

The page is decorated with stylized illustrations of plants. In the top left, there are two sprigs of small white daisies with yellow centers. In the top center, another sprig of similar daisies is shown. In the top right, there is a large, green, monstera-style leaf. In the bottom left, another large green monstera leaf is visible. In the bottom right, there is a sprig of small white daisies with yellow centers.

Greening International Youth Mobilities

Training Curriculum

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Author:

Esther Vallado

With contributions from:

Erika Kármán

Noa Philippon

2024

Greening International Youthwork

Partners:

-Naturfreundejugend Deutschland (German Young Naturefriends)
IYNF (International Young Naturefriends)
GIAN-Gio (Italian Young Naturefriends)
ASAN (Senegalese Naturefriends)

Biodiversa (Spanish partner organisation of the Young Naturefriends network)



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From left to right: Noa Philippon, Esther Vallado and Erika Karman, trainer's team and co-authors of the "Greening International Youth Mobilities" training course Curriculum.



**GREEN
INTERNATIONAL
YOUTHWORK**

1. Background

This training curriculum is one of the outcomes of the long-term project “Greening International Youth Work”, a cooperation partnership between Association Sénégalaise des Amis de la Nature (ASAN), International Young Naturefriends (IYNF), Gruppo Italiano Amici della Natura (GIAN), Naturfreunde Jugend Deutschlands (NFJD) and Asociación Biodiversa, aiming to make international youth work more respectful of the limits of our planet.



The project ran from May 2022 till May 2024. Its main **activities** were:

- Kick-off meeting (Germany, July 2022)
- Youth exchange for mangrove forest regeneration (Senegal, Sept 2022)
- Mid-term meeting (Italy, April 2022)
- Youth exchange on climate action and social media (Italy, May 2023)
- Training for trainers on greening youth mobilities (Spain, Oct 2023)
- Final evaluation meeting (Czech Republic, Dec 2023)

The **outcomes** of the project were:

- A handbook on Greening International Youthwork;
- A mobile app for calculation and guidance on how to reduce the CO2 emissions originated by international youth mobilities;
- Media products to encourage CO2 reduction of international mobilities;
- Guidelines for mangrove forest regeneration in international mobilities;
- This training for trainers curriculum in greening youth mobilities.

2. Introduction

This training curriculum intends to serve as a guide for trainers working in the international youth field, so that they can deliver a training on “Greening International Youth Mobilities”, that is, on **ways to decrease the negative environmental impact of youth mobilities**.

The **target group** for the training is project managers, project organisers, youth workers, youth leaders, and anyone wanting to organise a youth mobility project in the most environmentally friendly way possible.

In this curriculum we cover all aspects of the training course, including the approach and methodologies, the program flow, the program overview, and a description of the sessions, as well as some notes on certification, carbon compensation, coherence, and pragmatism.

Any training based on this guide can (and we believe should be) customised freely by the trainers according to their own experiences and expertise, and adapted according to the specific needs of the participants.



Participants in “Greening International Youth Mobilities” training course.

3. Approach and methodologies

This learning experience is largely based on participatory, non-formal education methods (team games, workshops, learning-by-doing, experiential activities, self and group reflections, plenary discussions, experience sharing...), combining peer-to-peer learning with training and guidance from experienced trainers and facilitators.

When choosing the **methodologies** we took into account:

- The project's objectives;
- Participant's backgrounds;
- Participant's different ways of learning;
- Participant's different degrees of intro/extroversion;
- Participant's special needs.

Principles that define **our approach** to training:

- It is a **shared learning experience** (for trainers and participants alike), in which we all share our knowledge and perspectives;
- All comments, suggestions, and interventions are welcome as long as they are offered with **respect** to ourselves and our shared learning experience;
- Observing and asking **questions** are key to learning, and therefore very welcome;
- **Mistakes** are very welcome. For us "FAIL" stands for First Attempt In Learning;
- We create a **safe space** for ourselves and each other, by taking care of ourselves, others, and our collective learning experience;
- We **prepare** well for the learning experience and **do our best** during its implementation;
- During implementation, we **evaluate** the training progress daily and make any necessary adjustments;
- We are flexible to modify the training program or the schedules in order to adjust to the participant's or the trainer's needs. **Flexibility** is key to a successful learning experience;
- We ensure enough time for **resting** and for **integrating** the experiences (reflecting);
- We **trust the process** and let go of the outcomes.



