usually expect instant gratification, which is difficult in political and societal changes.* *The European Commission has perceived as a vital challenge that young people are disengaged and disconnected from traditional political processes in Europe, especially when it comes to voting. The relevant rise in the participation of young people in the European elections 2019 is positive, but the fact remains that they participated in EU elections less than the older generations. Moreover, they are not only disengaged, but they might be apathetic and/or alienated from the traditional forms of politics or organisational membership.* *The same is not true, though, for other forms of participation. Young people are very engaged in non-organisational structures, like initiative.*

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	They usually resist formal membership and engage more spontaneously for a particular course, time-limited, through "passive" support via social media (like, dislike, comment or share) and usually expect instant gratification, which is difficult in political and societal changes. *The project partners determine political participation among young people as (A) any lawful activities undertaken by citizens that will or aim at influencing, changing or affecting the government, public policies, or how institutions are run and (B) a diverse range of activities such as people being members of different organisations, participating in cultural organisations, or activities, signing petitions, protesting, contacting politicians, social media campaigning, engaging online, etc.* *Volunteering is one of the means young people use to engage themselves in topics that they believe are worth fighting for; UPRAISE project is developed around this concept, and created resource that can be used to train and support organisations and volunteers in their scopes.*
Objective	*The project aims to promote active youth participation through youth work. To achieve this aim, the partners will first work on the competence development of youth professionals (youth workers, youth trainers, and mentors of ESC volunteers).* *To achieve this aim, partners first worked on the competence development of youth professionals (youth workers, youth trainers, and mentors of EVS volunteers).* ***Specific objectives:*** *SO1 To understand the level, depth and dimensions of integration of the political dimension into the trainers' work in the partner countries (with the implementation of Research).* *SO2 To build on the capacity of the youth organisation to manage active citizenship initiatives by developing the competences of young voluntary coordinators and young volunteers.* *SO3 To learn how to use innovative methods which are attractive to young people with fewer opportunities to stimulate youth participation in general but also with a focus on contemporary*

	*issues which affect Human Rights such as a) Democracy & human rights, b) Fighting anti-Semitism & anti-Islamism, c) Gender equality & rights to sexuality, d) **Climate change**.* *SO4 To enable youth workers to understand social media and provide them with tools and procedures to run successful online campaigns with the youth on issues that affect the youth and the societies they live in.*
Target Groups	*Youth Professionals* *Youth Workers* *Volunteers' Mentors* *ESC Organisations* *NGOs* *Volunteering Organisations* *Volunteers* *Environmental and Social Activists*
Innovation Elements	*One of the intellectual outputs of our project is a Toolkit to be used by youth professionals to enhance youth participation with methods which are attractive to young people with fewer opportunities: a. Lego Serious Play, b. Photovoice, c. Theatre of the Oppressed, d. Kahoot! Quizzes; and on topics of interest to young people. All the topics identified to be of interest among UPRAISE target groups are related to Human Rights: a. Democracy & human rights, b. Fighting anti-Semitism & anti-Islamism, c. Gender equality & rights to sexuality, d. **Climate Change**.* *Additionally, the methodologies proposed by the UPRAISE project have the element of innovation: they are more attractive to young people with fewer opportunities than traditional methods because of their potential to produce outcomes in terms of skills, knowledge, and attitudes. Photovoice especially helps create more impact with the use of visual material for social change. Also, the outputs of the project are unique in many aspects: (a) their content is new, (b) the methodologies proposed are innovative, (c) the target groups are often underserved, and e) the open accessibility of the resources produced.*
Impact	*Participants in the project belonged to 2 target groups, (1) youth professionals (youth workers, youth trainers/ facilitators, mentors of EVS volunteers) and (2) young people with fewer opportunities:* *Youth professionals: the project was an opportunity for Continuous Professional*

	Development (CPD). Many youth professionals have had little or no training in new methodologies, and the project built on their work-related competences and self-confidence. The training provided the participants with a Toolbox of really innovative methods and tools to inspire and support youth participation in voluntary initiatives for causes that interest young people today. After the training, the participants multiplied the tools by sharing them during new training events in the project countries. They enriched their toolbox with "analogue" non-formal tools to attract and engage young people with fewer opportunities for which formal methods and settings are not working; Lego Serious Play, Photovoice, Theatre of the Oppressed, Kahoot! Quizzes. *Young people with fewer opportunities: being an active citizen and an active volunteer starts with the individual. The project's impact on young people with fewer opportunities is building those key personality traits associated with the passion for bringing about social change, empathy for the most vulnerable and tolerance for those who are different. The tools and resources developed to support active participation. Young people gained specific tools to work with some of the topics that concern them the most today: (a) Democracy & human rights, b) Fighting anti-Semitism & anti-Islamism, c) Gender equality & rights to sexuality, and d) Climate change).*
Resources produced	*"European Training Strategy and the Trainer Competence Model: The political dimension of the work of youth trainers in Germany, Greece, Cyprus, and Romania",* *"Managing active citizenship initiatives with young voluntary coordinators and young volunteers",* *"UPRAISE Training toolkit" Practical tools for youth professionals to be used to enhance youth participation with the methods of a. Lego Serious Play, b. Photovoice, c. Theatre of the Oppressed, d. Kahoot! Quizzes:* *Topics: a) Democracy & human rights, b) Fighting anti-semitism & anti-islamism, c) Gender equality & rights to sexuality) d) Climate change* *"UPRAISE Toolkit for Successful Online Campaigns & Petitions".*
Sustainability & Replicability	*This project was an opportunity for continuous professional development for youth professionals. It represented a set of transferable skills they*

	could repeatedly use in their daily work with the youth. The proposed methods (a. Lego Serious Play, b. Photovoice, c. Theatre of the Oppressed, d. Kahoot! Quizzes) are innovative and have great potential to be used with diverse target groups in the long run. The topics chosen (a) Democracy & human rights, b) Fighting anti-Semitism & anti-Islamism, c) Gender equality & rights to sexuality), d) Climate change) can have a long-term impact on society. *Anyone can easily use the project resources as they were produced by considering European Youth's needs regarding active participation and volunteering. They can be replicable without any issue, they are in English, and the methodologies proposed can be adjusted to any topic of interest.*
Website	*https://upraise-project.eu/*

Good Practice 9
Foster youth employment and entrepreneurial skills using circular economy applied at the food – FOODy

Type of Project	*Erasmus+* *Strategic Partnerships for youth*
Years of Implementation	*2022 – 2024*
Partners & Countries involved	*Qualo training & mobility, s.r.o. – Coordinator (Czech republic)* *FRAMEWORK associazione culturale (Italy)* *FUNDACJA AUTOKREACJA (Poland)* *MEDITERRANEAN AGRONOMIC INSTITUTE OF CHANIA (Greece)* *MV International (Italy)* *S.E.A.L CYPRUS (Cyprus)*
Bried Summary	*FOODy project uses the concept of empowerment and a sense of initiative using social entrepreneurship as an effective intervention to re-engage young NEETs and help them overcome the barriers preventing their participation in their community or the labour market. It applies it to the food value and food waste management system to inspire NEETs to initiate local projects to contribute to lowering waste generated by the sector and ultimately reduce its carbon footprint.* *The project takes inspiration from the circular economy, providing an opportunity to introduce*

	new ethical norms in business. According to the OECD, the market share held by circular business models is limited, generally representing no more than 5 to 10% in economic terms. Challenges with regard to the implementation of a circular economy model differ between countries and regions, depending on the stage of the transition to a circular economy, the governance structure and the political focus of the country or region in question. *NEETs are a vulnerable group of young people in transition between education and the labour market. Those most at risk are young people with disabilities, coming from a migrant background, having a low level of education, living in remote areas, having a low household income, and young people with parents who experienced unemployment, have low levels of education or are divorced. The main barriers and constraints to participating in education or training experienced by young people relate to finance, transport, availability of provision and their knowledge and awareness of the post-age 16 options available to them.* *The project contributes directly to Indicator 12.3.1 - Global Food Loss and Waste supporting EU countries in halving food waste by 2030. The inspiration for the project is given by the inadequate opportunities offered to young people to develop for practical skills needed to function as a citizen in a multi-agency and fast-changing environment.*
Objective	*FOODy project promotes empowerment, participation, active citizenship and sense of initiative, using social entrepreneurship as an effective intervention to re-engage young NEET in solving issues in their communities connected to food and its waste.* *The objective is to ensure they have the life skills and knowledge to foster their ability to overcome barriers to participation, employment and transition to adulthood.* FOODy seeks to: - Enlarge perspectives on issues such as entrepreneurship, **climate change, sustainable development, and food waste,** - Improve civic skills enabling their social participation and increased awareness of social

