

Project “E.A.S.T.” *Environment, Activities, Studies and Exchanges*

Strategic Partnerships for Youth
(2017-1-IT03-KA205-010628)

Learning, Teaching, Training Activities

***Formal, Informal and Non formal
Environmental Education Resources and
Experiences***

Alcamo, Sicily (Italy)

April 8th – 14th 2019



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1 - AIMS AND OBJECTIVES

The E.A.S.T Erasmus+ Strategic Partnership, under the Key Action for the Cooperation for innovation and the exchange of good practices, aims at strengthening professional growth of young people active in the field of environmental and sustainable development, promoting the learning mobility of young people, enhancing their skills gained by means of integrated learning activities and give support to their recognition.

Objectives

-  To provide a better knowledge on the environmental issues for improving the accessibility and usability of green areas;
-  To exchange best practices and create long-term high quality partnerships in the youth field under this priority;
-  To innovate and improve the quality of training of young people active and/ or potentially interested to venture in the field of environmental, sustainable development, green jobs by elaborating NF environmental education curriculum aimed at empowering of youth and thus to facilitate facing the challenge of youth unemployment;
-  To promote the exchanges, training and cooperation among youth workers from EU countries and provide young people with useful soft and hard skills in order to use them in their professional lives.

2 - PROGRAMME ELEMENTS

- + **Module 1** of formal education aimed at young environmental workers (with the application of elaborated techniques as for instance the environmental interpretation methodology);
- + **Module 2** of non-formal and informal education aimed at youth workers (environment / sustainability/ development/ green jobs);
- + **Module 3** aimed at enhancing of youth workers competences through training in order to strengthen self-entrepreneurship abilities and active job search.

3- APPROACH AND METHODOLOGY

In conjunction with the topics of the course, the learning process:

- + Is based on intrinsic motivation of the learner;
- + Is learner –centered and based on the experience of the participants;
- + Is based on a personal responsibility for learning, supported by the training team;
- + enables participants to apply and transfer what they have learned to their youth work practice;
- + takes into account the needs and motivation of participants and be open to regular feedback and evaluations.

The content and the methodology of the training course is focused on participation, active involvement, sharing of thoughts and feelings, learning by doing, group work and intercultural dialogue.

The methodology is based on experiential learning, intercultural communication, and the multiple intelligences.

The approach is based on the international and intercultural dimension: the different realities and cultural backgrounds of participants set an interesting arena for sharing, exchanging and discussing how these thematic is perceived and dealt in the different countries and societies.

4 - TRAINING VENUE/TRAVEL DAYS

The training is held in Alcamo (approximately 55.000 inhabitants) at the **Oriented Natural Reserve of Alcamo**, located in one of the most beautiful parts of Sicily. The reserve, known for its natural habitat with green areas and fresh air, together with the Adventure Park, brings an added value to the exchange. All the participants are accomodated in the Hostel Cielo d'Alcamo (<http://www.ostellocielodalcamo.it/>). The Hostel is far 8 km from the town centre of Alcamo, exactly and from the hostel you can enjoy the breathtaking view of the Gulf of Castellammare.

Alcamo is easily accessible by plane through numerous direct daily flights to the nearby airports of Palermo. From Palermo Falcone- Borsellino airport (Km 46-40 minutes).

The international travel costs are covered according to the ERASMUS+ distance bands and they include the transport from the point of origin to the point of destination.

Board, lodging, local transports, all materials and the content of the training course are covered.



5 - PARTICIPANT PROFILES

The participants to the training courses are:

- ✚ Youth who plan to increase their skills acquired through formal and non formal learning;
- ✚ Individuals actively implementing validation of non-formal and informal learning;
- ✚ Trainers who accompany and support participants during formal and/or Non-formal Environmental learning.

The participants to the training courses have:

- ✚ Basic knowledge on Erasmus+ Programme and interests in developing projects;
- ✚ Motivation to undergo training and are able to attend the course for its full duration;
- ✚ Ability to work and speak in English.