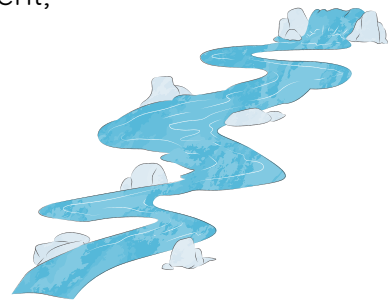
4. Program flow

When designing the program flow and choosing the content and methodology of the sessions we took into account:

- Dragon Dreaming – “dreaming, planning, doing, celebrating”, a methodology for developing collaborative and regenerative projects.
- Tuckman’s stages of group development – “forming, storming, norming, and performing” model of group development proposed by Bruce Tuckman in 1965.
- Kolb’s experiential learning cycle – “concrete experience, reflective observation, abstract conceptualization, active experimentation”.
- The head, hands, and heart model for transformational learning - a holistic approach to developing ecoliteracy introduced by Orr (1992) and expanded by Sipos, Battisti, and Grimm (2008). The model shows the holistic nature of transformative experience and relates the cognitive domain (head) to critical reflection, the affective domain (heart) to relational knowing, and the psychomotor domain (hands) to engagement;
- Formal, Non-Formal, and Informal ways of learning

For this particular training, we designed the following **flow**:

Arrivals --> Earthing --> Soil --> Soul --> Society --> Way Forward



Day 1, Arrivals: Welcoming participants, starting the getting-to-know-each-other process and the teambuilding.

Day 2, Earthing: Landing in the venue, official welcome, and presentation of the training history and program, assisting participants to consciously enter the learning dimension.

Day 3, Soil: Soil represents nature and our relationship with it, this day includes discussions on the greening of those aspects of the project that have to do with outer resources.

Day 4, Soul: Soul represents the energy that makes things function, this day includes discussions on the greening of those aspects of the project that have to do with inner resources.

Day 5, Society: Society represents the people and our relationship to them, this day includes discussions on the greening of those aspects of the project that have to do with interpersonal relations.

Day 6, Way Forward: Participants collect their learning and find concrete ways to apply it to their local realities and professional endeavours. Our time together is evaluated and celebrated.



5. Objectives of the training:

- To train youth mobility project organisers on ways to **decrease the negative environmental impact** of youth mobilities;
- To explore further ways in which to **have a positive impact** on the environment through a youth mobility project;
- To **connect project organisers** with an interest in greening their practices, and foster their cooperation and ideas sharing;
- To support participants in their inner journey of **finding personal motivations and commitment** to sustainable project implementation;
- To provide experiential learning of different **methodologies conducting to a deeper understanding** of the importance of ecologically conscious projects.

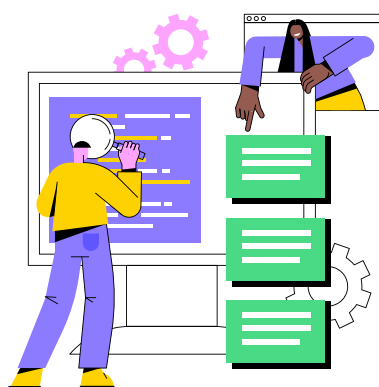
6. Program overview, daily structure, and description of sessions

Program overview:

	Mon: ARRIVING	Tue: EARTHING	Wed: SOIL	Thu: SOUL	Fri: SOCIETY	Sat: WAY FORWARD
Session 1 (S1) (10:00 - 11:30)		Official introduction to the project and welcome 2'5 h	Venue. Materials/merchandising.	Content and methodologies. Intention, coherence, pragmatism. Systems thinking.	Trainers. Participants. Communities.	Reality transfer: Adapting to participants realities.
Session 2 (S2) (12:00 - 13:30)	Participants arrivals	Getting to know each other professionally	Finances.	Ecotoolbox and approaches. Work that Reconnects, Deep Ecology, Vision quest	Reaching out: Dissemination. Impact maximisation.	Networking for future projects.
Session 3 (S3) (15:30 - 17:00)	Getting to know each other and team building	Sustainable values and nature connection	Food and drinks. Presentation of cooking team. Principles of sustainable food.	Dragon dreaming intro	Open Space Technology	Evaluation
Session 4 (S4) (17:30 - 18:45)	Sharing and caring circle (participant's needs assessment)	EARTHING (Forest walk)	Greenwashing/ misunderstood sustainability	Dreaming circles	Open Space Technology	Closing
Reflection (18:45 - 20:00)	Getting to know each other + 1st meeting with Learning tribes	Individual + Learning tribes	Learning tribes	Learning tribes	Learning tribes	
Session 5 (S5) (21:00 - 22:00)	Informal board games/music evening (optional)	Free evening	Traditional dinner from the host region	Optional documentary night or Games/music evening	Free evening	Farewell 'party'