	responsibilities, adding volunteering as a means of social activation and stimulation, -Increase transversal skills needed for employment and a complete transition to adulthood.
Target Groups	*Youth with fewer Opportunities* *Youth* *Youth Workers* *Youth Professionals* *NGOs* *Environmental Organisations* *Environmental and Sustainability Activists*
Innovation Elements	*FOODy provides a European approach to tackling vulnerable young people (unemployed, low education, low school results, NEETs, migrant background) issues, as well as engaging the local community and employers in contributing to their preparation for the labour market.* FOODy uses the non-formal learning approach and applies it to the food value and food waste management system to inspire NEETs in initiating local projects to contribute to lowering waste generated by the sector and ultimately reduce its carbon footprint. Therefore, it seeks to inspire community volunteering schemes by empowering NEETs to design and run them, thus taking NEETs out of "hibernation" and, at the same time, contributing to lowering food waste.
Impact	FOODy impact can be listed as follows: • Increasing professional skills and competences in educators and trainers while offering a new and original angle for supporting local youth in need of better options, • Better prepared educators within organisations and in key stakeholders, • New practice at a local level that can contribute to more efficient territorial management of waste and spawn spin-offs, • Increased resilience and motivation in youth and support them in getting involved at the local level, • Boosted innovation in youth using the food sector and social entrepreneurship possibilities, • Inspire community volunteering among youth in food management and waste.

Resources produced	*FOOD-y e-course for trainers and youth workers: aimed at youth/social workers and trainers active in youth NGOs, to enhance skills and knowledge in entrepreneurship, sustainability, participants' engagement and support, multi-actor program coordination, a different form of assessment to be performed by participants, monitoring and assessment of participants' activities and production.* *FOOD-y program handbook and toolkit: The handbook illustrates the FOOD-Y program made of workshops and tools used to increase youth employability and entrepreneurial spirit using the food industry and its waste management system solving inspiration for community improvement. The proposed program will lead the participants in learning more about food and how it is produced, processed and disposed of to prepare the scope of possible (social) enterprises that can contribute to solving one real, local issue connected to the food industry.*
Sustainability & Replicability	*Food waste uses the water and other resources needed to grow the food and contributes to greenhouse gas emissions.* *Food waste reduction has positive environmental effects: Saves Resources – When food is wasted, the resources used to grow, store, process, distribute, and prepare it are also wasted. These resources include land, water, energy, and labour.* *An individual can avoid contributing to the issue by finding ways to limit food waste throughout the day, even if the average consumer does not contaminate the environment as much as big businesses do.* *In the long run, planning and arranging meals can save a person a substantial amount of time and simplify and improve their eating habits.* *Even if the average consumer does not pose the largest environmental hazard, consumers must take action to lessen their environmental impact.* *A healthy food future can be created for everyone by finding ways to reduce food waste, which can significantly influence each individual.* *FOODy's resources can easily be used in the future, as they are all digital, in English, and*

	easy to use. Thus, they can be replicable in individual contexts of a user (such as organisations, NGOs, schools, etc.).
Website	

Good Practice 10
Games for Energy Efficiency Youth Literacy - GENTLY

Type of Project	*Erasmus+* *Cooperation Partnerships in Youth*
Years of Implementation	*2022 – 2024*
Partners & Countries involved	*IN2 DIGITAL INNOVATIONS GMBH – Coordinator (Germany)* *Asociacija "Aktyvus jaunimas (Lithuania)* *ASOCIACION CULTURAL Y DEPORTIVA LAHOYA (Spain)* *ASOCIATIA A.S.E.L. RO (Romania)* *Ecocenter Alapítvány (Hungary)* *Social Innovation and Cohesion Institute (Greece)*
Bried Summary	*Climate change and environmental pollution are a threat to Europe and the rest of the world's existence. To address these issues, Europe needs a new growth plan to turn the Union into a modern, resource-efficient, and competitive economy with zero greenhouse gas emissions. Games-based learning (GBL) promotes improved motivation, increased interest in specific topics, various representations, an open-ended approach to information, self-control, and peer collaboration (Egenfeldt-Nielsen, 2007). People, the earth, and the economy will all benefit from making* *Europe is climate-neutral and maintains our natural habitat.* *GENTLY endeavour to raise youth awareness, knowledge, skills, and competencies through GBL procedures guided by trained youth workers, empowering increase energy efficiency practices and tackle climate change. The main objective of the current project is to offer added value, and reclaim international cooperation, and the available digital means for informing and educating the youth in a non-formal playful, and joyful way. The project's main scope is to create an innovative package of games that will include both board and online games of two levels (easy and professional) to include a wide variety of youth.*

	GENTLY developed the "Board and Application games for energy efficiencymaximisationn", which is a game that can be played physically and online: Digital means are used for the youth to equip them properly with the EU morals to broaden their horizons by using a means that they carry with them most of their time; their one mobile phone. *The "Alternative Board and Application games for energy efficiency": games for people with disabilities, health problems and educational difficulties. The games are translated to braille code, audio systems and even more educational techniques to include as many young people as possible.*
Objective	*GENTLYs main scope is to create an innovative package of games, both board and online, of two levels (easy and professional) and to provide game-based learning to as many as possible young people, youth workers and young people with fewer opportunities.* *GENTLY's objectives are:* • *To undertake research and analysis on the Green Deal and facts about climate change, focusing on increasing energy efficiency and the Green Deal,* • *To create, evaluate, and disseminate a cutting-edge training game package on energy efficiency issues for youth workers, young people, and youths with limited possibilities,* • *To provide youth workers with training on energy efficiency concerns,* • *to encourage businesses to participate in competitive sports by emphasising environmental preservation.*
Target Groups	*Youth with fewer Opportunities* *Youth* *Youth Workers* *Youth Professionals* *NGOs* *Environmental Organisations* *Environmental and Sustainability Activists*
Innovation Elements	*GENTLY is an innovative energy efficiency maximization-based project that strives for European Union (EU) targets achievement as it is aligned with youth awareness for energy efficiency actions, environmental emissions, and promotion of EU green deal targets and measures for energy efficiency maximisation through*

	empowering young people. The main objective of the current project is to offer added value and reclaim international cooperation and the available digital means for informing and educating the youth in a non-formal playful, and joyful way. *GENTLY promotes energy efficiency techniques to youth through gaming: a board and digital game are developed and available to everyone interested in the topic.* *GENTLY provides young individuals and workers with a theoretical basis as well as distinct games to engage young people in motivating, engaging and interactive processes that improve their communication and collaboration skills, critical thinking, and problem-solving abilities on topics related to energy efficiency, environmental pollution and its damaging impact on the globe. As a result, the project's innovative aspect is that it is a one-of-a-kind attempt to use different games to contribute to young people's learning about energy efficiency issues to influence their knowledge and awareness, starting with little everyday steps in their daily lives and progressing to large steps via community participation.*
Impact	*Game-Based Learning empowers young people, makes them aware of environmental threats and trains them about green deal practices for energy efficiency maximisation and emission minimisation.* *Games-based learning is a significant and cutting-edge teaching method in the fields of learning and teaching and can thus support students in improving their performance in language study as well as their cooperation and keeping learning active.* *A key component of youth education is game-based learning, which helps students comprehend the significance of building a sustainable future for themselves and others. It is crucial to alter learners' attitudes and associated behaviours in environmental learning. Digital game-based learning environments, and analogue ones, allow learners to learn and practice new behaviours while playing a game, making them an effective pedagogical tool for environmental learning.*

	GENTLY provides educators and trainers with the resources to design innovative teaching environments and enhance learners' learning and practice of new behaviours towards environmental protection and sustainability.
Resources produced	*GENTLY produced the following resources:* • *GENTLY field research and e-book* • *Board and Application games for energy efficiency maximisation* • *Alternative Board and Application games for energy efficiency* • *Professional games for energy efficiency maximisation*
Sustainability & Replicability	*Game-Based Learning is a methodology widely used nowadays in learning environments. The learning community generally values its benefits, and understandably, it can bring a more effective behavioural change.* *GENTLY resources are easy to use, developed in English and available on the project's website, and any interested party can use them. The issue of energy efficiency teaching is global therefore, there is no need for major adjustments; however, the user may make some according to their local conditions.*
Website	*https://gently-project.eu/*