6 - SELECTION PROCEDURE

- ✚ The training is open to participants from Italy, Romania, Croatia, Spain and Malta.
- ✚ Maximum number of participants is 38: 6 from Romania, 6 from Croatia, 6 from Spain, 6 from Malta, 14 from Italy.
- ✚ Participants are chosen by the project team according to the following criteria:

- ✚ Interest and motivation in the training course;
- ✚ Opportunities for personal and professional development offered by the activities resulting from the application form;
- ✚ Capacity and interest in multiplying the project's results and methodology;
- ✚ Ability to communicate in English;
- ✚ Gender balance.

7 - PARTNERSHIP

- ✚ **EURO** (Italy)
- ✚ **Curba de Cultura** (Romania)
- ✚ **Zelena akcija /Friends of the Earth Croatia** (Croatia)
- ✚ **Asociación Iroko Desarrollo Forestal Sostenible** (Spain)
- ✚ **Fopsim** (Malta)
- ✚ **ORSA** (Italy)
- ✚ **Nuovo Ateneo** (Italy)

8 April	Timetable	9 April	10 April	11 April	12 April	13 April	14 April
Travel Day	08.30-09.30	Breakfast time					Travel Day
	9.30-11.00	Introduction & Getting to know each other	Module 1 of Formal Education aimed at young environmental workers	Module 2 of non-formal/informal education: environment, sustainability, development, green jobs	Module 3: enhancing youth workers competences and strengthen self-entrepreneurship and active job search	Final Evaluation	
	11.00-11.30	Coffee break					
	11.30-13.00	Getting to know each other	Module 1 of Formal Education aimed at young environmental workers	Module 2 of non-formal/informal education: environment, sustainability, development, green jobs	Module 3: enhancing youth workers competences and strengthen self-entrepreneurship and active job search	Non Formal/Informal Activities	
	13.00-15.00	Lunch time					
	15.00-18.00	Team building: Orienteering	Module 1 of Formal Education aimed at young environmental workers	Module 2 of non-formal/informal education: environment, sustainability, development, green jobs	Walk wih the Nature	Attendance certificates delivery and closing	
	18.00-19.30	Coordinators breafing	Module 1 of formal education aimed at young environmental workers		Module 3: enhancing youth workers competences and strengthen self-entrepreneurship and active job search	Final evaluation for coordinators	
	19.30-21.00	Dinner time					
	21.00-22.00	Socializing & reflection time					

Introduction and Getting to know each other

1) How to create a safer space.

2) How we want to work together? The creation of a Group agreement.

3) Example of questions in pairs:

+ Who am I?

+ My motivation to be here?

+ Animals that best describes me?

4) Portrait of each participant piece by piece in 2 rows changing seats

5) Clock game by setting 12 meetings; each meeting in pair or small groups answer

6) 12 questions about the project, yourself, your free time...

7) Self reflection: some examples

+ What's my goal in life?

+ How does this goal reflect the values I have chosen?

+ Which skills do I have already have and which do I still need?

+ Which concrete steps will I take to achieve my goal (in the next month)?

+ What could stop me and how will I overcome it?

8) Energizers/team building: HUMAN KNOT

This brain teaser is funny and really works on teambuilding, problem solving and communication.

No materials are needed.

Recommended group size includes a wide range of 8-20 people, or if there are more people make more circles.

Instruct the participants to stand in a circle, shoulder to shoulder. Tell everyone to put their right hand in the air and grab the hand of someone standing across the circle from them. Now tell everyone to put their left hand in the air and grab the hand of a different person. Someone needs to check that everyone is holding the hands of two different people and that no one is holding the hand of someone who's standing directly next to them.

The objective of the game is to untangle everyone without letting go of their hands. If the chain is broken, participants will have to start over.

Note: sometimes >1 circle will form. This game requires casual clothing, and is not recommended for team members with physical limitations.

9) Final INFORMAL EVALUTION suggestion: Campfire/Memory Wall For Bonding & Icebreakers

Post-It notes or a whiteboard are needed.

Write a few general work-related topics on the white board or on sticky notes posted to the wall: "My first day," "Teamwork," "Work travel," etc. Pass out sticky notes and have everyone write down positive memories of working together or special team accomplishments. They can use words or pictures to record these memories. Then have everyone share their memory and post it on the wall, forming a positive memory cloud. Everyone tells their impression about the whole camp, how they feel and what thoughts will they bring with them, do they have a suggestion of the follow up.