Index of sessions and Annexes:

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Daily structure:

8:00 - 8:45 - Breakfast
8:45 - 09:45 - Service and care
10:00 - 11:30 - Session 1
11:30 - 12:00 Coffee/tea break
12:00 - 13:30 Session 2
13:30 - 15:30 Lunch break
15:30 - 17:00 Session 3
17:00 - 17:30 Coffee/tea break
17:30 - 18:45 Session 4
18:45 - 20:00 Reflection time and feedback
20:00 - 21:00 Dinner
21:00 - 22:00 Evening session or free time

Description of sessions:

Day 1_Arrivals

Objectives of the day:

- Ensure a smooth and safe arrival of participants
- Facilitate the adaptation of the participants to the training venue
- Ice-breaking and starting to get to know each other
- Informal welcome to the training
- Deliver basic “survival tips” until tomorrow

AM: Participant's arrival

S3: Getting to know each other

Objectives

- To break the ice, start to get to know who is in the group;
- To learn the names;
- Introducing the venue.

Description

Round of names and something that starts with the same letter as your name (that you like or identify with, to help remember the names).

Human bingo with information collected in the registration form. Each participant receives a handout with affirmations that match other participants. Their task is to walk around and talk to each other looking for which affirmation is whose. The first person who matches all affirmations with their corresponding participant wins the bingo. Then the sentences are read out loud followed by the name of the participant to whom it corresponds, and each participant has the chance to add some details about it.



8:00-8:45	BREAKFAST
8:45-9:45	SERVICE & CARE
10:00-11:30	SESSION 1
11:30-12:00	COFFEE/TEA BREAK
12:00-13:30	SESSION 2
13:30-15:30	LUNCH BREAK
15:30-17:00	SESSION 3
17:00-17:30	COFFEE/TEA BREAK
17:30-18:45	SESSION 4
18:45-20:00	LEARNING TRIBES
20:00-21:00	DINNER BREAK
21:00-22:00	EVENING SESSION
22:00 → 8AM	QUIET TIME

Human bingo handout:

would be a jaguar	hates backbiting	won't tolerate violence in any form
greatest achievement was living in Japan and working at a laboratory on artificial intelligence at Osaka University.	who would like to be remembered for for a sparkling and bubbly personality	is happy when music, friends, margaritas and cats are all in the same room
is passionate about playing drums	who admires the marine biologist Rachel Carson	greatest achievement is making a part of the Santiago road alone and by themselves.
would be a dolphin	life motto is "Pressure is a privilege"	biggest mistake was to misuse medicine
favorite natural element is air	admires Martin Luther King	is passionate about playing basketball
loves feeling alive.		

Story of your name/nickname, why are you called like that? Walk around, find a person, and ask them the story behind their name.

Magic carpet: everyone standing on one side of the carpet, they need to turn the carpet over without touching the floor.



One of the trainers giving instructions of how to play “the magic carpet”.

Material needed

As many pens as participants, bingo handouts, carpet or blanket



S4: Sharing and caring circle

Objectives:

- To give participants the chance to express their needs in front of the group
- To assess participants' needs in order to take them into account for the rest of the training

Description:

Sitting in a circle, the lead trainer invites all participants (including trainers) to share their needs, what they will personally do to take care of them, and suggestions on what can others do to help them feel comfortable. We use a talking piece passing by all hands in order. Pass it twice (or even more times) until everyone has voiced his/her needs. Needs are harvested in a flipchart as they are voiced out.



Sharing circle during “Greening International Youth Mobilities” training course.

Trust building

Objectives:

- To get comfortable around each other;
- To build a sense of community, a nonjudgemental space;



Description:

Trust exercises: In pairs, participants lean on each other's backs and bend their knees lowering their bodies. In groups of 8-10 people standing in a circle, each person in turn goes in the middle and with a stiff body and the feet stuck in the same spot, lets him/herself fall gently around, while the others gently keep the person from falling and move her around.

Learning Tribes

The **MORE**
you **REFLECT**
the **MORE**
you **LEARN**

Objective:

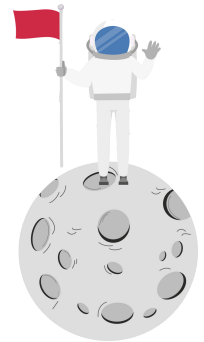
- To set the basis for the reflection work that will take place every evening;
- For people in each Learning Tribe (reflection group) to start to get to know each other.

Description:

Introduction of the purpose of the reflection group: to help participants with their learning process.

Announce the groups and give them time to get to know each other, and share their motivations for being in this training.