Good Practice 11
Volunteering for environmental education

Type of Project	*Erasmus+* *Volunteering Projects*
Years of Implementation	*2018 – 2020*
Partners & Countries involved	*ASOCIATIA FORUMUL CETATENESC PENTRUACTIUNE SOCIALA SI EDUCATIE CIVICA – Coordinator (Romania)* *ASSOCIAZIONE CULTURALE LINK (Italy)* *JORDAN YOUTH INNOVATION FORUM SOCIETY (Jordan)* *L' ASSOCIATION EURO-MEDITERRANEENNE DES ECHANGES, VOLONTARIATS, EVENEMENTS (Tunisia)* *SIQA- Georgian Association of Educational Initiatives (Georgia)*
Bried Summary	*The project addressed a current issue of young people from the Dragasani community (ROMA community) and the rural communities around Dragasani: the lack of involvement of young people*

	in the democratic life of the local community, their lack of involvement in volunteering activities, lack of an attitude towards environmental protection and demotivation to continue the necessary school studies that are required. *The main challenge of this project was implementing volunteering activities under the "Second chance" program, a program attended by young people from Roma communities who have never been to school or have dropped out of their studies.*
Objective	*The specific objectives of the project were:* *- Participation of some volunteers with fewer opportunities at a 12-month EVS programme dedicated to promoting the active participation of young people in the local community life and protecting the environment,* *- Personal and professional development of the volunteers with fewer opportunities through active participation in volunteering activities to support 7 local communities,* *- Promoting volunteering, outdoor movement and sports activities among 1,000 young people from 7 local communities in the southern area of Valcea County,* *- Motivating young people from disadvantaged Roma communities to continue their studies under the "Second chance" program.*
Target Groups	*ROMA Communities* *NGOs* *Youth Workers* *Youth* *Youth Centers* *ESC Mentors* *ESC Organisations* *Social Inclusion Specialist* *Local Authorities*
Innovation Elements	*The project was innovative in combining volunteering, environmental protection and awareness topics, and the ROMA community. The Roma population experiences ongoing disparities in all facets of life, including how easily Roma youngsters can obtain an education.* *Roma people experience discrimination, social marginalisation, and segregation in addition to living in marginal and extremely bad socioeconomic conditions. The project provided an EVS activity dedicated to the Dragasani*

	community, including volunteering, environmental protection, awareness, and inclusion training.
Impact	*The volunteers who participated in the project acquired specific competencies and knowledge about environmental protection and ecological education, a stage that can be disseminated as an example of good practices for other EVS mobilities* *Additionally, it promoted environmental education among Valcea County schools, allowing their students to acquire specific competences to protect the environment.* *It also boosted the greening of the town of Dragasani and its surroundings, setting up an ecological information point in the city and making thematic hiking trails around Dragasani.* *Finally, the project significantly impacted the Roma community of Dragasani, as they felt included and welcomed and could have their voices heard.*
Resources produced	*A brochure regarding traditions and customs from Dragasani's area and traditions and customs from the partner countries of the project.* *Information campaign Plan focusing on Roma communities, volunteering and the environment.* *A brochure with non-formal education methods implemented within EVS service, methods explained by volunteers.* *Organisation plan of a "green" festival where environmental education and environmental protection are promoted.*
Sustainability & Replicability	*This volunteering project can be replicable in areas where Roma communities exist, and it is an excellent way to introduce environmental protection and raise awareness among them.* *Additionally, it can be supported by the ESC programme, either as an ESC programme or as a Solidarity Project. In any case, it needs some adjustment to local community needs and good training of the selected volunteers before coming in contact with the local Roma communities to avoid any cultural appropriation issues.*
Website	*www.greenlife.atrv.eu*

Good Practice 12
Challenge-based Environmental Language Learning through Inspiring Stories for low-skilled adult learners - CHELLIS

Type of Project	*Erasmus+* *Strategic Partnerships for Adult Education*
Years of Implementation	*2020 – 2022*
Partners & Countries involved	*ALFMED – Coordinator (France)* *E.N.T.E.R. GMBH (Austria)* *MEATH COMMUNITY RURAL AND SOCIAL DEVELOPMENT PARTNERSHIP LIMITED (Ireland)* *PLAYSOLUTIONS - Audiovisuais Unipessoal, Lda (Portugal)* *S.E.A.L CYPRUS (Cyprus)* *TIBER UMBRIA COMETT EDUCATION PROGRAMME (Italy)*
Bried Summary	*Climate change affects everybody regardless of nationality, economic or social status. To take action and slow down the process, the European Commission launched initiatives and participated in global policy discussions. In March 2020, the European Green Deal was introduced to amplify further measures already in place, such as those of the Paris Agreement and foresees actions contributing to a climate-neutral EU by 2050, e.g. the European Climate Law and the European Climate Pact, which focuses on engaging citizens and communities to take environmental actions.* *CHELLIS project wanted to contribute to the objectives of the Climate Pact by accelerating the proposed bottom-up approach and empowering individuals to become aware of eco-friendly actions and lifestyles and consequently become role models of the green movement.* *CHELLIS approach also offered opportunities for language learning in a specific topical area. Language skills are a key competence relevant to the labour market and the integration processes of migrants. The project developed an entertaining, educative language learning tool to facilitate the process and simultaneously instill environmentally-friendly ideas in users of the project results.*
Objective	*CHELLIS project aimed to provide challenge-based environmental language learning through inspiring stories for adult learners.*

	The project wanted to raise awareness about current environmental challenges and eco-friendly topics. At the same time, CHELLIS provided an opportunity to improve language skills in English, French, German, Greek, Italian, and Portuguese. *Based on its environmentally-oriented and language-learning context, the CHELLIS project pursued the following main objectives:* *Extending the bottom-up effect of environmental measures taken on a local and regional level by raising awareness and instilling green attitudes in adult learners,* *Provided an upskilling learning opportunity for not only but also low-qualified and low-skilled learners that enhanced their language skills and specific vocabulary as well as their environmental competences and attitudes,* *Ensured that acquired competences were validated and transferable,* *Enhanced pedagogical discussions by introducing an innovative didactic approach for non-formal learning through challenge-based, serious gaming, story-telling, and visual learning methods,* *- Accelerated the effect of ecological initiatives pursued by the European Commission by promoting green competences and attitudes and generating a great impact through an easily accessible and engaging stepping-stone instrument that empowers individuals to take action and positively contribute to the fight against climate change.*
Target Groups	*Adult trainers* *Educators* *Adult Training Institutions* *Environmental Activists* *Environmental and Sustainability Support Organisations* *NGOs* *General Public*
Innovation Elements	*The project provided challenge-based environmental language learning through inspiring stories. C (CBL) is a cutting-edge teaching approach that encourages learners to solve problems in the real world while putting their academic knowledge to use. Learners and cutting-edge pedagogies that bring them closer to social reality and its major conflicts are the center of sustainable education.*

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	All participants (learners, trainers/educators, etc.) are asked to identify big ideas, ask thoughtful questions, identify and solve challenges, gain in-depth subject matter knowledge, develop contemporary skills, and share their ideas with the world as part of the Challenge Based Learning (CBL) framework.

The CHELLIS project incorporated all the abovementioned and, at the same time, raised awareness about current environmental challenges and eco-friendly topics, along with providing an opportunity to improve language skills.

Also, CHELLIS collaborated with artists who illustrated the stories included in the CHELLIS Platform. |
| **Impact** | By embracing a more eco-friendly lifestyle, every one of us can help create a healthy climate. The engrossing and motivating tales of CHELLIS aroused motivation and interest in this subject and provided advice on how to live a more sustainable lifestyle. The CHELLIS stories also facilitated language acquisition by offering tales for speakers of various language levels. Also introduced the Challenge-Based learning approach to a broader range of trainers, educators and learners and helped them understand how to use it in their teaching environments. |
| **Resources produced** | **CHELLIS Investigative Field Analysis:** Desk research and field study showing the target groups' needs and a portrait of climate challenges relevant to certain regions. Summaries in all partner languages.