TITLE	Soil, sealing and consumption	
MODULE	Module 1 of Formal Education aimed at young environmental workers	
EXPECTED LEARNINGS	- Debate on development and land consumption in growing urban regions. - Verify the coast soil erosion in Palermo and its neighbourhood. - Investigation under spatial domains - Analysis of Soil sealing indicators.	
TARGET GROUP	Groups from 12 people to 30	
DURATION	All day	
SPACE	One room, chairs for participants	
RESOURCES	Pc, video projector, maps of different periods	
CONDUCTION		
	INTRODUCTION	Carlo Greco is agricultural engineer and PHD in technologies for sustainability and environmental remediation. He is a cultor of matter at the University of Palermo in machinery and plants for agriculture and cultor of matter in mechanics and mechanization. He is a researcher at CREA (Council for Agricultural Research and Economics). He is the author of many papers about agro-energies, valorisation of waste and by-products agri-food for energy purposes, and circular economy.

	Santo Orlando is a PHD researcher at Department of agricultural, food and forest sciences (SAAAF), University of Palermo. His field research is machinery and plants for agriculture, mechanics and agricultural mechanization. He is the author of many papers about precision agriculture, agro-energies, valorisation of waste and by-products agri-food for energy purposes, and circular economy.
ACTIVITIES	1. Lecturers about the topic 2. Questions and Answers Session 3. Work in groups with different maps 4. Exposition of each group leader
DEBRIEFING	Exposition if ideas, feelings and concepts.

TITLE	Game of resources	
MODULE	Module 2 of non-formal/ informal education: environment, sustainability, development, green jobs	
EXPECTED LEARNINGS	-To understand the necessity of alternatives models of development. -To create a debate around topics as sustainability, decreasing, ecodevelopment. -To provide the participants with tools to transmit values and ideas related to informal learning.	
TARGET GROUP	Groups from 12 people to 30	
DURATION	30 min.	
SPACE	Two different spaces, chairs in one of them	
RESOURCES	Specific cards for the game	
CONDUCTION		
	INTRODUCTION	Splitting the group into three smaller teams, using any kind of game. We invite them to think about basic human necessities, and we show in the screen four of this topics: energy, food, water, and natural resources. Every topic is represented by cards of resources (cards with drawings of food, energy, water and natural resources. There are around twenty different cards of every topic).
	ACTIVITIES	The cards are spreaded in a different room than

	we are. Lecturers tell the first group to get ready to collect cards to fulfill their necessities, as many cards (RESOURCES) as they NEED (this word is important). But they only have 10 seconds to get this target. After that, it is the turn for the second group, for ten seconds, which obviously they will find less cards of resources and in addition, the organizers have added new cards representing garbage (due to the confusion, maybe they will collect some of them) . Same idea for the third group, that probably will have to conform with the few resources that the others groups left over.
DEBRIEFING	Counting of resources collected, exposition if ideas, feelings and concepts.

TITLE	Word cafe	
MODULE	Module 2 of non-formal/ informal education: environment, sustainability, development, green jobs	
EXPECTED LEARNINGS	-To understand the necessity of alternatives models of development. -To create a debate around topics as sustainability, decreasing, ecodevelopment. -To provide the participants with tools to transmit values and ideas related to informal learning.	
TARGET GROUP	Groups from 16 people to 30	
DURATION	1h	
SPACE	One room	
RESOURCES	Big paper, different colour pen	
CONDUCTION		
	INTRODUCTION	Splitting the group into four smaller teams, using any kind of game. We invite them to sit down around a table where they will find a topic of discussion about models of development, environmental topics. It can be done after showing a video. Possible topics: which people in the video do you feel identified more? Could you do something in your daily life to change in the current consumption model? Do you feel you are suffering the perceived obsolence? Do you think our model of consumption have influence

		in climate change?
	ACTIVITIES	The lecturers start the discussion by table groups about the topic in the table. After seven minutes participants are invited to move to another table, randomly, and start another discussion related to the topic of that table. They have to write the ideas in the paper situated on the table.
	DEBRIEFING	When they have passed by the four tables, participants start to read ideas noted in the papers and we can generate a common point as a conclusion.