S5: Informal board games/music evening (optional)



Day 2_Earthing

Objectives of the day:

- Introducing the training officially (trainers, objectives, approaches, general program of activities...)
- Get to know ourselves, each other, and the participants more professionally
- Set the ground for working, living, and learning together this week
- Tackling the topics of green planning and transportation

S1: Official introduction to the project and welcome + the impact of travel

Objectives:

- To welcome participants officially and introduce in detail all members of the team
- To explain the origin and framework of the project
- To present the training program and the daily structure
- To present and organise the service and care groups for the week

Description:

Name and check-in round (10 min): each person says their name, a word representing how they feel, and makes a movement representing that feeling; the rest of the group repeats the name, the word, and the movement (makes any movement that represents that feeling for them).

Official and more detailed presentation of trainers, cooks, support person... (10 min)

Standing in a circle outside (weather dependent), the lead trainer gives the word to the cooks, the support person, and anyone else involved in the course logistics, then to the other 2 trainers, and finally his/herself.

Story of the training (15 min)

Presentation of whole project cycle, how the training idea came into being, the trainers team personal motivation and how participants and trainers connect through this project.

Presentation of the daily schedule (5 min)

Service and care (20 min) and 10 min break

The “service and care” concept is presented, a board with the tasks is presented and the tasks are explained.

Participants form 5 groups, choose a name for their group, and put their group’s name down in one task each day. Tasks:

- Self-care and kitchen service: self-care during the community care time, kitchen service during lunch and dinner;
- Space care: cleaning, tidying up and beautifying the training room and other shared spaces;
- Community care: making sure that everyone is on time for the sessions, announcing the start of the sessions by ringing a bell and looking for anyone that might be missing, having energisers ready if needed, taking care of the vibe and energy of the group;
- Dissemination: creating and posting visuals or audiovisuals about the training on the project’s social media channels, using the following tags: #GIYW #greeningyouthwork #greeningprojects #sustainableprojects #naturefriends

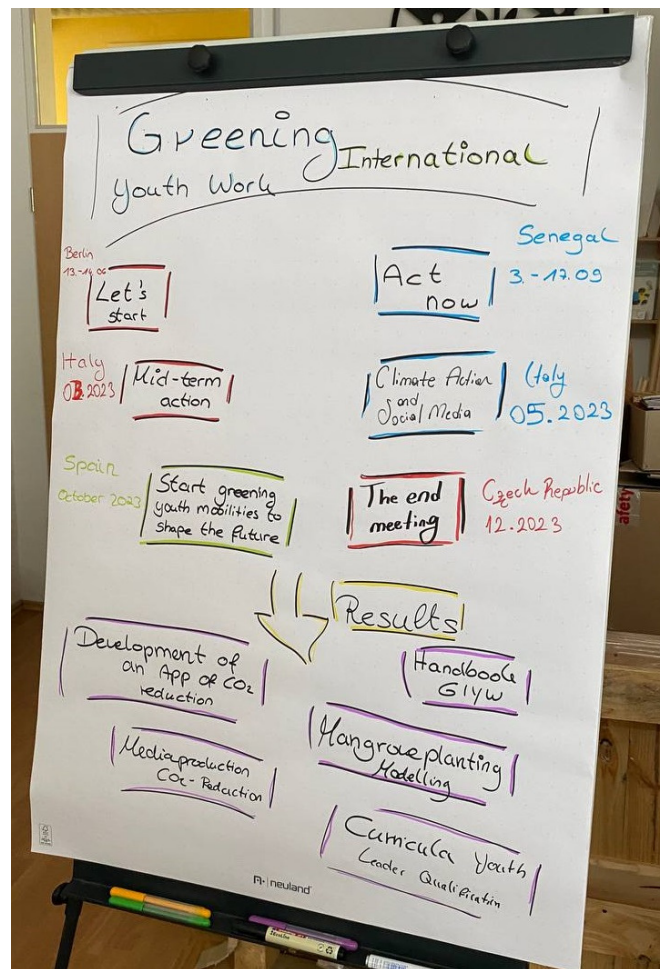
Presentation of program (20 min)

How we’ll work (20 min): non-formal learning (NFL), head, hands and heart model, use of reflection and journaling as learning support.

Brief explanation of what is NFL, the difference between formal, non-formal and informal learning, attitude recommended for the coming days (everyone learning including trainers, be open, this is a safe space, all questions/comments welcome as long as there is respect, take care of yourself and others). Head, hearts and hands model for transformative learning, reflection and journaling as methods/tools to aid and keep track of your learning process.