CHELLIS Handbook Magazine: Reference instrument for adult education professionals. The output is available as an online and a print version in all partner languages, presents the CHELLIS methodology and features links to Practice Peek video clips.

CHELLIS Platform: A responsive, highly visual, non-formal online learning resource putting the innovative CHELLIS methodology into practice through 6 interactive story challenges in all partner languages. Its gamified approach simultaneously promotes language learning, text comprehension and environmental education and offers positive learning experiences with a direct impact on the individual life of learners. |

Sustainability & Replicability	*Considering that CHELLIS used the Challenge-Based Learning (CBL) approach to develop their resources, they can be easily replicable in other contexts by introducing new real-world challenges.* *A trainer/educator can use these resources as a guide and work with their learners on new real-world challenges, identify new big ideas, ask right questions, and come up with solutions.*
Website	*http://www.chellis.eu/*

Good Practice 13
Blue Economy Entrepreneurship – BEE

Type of Project	*Erasmus+* *Cooperation partnerships in adult education*
Years of Implementation	*2022 – 2024*
Partners & Countries involved	*F6S Network Ireland Limited – Coordinator (Ireland)* *Skills Zone Malta co. Limited (Malta)* *S.E.A.L CYPRUS (Cyprus)* *STARTUP MADEIRA – MORE THAN IDEAS, LDA (Portugal)*
Bried Summary	*With an emphasis on the blue economy and entrepreneurship skills, the BEE project intends to develop new educational options for low-skilled individuals living on European Islands who are experiencing financial challenges.* *The BEE project supports the social inclusion of young adults facing economic difficulties and/or low-skilled from remote European areas. The project also addresses the environment and the fight against climate change. Developing competences and awareness in the blue economy sector, which is relevant to green sustainability, is one of the core aims of the project.* *BEE project foresees the development and implementation of tailored education materials, an activity responding to green policies and the target group needs, with a Manual and an E-course.*
Objective	*The general objectives of the BEE project are:* *• Creating upskilling pathways, improving accessibility and increasing take-up of adult education for adults living in EU Islands,*

	• Fostering the employability of young adults involved by increasing entrepreneurship skills and opportunities through an innovative training methodology (certificated by the framework of EntreComp) wishing to develop their own ideas and businesses in this sector, *• The improvement of the professional competence of adult trainers, allowing a transfer of competences and skills to young adult learners in the remote islands related to the promotion of entrepreneurship in the blue tourism sector.* *These objectives are meant to create new educational opportunities for low-skilled adults facing economic difficulties linked with the blue economy and entrepreneurship skills, developing a tailored educational offer to answer their concrete needs and contributing to an inclusive environment in the job market. Moreover, the project is essentially focusing on the environment and the fight against climate change while developing competences and awareness in the blue economy sector.*
Target Groups	*Adult trainers* *Adult learners* *Educators* *Municipality staff* *Adult Training Institutions* *Environmental Activists* *Environmental and Sustainability Support Organisations* *Blue Economy Specialists* *NGOs* *General Public*
Innovation Elements	*Blue Economy is a knowledge-based one that looks to the sea for data and information to address societal concerns and serve as inspiration for solutions rather than only for extracting material products. According to the World Bank, the blue economy is the "sustainable use of ocean resources for economic growth, improved livelihoods, and jobs while preserving the health of ocean ecosystem."* *BEE project innovation lies within the following factors:* *• The organisations involved in the project have a complementary profile, allowing the project to focus not only on one topic but to merge social, environmental and local growth aspects and allow synergies.*

	• The transferability of the resources produced within the project is ensured at the European level, as the consortium wants to produce a comprehensive picture of the blue economy in Europe, its advantages and usefulness. • The topic addresses underlying issues in European remote islands and provides competences and skills to young adults in the scope of the blue economy, a highly relevant sector in these territories. Through the results developed, users can gain new green employment skills in a sector relevant to their territory.
Impact	Blue economy can help vulnerable geographic areas lessen the effects of poverty and climate change. It also maintains and develops more intangible "blue" resources, including traditional ways of life, carbon sequestration, and coastal resilience. A sustainable blue economy reconciles economic growth, better livelihoods, and social inclusion with addressing the climate problem, preserving biodiversity and ecosystems, conserving resources, and realising the goal of zero pollution. The BEE project embraces all of the above and puts individuals and their communities at the core of its activities.
Resources produced	• Upskilling Manual for Adults Educators & Training Course • A high-quality E-learning course
Sustainability & Replicability	Mixing Blue Economy, social inclusion, and upskilling adult learners is a combination of sustainability. Project resources can be used by organisations connected with Blue Economy and, at the same time, are facing social issues. They are in English and can certainly be used in adult learning environments.
Website	www.Bee-project.eu

Good Practice 14
GREEN MEME EFFECT: Greenfluencing micro-interventions in physical and digital social space of youth to foster eco-friendly and sustainable behaviours

Type of Project	*Erasmus+* *Cooperation partnerships in youth*
Years of Implementation	*2023 – 2025*
Partners & Countries involved	*Auxilium pro Regionibus Europae in Rebus Culturalibus – Coordinator (Austria)* *Associação BioLiving (Portugal)* *MEATH COMMUNITY RURAL AND SOCIAL DEVELOPMENT PARTNERSHIP LIMITED (Ireland)* *CO&SO - CONSORZIO PER LA COOPERAZIONE E LA SOLIDARIETA'CONSORZIO DI COOPERATIVE SOCIALISOCIETA' COOPERATTIVA SOCIALE (Italy)* *S.E.A.L CYPRUS (Cyprus)* *MOBILIZING EXPERTISE AB (Sweden)*
Bried Summary	*A green and sustainable tomorrow begins with the people who shape their future by making the right daily choices. To encourage and foster truly green lifestyles, green behaviours must become habits that get more and more internalised over time. It all begins with one spark that sets the change in motion – and ideally, spreads from one person to the next until it reaches all levels of society.* *The project uses an approach that picks up the young people, especially marginalised youth, where they are and empower them to join low-threshold green and sustainable actions that benefit the community – right at their doorstep. The GREEN MEME EFFECT project utilises the concept of social space orientation and extends it to the digital social space of youth. Young people's online life is as important as their physical, offline life. Thus, an approach that wants to reach all youth levels has to consider this new field and use communication channels and a language that appeals to them.* *To draw these young people in, enhance their green skills and competences and foster sustainable habits, the GREEN MEME EFFECT project places micro-interventions in their physical and digital social space by relevant, influential actors in these spheres.*

	The project develops this MEME micro-intervention methodology and materials that capture the attention of youth and direct it towards more information and real green engagement opportunities to enable them to become true actors of change and to achieve a long-term GREEN MEME EFFECT.
Objective	*The GREEN MEME EFFECT project aims at using "greenfluencing" micro-interventions in the physical and digital social spaces of youth to foster eco-friendly and sustainable behaviours. In detail, its objectives are the following:* • *Foster and promote green thinking, lifestyle and attitude to youth and marginalised ones.* • *Equip the actors in the physical and digital social space (youth workers, youth support, parents, peers, companies/NGOs/local authorities) to become green role models and inspire through micro-interventions.* • *Promote social responsibility, initiative and participation in eco-friendly and sustainable action in the local communities, including volunteering.*
Target Groups	*Youth workers* *Youth support organisations* *Youth Mentors* *ESC mentors* *Environmental Organisations* *Environmental Activists* *Social Inclusion Organisations* *General Public* *NGOs* *Local authorities*
Innovation Elements	*The GREEN MEME EFFECT project's innovation elements lie in its methodology.* *The project features an updated application of the social-spatial paradigm as it includes the digital social space of youth and treats it equally to the physical social space. Generation Z and younger do not differentiate between their online and offline social environment and are highly influenced by their online peers and role models – no matter where they are in the physical world. Visual elements highly characterise youth communication in the digital social space – from photos, videos, emojis, stickers and GIFs to the popular format of MEMEs – leading to this project's next crucial element.*

	The second innovative concept is the applied MEME methodology, based on two meanings of the term MEME. On the one hand, MEMEs are images of pop culture or of real people that transport a relatable element – often, these MEME templates are coined with customised text to fit a specific situation even better. And due to their relatability, they are shared uncountable times. *On the other hand, before the term meme was known as an internet phenomenon, it was coined by an evolutionary biologist to describe an element of culture, an idea, or behaviour passed from one individual to another by imitation or other communicative means. In essence, a MEME is to culture what a gene is to biology – many memes together create the DNA of culture and, consequently, the attitudes and habits of people in a community.* *The third innovative aspect is to use this MEME methodology as micro-interventions in the social space of youth. This technique is often used in therapeutic and health contexts but can be applied to any situation. The micro-intervention is a brief and easy-to-implement action aiming at a positive effect in the target group. It can be the spark of motivation that sets change in motion or gives the strength to persevere.*
Impact	*All parties involved in this project have broad local, regional, national and European networks, including target group relevant stakeholders and further target groups.* *The GREEN MEME EFFECT project gains and improves pedagogical/didactic competences, digital competences, marketing competences, youth culture competences and – most importantly - green, environmentally friendly and eco-conscious competences.* *The project proposes new and innovative ways of making impactful contact with young people, especially marginalised youth, it also provides many different, low-threshold engagement opportunities. By reaching out to young people in their physical and digital social space and by inviting them to join local events and other activities at their doorstep, they are empowered to participate more in their local communities and take the initiative to become*

	"greenfluencers" themselves – actual actors of green change.