TITLE	Climate Justice Quiz	
MODULE	Module 2 of non-formal/ informal education: environment, sustainability, development, green jobs.	
EXPECTED LEARNINGS	Conscientization of the current system in which individual seems to have rights, power, influence, word.	
TARGET GROUP	25 people	
DURATION	1h 30min	
SPACE	One room	
RESOURCES	Sheets of newspaper , projector	
CONDUCTION		
	INTRODUCTION	Participants are divided into groups and each group gets a continent they represent in the UN General Assembly. The quiz covers all basic knowledge on climate change, causes and consequences, historical consequences and responsibility, joint global goals etc. During the quiz it happens that even though the groups have the correct answers, South America, Africa and Asia are taken points in order to show how the real-life process works and how much injustice there is during the process.
	ACTIVITIES	Divide the teams: Europe = 5 people, 2 sheets of newspaper to stand on. N. America = 4 people, 4 sheets of newspaper and one extra life raft to start.

	Africa = 3 people, 1 sheet of newspaper. Latin America = 4 people, 2 sheets of newspaper. Asia = 9 people, 3 sheets of newspaper. Teams have to agree on an answer within a limited amount of time. Right answers give you "life rafts" (extra green pieces of paper), wrong answers mean part of your land mass is removed (sheets of newspaper that you have to stand on). When someone falls off the paper, they're "out" unless you have a life raft for them. You can make it as "unfair" against Africa, Asia and Latin America as you think the participants tolerate/understand! (for example, remove part of the land from Africa, even if they get the answer right, and give it to Europe, because Europe has taken some biofuels from Africa, etc...)
DEBRIEFING	Lecturers start to see at the phenomenon of "climate refugees" as people from the South try to get onto the land of the Northern regions. This gives an opportunity to go in many directions with the discussion.

TITLE	Sustainable activism	
MODULE	Module 2 of non-formal/ informal education: environment, sustainability, development, green jobs.	
EXPECTED LEARNINGS	- to bring more awareness to participants how we are all interconnected with the world and the nature and on how important is to take care of one self while taking care of everyone else; - how to close this circle in order not to feel burnout; - to make our activism something sustainable that fulfils us completely.	
TARGET GROUP	25 people	
DURATION	1h 30min	
SPACE	One room	
RESOURCES	Notebook, a battery, scarfs to blid people, dry food (walnuts, fruits), colourful papers, music, scented sticks.	
CONDUCTION		
	INTRODUCTION	It is expected from the educators to have an influence and help change attitudes of young people in order to adapt to their needs to ever changing modern society. This raises question on how do we educate youth for personal harmony, emotional literacy, group cohesion and teamwork, healthy interpersonal relationships and social inclusion. That's why the role of an educator is crucial, because education can be a way of activism.
	ACTIVITIES	The set of activities connected to Sustainable

	activism includes: a notebook, a meditation, a battery, a blindfolded circle and a blindfolded journey in pairs.
DEBRIEFING	Fully awareness of the pace of the group and attention to make sure everyone manages to express themselves, and give time for quality reflection at the end.

TITLE	Developing a Project	
MODULE	Module 3: enhancing youth workers competences and strengthen self- entrepreneurship and active job search.	
EXPECTED LEARNINGS	Upon completion of this module, participants will have an understanding of how to develop and write a project.	
TARGET GROUP	Up to 35 participants interested or working in Environmental Education.	
DURATION	04:00 hours in total time with breaks.	
SPACE	1 big room with capacity for 40 people. Preferable sitting on the floor (carpeted if possible) with comfortable cushions.	
RESOURCES	1 computer connected to a projector and projected on a big screen. 1 big white board or flipcharts (if white board is not available) with markers. Notepads, sticky notes and pens for the participants.	
CONDUCTION		
	INTRODUCTION	Opening of the session (10 min).
	ACTIVITIES	1. Problem analysis and problem identifying (45 min) 2. Project activities and procedures (1h) 3. Plans for visibility and dissemination, monitoring and management, budget (1h)
	DEBRIEFING	To reflect in plenary, with the participants, on the activities carried out and to make explicit the obtained learning. To reflect on how the learning can be transposed to the personal and

professional contexts of the participants. Clues to the future.

Closing of session. A short time to draw the conclusions and allow the participants to vocalise their final thoughts on this part of the training (10 min).