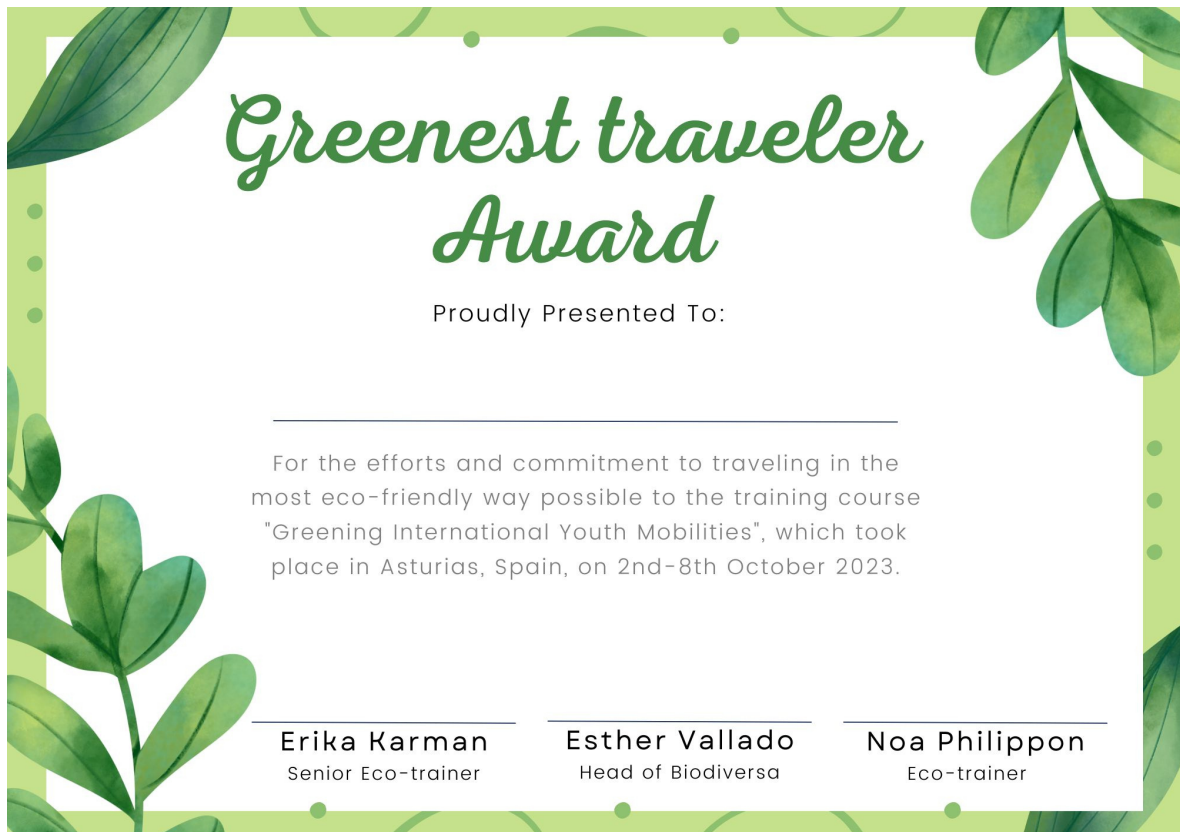
Where are we and how did we get here? + Greenest traveler award (20 min)

The lead trainer explains a few key features about the location (historical/geographical context) and thanks participants for making an effort in travelling sustainably within their personal circumstances.



Project cycle

The lead trainer asks participants to make a line according to when they left their house to come to the training. Before that, she makes an invitation not to judge who travelled how and why, but rather acknowledge that we are all in a constant process of learning how to balance the personal efforts that we make in the different areas of our lives (maybe someone travelled by plane because he/she could not take more days off work, or cannot travel long distances sitting due to health issues... and maybe he/she is vegetarian or vegan and that's where he/she's making the effort, or maybe he/she is not making any effort at all to have a lower impact on the environment, and that's OK too, because we are all in our process, and no-one else but ourselves knows what's behind the decisions we make). Participants choose who we give the Greenest traveller award to.



Debriefing and conclusions (10 min):

Why are we focusing on travel so much? It is the biggest environmental impact of a youth mobility.

What is the problem with CO2 emissions? We talk about climate change and how it is compromising the continuation of the conditions in which life on this planet can thrive.

The concept of "green travel" according to the Erasmus+ programme is explained, as well as the evolution of the programme and National Agencies with regards to their acceptance of greener ways of traveling.

A point is made that having just a few partner countries and/or having only border countries as partners in a project does not necessarily mean that we are sacrificing diversity and interculturality. This same training course is portrayed as an example, where we are only 5 partner countries for the most part neighbouring, yet we have 12 different nationalities represented.