Resources produced	• *Build GREEN knowledge, skills and competences:*
	  • *GREEN INFO CARDS in PDF and JPG format,*
	  • *animated GREEN INFO VIDEOS in MP4 format,*
	  • *engaging, gamified quizzes for each of the topics,*
	  • *blog posts that feature additional, localised information about each topic and the videos and quizzes.*
	• *Implement MEME micro-interventions in physical and digital social space:*
	  • *a practical methodological guideline,*
	  • *a unique, visually attractive and innovative collection of micro-intervention materials,*
	  • *STICKER SET featuring artwork, popular memes and engaging wording to be used in the real world,*
	  • *DIGITAL STICKER pack for WhatsApp, Instagram, and more (mobile App & via Giphy),*
	  • *STENCILS for eco-friendly chalk art (plus a complementary tutorial on how to make biodegradable sidewalk chalk at home),*
	  • *The stencils are also intended to be used as a template for planting, e.g. flowers or cress in meaningful patterns.*
	  • *a reusable "CALENDAR" featuring 52 weekly green challenges with the goal of adding one sustainable habit each week.*
	  • *an educational game that can be played in typical youth settings and that transports the value of green skills, lifestyles and attitudes in a playful and impactful way.*
	• *Create opportunities for a green meme impact EFFECT:*
	  • *an IDEA SET for green theme days in youth work settings, which can also be applied in further youth-relevant settings such as schools,*
	  • *a SOCIAL MEDIA CAMPAIGN that will reach out to youth in their digital social space and engage them to get active,*
	  • *a series of LOCAL ENGAGEMENT EVENTS happening in the physical social space of youth using the idea set methodology.*

Sustainability & Replicability	*By activating the young people in their social spaces, the project also engages the actors in these spaces, who are youth workers, youth support, volunteers, parents, peers, schools,*

	teachers, VET/WBL trainers, NGOs, companies, institutions, local authorities, policymakers and the broad public. The project provides materials that are beneficial to all these actors as they can use them in their work with young people, to capture the attention of youth and – as many project materials are intended to be used as micro-interventions in visible, public spaces (or privately owned space with permission of owners) – they will also impact everyone passing-by. The green theme days primarily address young people, but ultimately, they will affect whole local communities and invite anyone to join the green movement. *The project results can be used in many diverse contexts, and they do not need significant adjustments to reach out to youth in different countries.*
Website	

Good Practice 15
Activation of Green ROofs Synergies as a tool for civic participation & environmental consciousness – AGROS

Type of Project	*Erasmus+* *Strategic Partnerships for adult education*
Years of Implementation	*2020 – 2023*
Partners & Countries involved	*AYUNTAMIENTO DE LA PALMA DEL CONDADO – Coordinator (Spain)* *CSI CENTER FOR SOCIAL INNOVATION LTD (Cyprus)* *D'ANTILLES ET D'AILLEURS (France)* *EURELATIONS GEIE (Italy)* *LATVIJAS PASVALDIBU SAVIENIBA BIEDRIBA LPS (Latvia)* *VIESOJI ISTAIGA KAUNO MOKSLO IR TECHNOLOGIJU PARKAS (Lithuania)*
Bried Summary	*Europe has had to cope with pressing demands for environmental preservation and the necessity for an immediate reaction to new issues. The repercussions of climate change will be far less severe if efforts are made; targeted activities and adaptation to the particular situations in different areas and cities of Europe are an effective answer and response, according to EU Reports with indicators and overviews.*

	The AGROS project responds to the pressing environmental protection needs Europe has encountered recently. It comes as a training solution with a purely practical dimension, offering focused activities and adaption tactics to particular circumstances in different areas and cities of Europe. More specifically, AGROS seeks to support people in acquiring and developing fundamental skills and critical competencies related to the design, implementation, use, and sustainable management of green roofs for climate and environmental action, enhancing people's civic engagement with pressing issues and potential solutions. Additionally, AGROS promotes awareness of environmental problems and viable solutions by allowing participants and trainees to gain specific expertise in the relevant field while choosing a sustainable way of life.
Objective	*The project addresses the following objectives:* *a) to promote green roofs as the citizens' response to environmental protection, active participation and citizens involvement, and municipalities and areas sustainable development strategy,* *b) to provide the target groups with all the necessary skills and knowledge oriented to green roofs practices,* *c) to contextualise the environmental prosperity and individual well-being through training on green roofs benefits and awareness,* *d) To create and deliver innovative products and training digital tools based on differentiation methodologies and adult education approaches.*
Target Groups	*Local communities' citizens* *Non-governmental organisations and civil society organisations dealing with sustainable lifestyles promotion, environmental and economic sustainability and public awareness* *Public local authorities and their representatives in charge of sustainable development and environmental protection* *Professionals, agriculturalists, gardeners, technologists, constructors, engineers, environmentalists, and other relevant categories*
Innovation Elements	*The AGROS project's concept is innovative: by removing particulate matter and turning carbon dioxide into oxygen, green roof plants lower air pollution and greenhouse gas emissions. Roof*

	gardens also increase biodiversity by creating a natural home for birds, insects, and butterflies.
	The project developed the AGROS Courses – MOOC and a Training and Adaptation Handbook to facilitate the process of training individuals on the benefits of green roofs and on how to create their own green roofs. This means that AGROS managed to combine awareness raising on environmental protection issues and, simultaneously, make the individuals capable of taking tangible action by giving them the knowledge on how to create their own green roofs.
	Training people on how to practically live sustainably and giving them the tools and resources to do it on their own is a step forward to a behavioural change towards developing a global environmental consciousness.
Impact	*The project has had a significant impact on the participants-trainees who gained the proper and update knowledge and skills on a variety of issues for their environmental capacity, the adoption of the green roofs practice and their responses to a responsible participation in the protection of the climate.*
	The professionals who have participated in the project are more active towards labour and entrepreneurship opportunities and contexts for new attempts in the "green roofs" practice.
	The educators have gained significant capital from the materials concerning how to 'teach' environmental issues synergies and transmit knowledge and skills to various contexts and audiences.
	The local communities have been enhanced and activated for the sustainability of their communities. Additionally, sustainable private and public management schemes (with labour and entrepreneurship content) have been consolidated with the broader use of green roofs.
	But, most importantly, communities have understood deeper the necessity of taking action, collectively and individually, towards environmental protection learning, adopting green habits, and applying green practices.
Resources produced	• *The AGROS Courses – MOOC* • *The Training and Adaptation Handbook*

ASSOCIATION WALKTOGETHER   CarraroLAB INNOVATION DESIGN   idrisi   FONDAZIONE PIETRO BARBARO   SEAL CYPRUS

Sustainability & Replicability	*Whether it is a private home, garage, apartment building, office complex, or any flat or sloped roof can be turned into a green roof.* *AGROS project resources are in English and can easily be accessed from their website. These resources do not need significant adjustments to be used in different communities/countries since the practice of "green roofs" is global and worldwide established. However, adaptation to local natural conditions (plants, materials, etc.) is recommended.*
Website	*https://agrosproject.com/*

ECHO Toolkit

Tool 1 – Sustainable Me

Aim & Objectives

The main objective of this session is to involve all the participants in a discussion around environmental issues and, in particular, to make them aware of the environmental and social impacts of their daily choices.

Starting from the collection of individual experiences and ideas, the session will focus on workable solutions and alternatives towards more sustainable lifestyles. Participants will be provided with appropriate information and knowledge on the environmental and social impacts of human activities and habits.

Time

~2 hours.

Materials Needed

- Sticker notes or cards, possibly of different colours
- A display board
- Pens/markers

As an alternative, the activity can also be carried out digitally on the platform https://www.mural.com.

Methodology and Techniques

The session will start with frontal teaching, during which the facilitator will introduce the participants to the topic. Initially, this method will allow everyone to be efficiently introduced to the subject and actively participate in the following phase.

To facilitate participation, the second part of the session was developed based on the Metaplan technique. Metaplan is a way of collecting ideas when a group of people are working together. It offers a communication model in which opinions are developed, a common understanding is built, and objectives, recommendations and action plans are formulated.

The Metaplan method offers the following advantages:

- It involves each participant, promoting critical thinking during the discussions
- It avoids inconclusive and messy processes
- It assists in the establishment of clear plans and develops real scenarios

● It creates a visualization of the discussion (writing on cards and presenting posters), making it more concrete
● It aims at creating an environment without judgement

Preparation

The facilitator needs to be informed in detail about the Metaplan method and how to implement it. They should also be informed about environmental issues and sustainable habits and lifestyles.

If the activity is carried out on the online platform mural.com, the trainer/educator/youth worker will need to sign up before the session and create a ,mural'. The link will be provided to the participants during the session. Each participant will be able to add virtual cards and sticky notes to the virtual board.

Consider Handouts 1 and 3 – the facilitator should decide if they will be distributed to the participants on paper or digitally.

Instructions & schedule of the session

1. The trainer presents the content of Handout 1 – Tool 1: „Individuals and Climate Change: Facilitating Behavior Change for Societal Transformation".

2. Introduce the participants to the METAPLAN method using a short presentation based on *Handout 2 – Tool 1*.

3. Start a conversation on sustainable individual behaviour. *Refer to Handout 3 – Tool 1*, which can be provided to the participants either physically or digitally.

4. *Creation of individual input*. Write the following sentence:

   „The first three changes that I would consider doing for my lifestyle to become more sustainable are: _____"

   The participants work individually to complete the sentence, writing their ideas on cards, post-it notes, or virtual stickers (mural.com). Participants can write as many ideas as they like, with a suggested minimum of 5 and a maximum of 8, depending on the number of participants and groups. Only one idea should be on each card, and no more than 10 words should be used for each sentence. Participants should be encouraged to write in capitals to make the sentences understandable.

- 15 minutes approximate time should be given for this task

5. *Group the ideas together*. The participants are invited to form groups more or less equal in the number of individuals. They pin their cards on prepared boards, OR they virtually group their, stickers' on the online platform. Each group proceeds by naming a coordinator/group speaker. The participants should organise their ideas into relevant topic headings. During this process, no comments or criticism should be made on the proposed ideas, but group members are allowed to ask questions to clarify their understanding of what the ideas are about.

- 20 minutes approximate time should be given for this task

6. *Discuss the ideas presented*. The group should now discuss what has been written with people explaining the reasons for their choices. The group can also prioritize the ideas and proposals in order to define a common vision. The coordinator works with the other group members to prepare a presentation of the group work to the plenary.

- 25 minutes approximate time should be given for this task

7. *Share the results*. Each group gives short (5 to 7-minute) presentations, enabling the plenary group to understand the total picture.

    After each presentation, the trainer/educator/youth worker will encourage the whole group to discuss the matters and solutions that are mentioned during each presentation. As an educational figure, the trainer/educator/youth worker will be able to offer additional insights and facts, clear doubts and give suggestions to each group.

- 30 minutes approximate, depending on the number of participants

Debriefing

- What does it mean that „people suffer from probability biases" concerning individual behaviour and climate change?
- How should people be approached in order to inspire them to encourage more environmentally sustainable behaviours?
- Why should we change the way we use transportation?
- Why is it hard to educate people to save energy?
- Besides global emissions, what are other environmental issues that our food consumption causes?
- What change in lifestyle would you consider making yourself?

Expected Outcomes

Knowledge

o Environmental and social impacts of daily choices

o Workable solutions and alternatives towards more sustainable lifestyles

o Metaplan technique

Skills

o Communication and participation

o Debating

o Listening

o Problem framing and problem-solving

o Critical skills to solve issues related to the environment

Attitudes

o Inclination towards listening to the others

o Motivation to learn about environmentally conscious behaviours

o Promote respect for nature

o Sense of responsibility and perspective

o Active interest and participation in a global issue

o Valuing sustainability

o Promote collective action

Tips for Facilitators/ Trainers/ Mentors

- Use flash marks for objections/divergent opinions - a lightning bolt drawn directly on the corresponding card. Flashmarks indicate controversial areas of the discussion, where investing more time will be worthwhile.
- Use questions to elicit interaction – solicit opinions and suggestions, allow everyone to provide answers, challenge the participants, and try to have an emotional impact
- Always give time limits and keep control over the discussion

Handouts

- HANDOUT 1 – TOOL 1: Individuals and Climate Change: Facilitating Behavior Change for Societal Transformation
- HANDOUT 2 – TOOL 1: METAPLAN
- HANDOUT 3 – TOOL 1: Discuss the following topics in relation to individual/household behaviour

Further Reading

- https://bit.ly/3dOv0CL - Sustainable consumption behaviour of Europeans: The influence of environmental knowledge and risk perception on environmental concern and behavioural intention
- https://bit.ly/3AArFjF - Developing a behavioural green index (BGI): introduce a framework and changing behaviour
- https://bit.ly/3wl9r35 – GREENING HOUSEHOLD BEHAVIOUR
- https://bit.ly/3CmXNbL - Using the psychology of habits to promote sustainability
- https://bit.ly/3dPr44M - LEARNING FOR THE GREEN TRANSITION AND SUSTAINABLE DEVELOPMENT

Tool 2 – Individual waste management: issues and solutions

Aim & Objectives

The primary purpose of this session is to impart knowledge about the negative impact of individual actions on the environment and to teach responsibility towards protecting and maintaining our Planet. The ultimate goal of this resource is to encourage adults of all ages to take responsibility for protecting the natural environment through ethical and sustainable practices.

Idrisi Cultura e Sviluppo ETS intends to organize a one half-day workshop inviting young adults, teachers and animators interested in the ecological matter (20 people).

The first step is introducing the Waste Prevention problem, using PPT presentation and short videos, to stimulate a debate about. These materials offer a resource that can guide professionals through the process of addressing waste management concerning individual behavior, referring to everyday life activities.

Last but not least, this tool aims to spark interest, stimulate debates and dialogues between the participants, and train their ability to think critically and advocate for environmental causes.

Last section will be about the practical activity of creative recycling, inviting three handcraft/artists keen on the production of items by recycling: every person will try how to use materials usually considered as trash to create an artistic product.

The final ambition is that the participants will be willing to replicate these debates and share their theoretical and practical knowledge in other contexts (i.e. at home, with friends, at work, in classrooms, etc.).

Time

180 min.

Materials Needed

- Adequate space for each group
- Junk, or materials to get ridded of like paper, aluminum cans, textile products, etc…
- Instruments to work with materials (scissor, pliers, glue)
- Recycling bins for eventual waste

Methodology and Techniques

The first part is showing a presentation and see a video about Waste Prevention: it needs to set some points of reference for the audience. They are encouraged to reflect on a relatable, daily situation related to waste management, what are the problems and the opportunities, how much is in their hands or in the generic national legal settlement, what can still be improved and how, which experience and activity they already know. This first exercise will enable them to start an effortless conversation and easily reach the target topic and it involves the use of digital whiteboards to create logical maps regarding the topic.

After this, three facilitators will introduce to the audience: they are handcrafted, artists working with trash and creating new products from waste. They will tell learners what they practically do, why they choose their life and jobs, where they work, which skills they need and how they acquired them, and so on.

In the next phase, the participants will be divided into small groups working together under the supervision of the facilitators on producing some materials from trash or products that Idrisi will provide or the audience itself will bring to the workshop. This step will require collaboration, contribution and attention from each participant. This activity aims for each learner to gain new knowledge and understand the impact that simple, seemingly trivial, everyday activities related to waste management and creative recycling can have on the environment.