The total amount of CO2 emissions for all our travels to this venue and back is presented: 9.080 kg of CO2. The concept of personal carbon budget is explained (1.500 kg). Conclusions from the traveling activity. Remarks on the importance of designing a training with a green mind from the start (this training is used as an example).

Material needed:

Daily schedule, project cycle flipchart, service and care board, program, extra journals/notebooks (participants were asked to bring their own notebooks from home, but it's a good idea to have some spare ones available in case someone forgot), flipchart about NFL, Green traveler award and prize.

S2: Getting to know each other professionally

Objectives:

- Learn about the different profiles in the group,
- Learn about the participants knowledge in specific areas connected to project organising or other relevant topics (in order to know who to approach with what type of questions during breaks and informal times)
- Prepare the ground for future networking and collaborations

Description:

Expectations and contributions (20 min): Write in post-its and stick to the corresponding place on the wall.

Learning goals (10 min): Establishing learning goals for the week in their journal. At least 3.

Circle (1h): In a circle, using a talking piece for respecting each person's turn, participants introduce what's their purpose, what they do in their daily life, and what challenges they encounter. The question: "How do I contribute to the greater good?" or "What do I do in my personal and professional life to make the world a better place?"

Material needed: Post-its, talking piece



S3: Sustainable values, nature connection

Objectives:

- To understand each other's motivation for sustainable values, provide space for spontaneous expression;
- To get familiar with the Work That Reconnects (deep ecology) methodology;
- To have a personal experience in nature connection and get better integrated to the land - environment of the event.

Description:

Intro of the methods and approaches (10 min)

We refer back to the general structure of how we built the training and the importance of the mental approach to our core topic related sustainability. Short introduction to the Work That Reconnects methodology and Deep ecology (isolation/connection from and to nature).

Open sentences (20 min)

Participants sit in pairs facing each other in a random setup in the space. They decide who will be the Sun and the Moon. They hear open sentences from the facilitator that they both have to finish, tell to their pair in 2-3 minutes in turns, 1 talks, the other just listens. Then Moons are asked to stand up and choose another Sun. Later, for each open sentence, one person from the pair moves to another person to continue with the next sentence. Open sentences:

- I love being alive on Earth because
- A place that was magical to me as a child is
- The challenges I face within my environment lately are
- The moment/time when I realized that I wanted to improve myself on sustainability-related topics was
- A person in my life who helped me to believe in myself as a human being is/was
- Things that I appreciate about myself as an ecologically conscious being are

Closing, taking a moment to acknowledge each other, thanking them for good listening and acceptance.

The Milling (20 min)

Another exercise from the Work That Reconnects to support getting to know each other on a different level and finding interpersonal connections.

Participants are asked to imagine themselves on a busy street or a square, trying to catch a bus or hurrying for a meeting.

'Do not bump into each other, but hurry up for your goal. Change directions, be determined. Focus on what you want to achieve..... Now you slow down, let behind what you were running for, breathe deep, and sense that there are other human beings around you.... Find yourself in front of someone and take their right hand. This is an opportunity to be present in a way that you do not talk, just experience a whole-body presence.

You are standing in the presence of a person who has made the choice to come here, made the arrangements, had shorter, or rather longer time of travels, dedicate their time and effort to learn, to meet others, to cocreate this event and in some sense taking part in the change and healing of our world.



Just notice that. Feel the respect of the choice they made to be part of this learning event. Notice that they opened up in the previous exercise, shared their stories of their lives, their worries and hopes. Appreciate their motivation and commitments for learning and sharing. Show or express this appreciation as you feel it is appropriate.

We continue to circulate. And again you find somebody and take their both hands in yours. You are looking into the face of someone who knows exactly what is happening to our World. The person in front of you knows what is happening with our brother and sister species, knows what is happening with our air, water, forests and seas. He or she knows there are systems exploiting humans and animals. They face the fact of wars, victims, enormous destruction in nature. They know that there are many lies and miscommunication for political power and monetary interests against the common values. They live with this knowledge and they do not look away. That is why they are here. They do not let themselves to close them. So feel your gratitude for the love and strength of this person. Express this in a way that feels the most natural for you.

We move on again and find another person to pair up with. Take their right hand as soon as you touch the hand, close your eyes. Let all your attention go into the sensation of the other person. What you are holding is unique and is alive. You might take both of your hands to touch it and feel it with curiosity as you have never touched something like this before. This hand belongs to someone who lives on the planet Earth, part of its living system, does a lot with this hand, care, work, touch, carry, create, feed, cure and support. This hand is driven by a human who is part of a family, communities, smaller or bigger systems, all the way to the network of connected human and not human ecological systems where each part is as important as the other and they rely on each other. This hand and this person can do so much, so much more.