At this stage, the educator/trainer/facilitator/mentor will intervene in group discussions to provide the necessary information when requested, to offer input that can help each team have a deep understanding of the matter and allow them to successively provide the big group with valuable knowledge.

Making learners work in groups is not out of casualty or convenience. This method brings several advantages for the group as a whole and each individual:

- It allows participants to challenge assumptions and have their own assumptions challenged. This will encourage critical thinking and reflection while enforcing communication skills.

- It can create an atmosphere that allows everyone to refine their understanding of concepts and practices through discussion and explanation. Learning remains the main lead of this session.

- It can encourage accountability – when sharing their knowledge and habits concerning individual waste management, the other

components of the group might want to make someone reflect on their negative actions

- It enriches participants - not only with new knowledge - but also with new practices and ideas for their own lives as well.

For the last step before the presentation to the whole group, the participants will have to work on summing up the information and articulate infographics for sharing what they came up with the rest of the participants. During this time, the educator/trainer/facilitator/mentor might limit themselves to observing but will remain available for any question or need.

The session can be considered successful when everyone:

- Learnt new things
- Shared thoughts
- Tried to offer solutions
- Was inspired to change something about themselves
- Has asked at least one question
- Acknowledge that one or more of their habits have a negative impact on the environment

This session can be a powerful theoretical and practical tool for personal and community change that could positively impact the environment.

Preparation
The facilitator needs to be thoroughly informed and acquainted with the following topics

- The process of production of paper and related environmental effects
- Statistics and practices related to the production, consumption, and recycling process of paper
- Practices that can help reduce the use of paper
- The process of production of plastic and related environmental effects
- Statistics and practices related to the production, consumption, and recycling process of plastic
- Practices that can help reduce the use of plastic
- Environmental effects of waste originating in urban areas

- Statistics and practices related to urban waste
- Sources of contamination of waterways
- Practices that can help reduce urban runoff
- How landfills work and the effect the accumulation of waste has on the environment
- Statistics and practices related to landfills around the world
- Practices that can help reduce the items that are landfilled
- Concept of illegal dumping and related environmental effects
- E-waste: issues, statistics, alternatives
- Practices that can help prevent illegal dumping

Instructions & schedule of the session

1. Welcoming of learners.

2. Showing presentations and videos.

3. Start a debate about what is waste prevention, and what can we do to change problems.

4. Each group shares and explains its topic and infographics with the rest of the groups. During this phase, the trainer encourages participation, sharing, and curiosity. At the end of each presentation, they will ask the audience (participants who are not presenting) to express if any information was entirely new to them.

5. During the session, the trainer will offer insight on each topic and encourage active listening and participation. At the same time, they will try to provide a safe environment without judgment.

6. As a group, discuss the need for waste reduction at home and in the community.

7. Introducing 3 handcrafts as Facilitators

8. Divide the participants into 4 working groups. Groups should be as close to equal in size as possible.

9. Assign each group to a facilitator to produce materials.

10. Each group has about 90 minutes to produce materials recycling products:

Debriefing

Ask the following questions to the group:

- What changes in common consuming behaviors could reduce individual waste and its impact on the environment?
- What is the main problem with plastic waste?
- How does oil represent a major source of contamination of our waters?
- How can we reduce the effect of urban runoff?
- Why is methane an issue, and how is it connected to human activities?
- Why is illegal dumping an issue, and how to prevent it?
- What three things did you hear for the first time during this session?
- What are the main emotions you felt during this session?
- Are you planning to change anything about your own behaviour concerning waste management?

Expected Outcomes

Knowledge

o Appropriate and inappropriate waste management

o Environmental issues

o Interdependence between individual and community behaviour and the environment

o Human dependence on the environment

o Think how and what we can use for creative recycling

Skills

o Understand the natural environment, its limitations, and criticalities

o Identify environmental issues

o Take appropriate action to minimize the individual impact on the environment

o Use critical skills to solve issues related to the environment

o Develop temperament to evaluate environmental measures and their impact

o Communicating in small and big groups

o Producing new products from trash

Attitudes

o Promote environmentally conscious behaviours

o Promote respect for nature

o Attitudes towards protecting the environment and advocating for it

o Sense of responsibility and perspective

o Active interest and participation in a global issue

o Creative sensibility and waste regeneration sensibility

Handouts
Tool 2

● Presentation to introduce "Waste Prevention" debate
● Video "Waste Prevention"
● Graphic path of logical analyses about personal and social behavior
● Video and picture of artistic activity in handcraft with trash

Further Reading

1. https://www.unescap.org/projects/waste-to-resource – *Knowledge Corner for Waste-to-Resource Initiatives*

2. *https://www2.deloitte.com/uk/en/pages/consumer-business/articles/sustainable-consumer.html* – *How consumers are embracing sustainability*

3. *https://supplychain.edf.org/resources/sustainability-101-packaging-waste-the-problem* - *Packaging waste 101 – the problem*

4. *https://www.conserve-energy-future.com/causes-effects-solutions-illegal-dumping.php* - *Illegal Dumping: Causes, Effects and Solutions to Huge Piles of Wastes*

5. *https://www.theworldcounts.com/stories/paper-waste-facts* - *Paper waste facts*

6. *https://www.recyclingtoday.com/article/europe-cepi-paper-recycling-use-sustainability-2021/* - *Shift in paper use dramatic*

7. *https://environment.ec.europa.eu/topics/plastics/single-use-plastics en* - *Single-use plastics*

8. *https://www.globalcitizen.org/en/content/effects-of-plastic-pollution-facts-you-should-know/* - *12 Plastic Pollution Facts That Show Why We Need To Do More*

9. *https://www.greenmatters.com/p/how-plastic-made* - *Plastic: How it's made and Why it's bad*

10. *https://www.sailsquare.com/blog/guides/urban-sites-responsible-for-80-of-the-waste-in-the-oceans/* - Urban sites: responsible for 80% of the waste in the oceans

11. *https://oceanconservancy.org/trash-free-seas/plastics-in-the-ocean/urban-ocean/* - Plastics in the Ocean

Tool 3 - SPREAD THE WORD

Aim & Objectives

The purpose of this session is for participants to gain a deep understanding of at least one environmental issue and learn how to plan and create an online campaign, in order to get more people informed and personally involved in the matter.

Time

3 to 4 hours, depending on the number of participants.

Materials Needed

Computers, internet access, adequate space

Methodology and Techniques

Participants will work individually and in groups to explore environmental issues. They will research, learn and select information, brainstorm and work in groups to process what they learnt, collaborate and share ideas.

At the end of the session, they will be guided and supported in planning an online campaign for spreading awareness and good practices in relation to environmental issues.

Preparation

The facilitator should be informed about environmental issues and prepared to lead the session.

Instructions & schedule of the session

1. The facilitator briefly explains the activities of this session to the participants:

   ● Participants will investigate an environmental issue and divided into groups

   ● Participants will create the material for an online campaign on an environmental issue

   ~ 5 minutes

2. Participants are divided into 5 groups. Each group is assigned or chooses, an environmental issue and a continent, among the following:

Environmental issues:
- Air pollution

- Water pollution

- Garbage pollution

- Deforestation

- Climate change and human rights

Continents of choice:
- North America

- South America

- Europe

- Africa

- Asia

~ 5 minutes

3. After deciding which environmental issue they will investigate, participants will use the web to research their topic. The facilitator should encourage everyone to explore different aspects of the issue, including its causes. history, its stakeholders and current or potential solutions to the issue.

   The facilitator should assign a time limit of 40 minutes. The participants should spend the first 10 minutes organizing the role of each member of the team in the research. The following 30 minutes should be dedicated to researching.

   ~40 minutes

4. Before the next phase, the facilitator should encourage a discussion about the findings of each group. Ask participants what stood out during their research.

   Before proceeding with the discussion, allow from 5 minutes for the team members to discuss between themselves.
   ~30 minutes

5. After discussing the findings of each group, ask the participants to define three concrete actions that could be taken to help solve the environmental issue they dealt with. It may be overwhelming to think about the issue on a global scale, so encourage participants to think

about what could be done individually, in their homes, schools or workplaces.