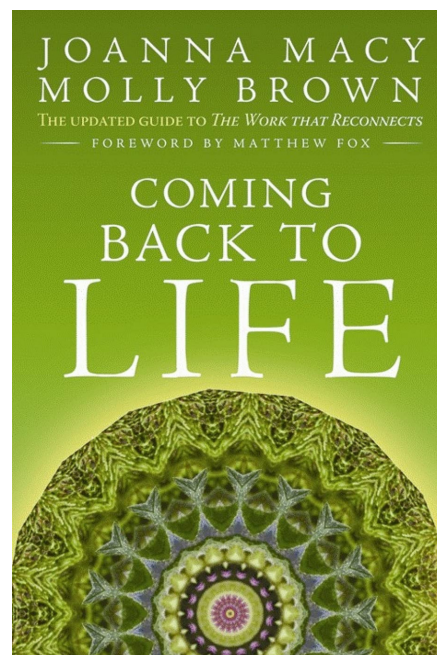
Now, open your eyes and take a close look at this hand. Let it tell you the stories without words that it has gone through. Take your time, explore the details. Express your appreciation to the hand and the person in front of you.

Small group reflections (10 min)
Create groups of 3 and share your feelings:
How do you feel now? - 6 minutes

Closing circle (10 min)
Sharings, feedbacks

Further Info/Source:

Joanna Macy - The Work that Reconnects



S4: Forest walk

Objectives:

- To strengthen the connection to the natural environment of the event;
- To create the space for individual exploration to natural elements;
- To introduce various methodologies supporting interconnectedness;

Description:

Forest walk (1h): We all, as a group, walk to the nearby forest area and do some small individual and group exercises.

1. Forest introductions - introduce yourself to each other in a way that instead of your family name you say your favourite tree. Find siblings and tree families.
2. Nature pictures - we work in pairs, one person is a photographer, the other is the camera, who has his lens/eyes closed. The photographer takes his camera and sets it for the photo. It can be a macro, or a further view. If the human camera is well set, the photographer touches the right shoulder of his camera, who opens his eyes for a few seconds and 'makes the picture'. Then they take 3-4 other pictures and then change.
3. Explore the details - individual work - walk around in a 10 meter circle and get familiar with what is around you. You may go closer, touch, listen, taste, smell. Be curious about plants, trees and animals.

Closing circle - in fours (30 min)

- How does stillness affect you?
- What was the strongest sensation you had in the last 1 hour?

Plenary - bring back similarities and surprises

Help needed:

Notify participants in advance for proper clothing.



Individual reflection + learning tribes:

Description:

1st part: Individual reflection:

- Knowing what I now know about this training, what are some concrete outcomes that I want to get during this week? (find 3 at least: one personal, one related to other people and your interactions with them, one related to the training topic)
- What personal challenge am I ready to take?
- How can my learning tribe support me?

2nd part: Learning tribe: Sharing reflections with each other

S5: Free evening for informal getting-to-know-each-other



Day 3_Soil

Objectives of the day:

- Tackling the topics of venue, materials, finances, food and drinks, and greenwashing.

S1: Soil

Objectives:

- For participants to debate on the different elements: Venue, materials, merchandising

Description:

Opening of the day (15 min): Short reports from service and care groups + viewing Facebook feeds.

Reading from Satish's book (15 min): "Soil represents nature and sustains the entire life-system. Everything comes from the soil and returns to the soil. Food which sustains life comes from the soil. Water which nourishes life is held by the soil. The sun, the moon, the stars all relate to the soil. The soil is a metaphor for the entire natural system. If we take care of the soil, the soil will take care of us all. Through the soil we are all related and interconnected. We are held and sustained by the soil. We depend on the soil. All living beings depend on the soil and soil treats all living beings equally. Rich or poor, poet or peasant, young or old, whoever we are, soil loves us all unconditionally and feeds us all indiscriminately".

Present what the day will be about.

Intro to session, explanation of procedure (10 min). It will be a slightly modified version of a World Cafe, where instead of one question per table there will be 4 or 5. There will be no steward at each table, everyone will rotate.

Questions about venue:

- What makes a venue “green”?
- Is this training venue green? In which ways yes/not?
- Is there a green venue available in your country?
- If there isn’t, what do you/can you do to improve a venue’s sustainability?



Questions about materials:

- What materials are used in a youth mobility project?
- What makes them green or not?
- Are these training’s materials green?
- Do you have the possibility to have green materials in your NGO/country?
- If you don’t, what do you/can you do about it?