~ 10 minutes

6. After participants decide on the actions to take for the environmental issues, have them brainstorm ways they can encourage other people in their community to learn about the environmental issue and take that action. Encourage participants to be creative with their campaign and try something new to get the word out! Ideas include:
   - Creating a mural
   - Presenting the research findings to an audience and having a discussion about solutions
   - Educating the community by using all of your organization's communication channels including websites, social media, newsletters, bulletin boards, flyers and brochures
   - Using sticky notes to make a wall of commitments to taking action
   - Making posters and hanging them in an area where they will be seen
   - Hosting a neighbourhood cleanup event to pick up trash while educating attendees about the environmental topic
   - Hosting a swap party where participants trade clothing, toys, movies, etc. and learn about the environmental topic

   ~ 10 minutes

7. Use Handout 1 – Tool 3 for this last activity. Ask the participants to create a strategy for an online campaign for their environmental issues using the handout. They should work with the information they learnt and the materials they created during the previous activities.

   When every group finishes with the task, each of them should present their campaign. At the end of each presentation, the audience should be encouraged to find the strenghts and the weak points of their colleagues' campaign.

~90 min

Debriefing

Ask the participants:

- What did you learn about the environmental issue you investigated?
- What actions are you going to take on that environmental issue? Are there barriers to taking other actions? If so, what are they?
- If you implemented your campaign, do you think it would be successful at raising awareness or motivating action? Why or why not?
- What went well in the issue investigation? What could be improved upon next time?
- What went well in creating a campaign? What could be improved upon next time?

Expected Outcomes

Knowledge
o Environmental issues

o Online campaigns structure

Skills
o Critical thinking

o Analyzing information

o Communicating information

Attitudes
o Promote environmentally conscious behaviours

o Promote respect for nature

o Attitudes towards protecting the environment and advocating for it

o Sense of responsibility and perspective

o Active interest and participation in a global issue

Tips for Facilitators/ Trainers/ Mentors

Remember that this activity is not about attempting to teach every aspect of environmental issues, but simply to get your students to begin to consider and think about the issues.

Handouts

Handout 1 – Tool 3

Tool 4 - PhotoVoice: Consumers' Habits Impact on the Environment

Aim & Objectives

Aim: to explore and raise awareness about consumers' habits and their impact on the environment through visual storytelling.

Objectives:

- Enable participants to document environmental issues related to consumer habits using photography.
- Analyze the visual narratives to understand the underlying environmental concerns.
- Encourage participants to develop sustainable attitudes and behaviours.

Time

4 to 8 hours, depending on the number of participants

Materials Needed

- Cameras or smartphones with good-quality cameras
- Notebooks and pens
- Digital or Printed guidelines for PhotoVoice methodology
- Display boards and markers
- Laptop and projector for presentations (if needed)

Methodology and Techniques

Participants will work individually and in groups to explore the impact of consumers' behaviour on the environment. They will research, learn and select information, brainstorm and work in groups to process what they learnt, collaborate and share ideas.

At the end of the session, they will be guided and supported in preparing an online PhotoVoice campaign for spreading awareness and good practices in relation to how consumers' behaviour affects the environment.

Preparation

The facilitator must arrange necessary materials and logistics beforehand and make sure that participants are briefed about the purpose and guidelines of the PhotoVoice activity.

Instructions & schedule of the session

1. Introduction

   ● Welcome and ice-breaking activities
   ● Explanation of the PhotoVoice methodology and its significance in understanding environmental issues
   ● Provide clear instructions about photo documentation and group discussions.

~ 30 minutes

2. Photo Documentation

   ● Distribute cameras/smartphones to participants
   ● Participants document environmental issues related to consumer habits in their surroundings
   ● Encourage creativity and diverse perspectives

~ 2 hours

3. Group Discussion and Analysis

   ● Participants share their photos and discuss the stories behind them
   ● Group analysis of the common themes and issues emerging from the photos
   ● Identify the root causes and potential solutions

~2 hours

4. Reflection and Group Presentation:

   ● Participants reflect on their learnings and experiences
   ● Each group prepares a short presentation summarizing their findings and proposed actions

~ 30 minutes

Debriefing
Ask the participants to:

   ● Reflect on the insights gained from the participants' visual narratives.

- Discuss the potential impact of consumer habits on the environment.
- Emphasize the importance of sustainable choices and individual responsibility.

Expected Outcomes
Knowledge
- o Understanding of environmental issues related to consumer habits
- o Awareness of the interconnectedness between consumer choices and environmental impact

Skills
- o Photography and visual storytelling skills
- o Analytical skills in identifying and addressing environmental problems

Attitudes
- o Increased empathy towards environmental challenges
- o Motivation to adopt sustainable practices in daily life

Tips for Facilitators/ Trainers/ Mentors
- Foster an open and non-judgmental environment for sharing and discussion.
- Encourage active participation and respectful listening among participants.
- Provide guidance and support to participants throughout the activity.

Handouts
Handout 1 – Tool 4

Handout 2 – Tool 4

Tool 5 - LEGO Serious Play: Build the future you want!

Aim & Objectives

Aim: To foster creative thinking, problem-solving, and collaboration towards environmental protection issues through hands-on LEGO building exercises.

Objectives:

- Enhance participants' problem-solving skills.
- Encourage creative thinking and innovative solutions.
- Improve team collaboration and communication.

Time

4 – 6 hours, depending on the number of participants

Materials Needed

- LEGO bricks and accessories for each participant
- Whiteboards, markers, and flip charts
- Timer and bell for time management
- Notepads and pens for participants
- Digital or Printed instructions and worksheets
- Any specific LEGO Serious Play kits or special bricks if required

Methodology and Techniques

The success of a LEGO Serious Play workshop often depends on the facilitator's ability to guide participants effectively and create a safe space for creativity and expression. LEGO Serious Play (LSP) is a facilitated methodology that uses LEGO bricks as a medium for creative thinking, communication, and problem-solving. Participants use their LEGO models as metaphors to tell stories. The physical models serve as symbolic representations, allowing for deeper insights and understanding. Despite the playful nature of using LEGO bricks, the methodology is taken seriously. Participants are encouraged to explore complex topics and address real-world challenges.

Preparation

- Set up the room with tables and chairs for participants
- Ensure there are enough LEGO sets for all participants
- Prepare the instructions, schedule, and any handouts
- Familiarize yourself with LEGO Serious Play techniques and facilitation methods

Instructions & schedule of the session

1. Introduction

- Welcome and icebreaker activity to set a positive atmosphere.
- Brief overview of the workshop objectives and agenda.

~ 15 minutes

2. Understanding Environmental Challenges

- Presentation or discussion on environmental issues, such as climate change, pollution, and biodiversity loss.
- Q&A session to clarify doubts.

~ 30 minutes

3. LEGO Serious Play Activities: Building Solutions

Individual Reflection

- Participants individually build a model representing their understanding of a specific environmental challenge

~ 20 minutes

Shared Building

- Participants form small groups and combine their individual models into a collaborative representation of a solution

~ 30 minutes

Storytelling and Explanation

- Each group presents their collaborative model, explaining the solution and its environmental impact

~ 30 minutes

Iterative Building

- Groups make improvements to their models based on feedback and discussion

~ 20 minutes

4. Group Discussion and Reflection

- Facilitated discussion on common themes, innovative ideas, and challenges faced during the building activities
- Reflection on the importance of creativity in finding sustainable solutions

~ 20 minutes

5. Action Planning

- Participants brainstorm actionable steps they can take individually or as a group to contribute to environmental protection.
- Each participant commits to at least one actionable step.

~ 20 minutes

Debriefing

- Facilitate a discussion where participants share their LEGO models constructed based on the environmental issue they were working on and explain their significance
- Encourage participants to discuss similarities and differences in their creations
- Identify key insights and themes emerging from the models.

Expected Outcomes

Knowledge

  o Understanding of creative problem-solving techniques

  o Awareness of diverse perspectives within the team

Skills

  o Improved communication and collaboration skills

  o Enhanced ability to visualise and express ideas through tangible models

Attitudes

  o Increased openness to different viewpoints

  o Boosted confidence in sharing and presenting ideas

Tips for Facilitators/ Trainers/ Mentors

- Be enthusiastic and encourage participants throughout the session
- Actively listen to participants and ask probing questions to facilitate deeper discussions
- Adapt the activities based on the group dynamics and energy levels
- Foster a supportive and inclusive environment where all voices are heard

Handouts

Handout – Tool 5

echo

Erasmus+