Questions about merch:

- What makes merchandising “green”?
- What type of merch have you produced in your projects (Have you seen produced in projects you participated in)? Were they “green”?
- What training merch would you like to produce in the projects you organise? How would you make it green?
- Is merch necessary? Or are there better ways to make a project visible?



3 rounds of 15 min each (45 min total):

- Round 1 (15 min)
- Round 2 (15 min)
- Round 3 (15 min)

Plenary (15 min): groups move to the first table where they were. Each group has 3 minutes to present the outcomes of their discussions.

Closing remarks: It’s not always possible to have everything green, but we can do our best with the circumstances we have.

Further Info/Source:

World Cafe methodology: <https://theworldcafe.com/wp-content/uploads/2015/07/Cafe-To-Go-Revised.pdf>

Help needed:

Setting up the cafe space, remembering to warn the blind participants (if there are any) about the change of furniture, so they walk with extra care

Material needed:

3 flipcharts or A4s with the questions

S2: Finances

Objectives:

- To understand how project budget can be spent in an effective and sustainable way;
- To visualise the approaches of different actors utilizing economic resources;
- To get a different approach of money as a resource to realize projects.



Description:

How is a project/youth mobility financed and how the beneficiary organization can utilize these funds (20 min).

Plenary presentation and brainstorming about how a project is financed (the depth and details depend on the level of management skills of the participants) in order to get a common understanding of project financing.

Plenary discussion on the fund as a resource for implementing a learning process - what is the most sustainable and meaningful way?

Widening the circle of the users/beneficiaries of the fund. Group work. (40 min)

We form 3 groups of 5 participants who chose a character for the next activity. In all groups there are the same, 5 different characters (project manager, eco-literate participant, local venue manager, nature surrounding, EU transport officer). They sit around a table and have 25 minutes to discuss how to spend 25K Euros for a training course. What are their interests, understandings, compromises, motivations? They need to come up with a budget overview with short explanations.

The groups present their proposals (20 min)



Feedback questions:

- What were the most debatable elements of the budget?
- What is the level of satisfaction of each character?
- How sustainable is this budget?



Conclusions, closing (10 min)

Material needed:

One flipchart paper per group and markers.



S3: Food and drinks

Objectives:

- To understand better how food and drinks choices - as important and indispensable elements of an event - can be more or less sustainable;
- To collect good practices and suggestions;
- To provide suggestions on how to make food and drinks part of any project as a learning element.

Description:

During the lunch: it will be a special lunch as we pay more attention and appreciation of the food we eat, by slow eating meditation.

Introduction to sustainable catering (10 min) (this session will be longer than 1,5h, so we start 30 min earlier)

Research teams (5 participants per team) (50 min)

Every team works on these 4 questions:

1. What food choices are there? What are those factors that help you to decide? (meat/no meat, packaging, water consumption, transportation, health, human and animal exploitation, etc)
2. What drink choices are there? What are those factors that help you to decide? (packaging, water consumption, transportation, health, human and animal exploitation, etc)
3. How can you turn your approach to food into a learning point in any event?
4. How can you have a long-term impact on participants through your food and drink choices?

Presentations from research groups and contributions from the plenary (30 min)

The local catering company and the cooks are introduced and their story and approaches are shared. Questions and comments from the participants. (20 min)

Closing circle (10 min): What was the most surprising or meaningful for you in this session?

S4: Greenwashing

Objectives:

- To reflect and understand what greenwashing is;
- To identify greenwashing practices in projects we have been a part of (and daily life, if no project comes up);
- To learn tools to identify greenwashing in daily situations and common products and services.

Description:

Introduction to the session, watching Fiji water videos, reflections in plenary (20 min)



<https://www.youtube.com/watch?v=0pz5Fj5LroM>

<https://www.youtube.com/watch?v=mOpa8kd6fBI> starting from min 2

- What is greenwashing? “Deceptive or misleading practices to portray yourself or your organisation as more environmentally friendly or sustainable than it is. It involves making false or exaggerated claims about the environmental credentials of a product, service, company or organisation.”
- What connotations does the word “green” give to products and services?
- How do you feel when you are told a product or a service is ‘green’?
- Can you think of any items you might have at home/in your workplace that were purchased because they were believed to be sustainable, ethical products, e.g. something made from recycled materials, or not tested on animals?
- How can greenwashing tactics be identified? (later there will be a presentation with tips)
- What do you think is meant by an eco-friendly or sustainable product or service?
“This can be defined as obtaining the materials, products, and services an organisation needs from its suppliers in a manner that is socially and environmentally responsible, while still being economically sound. For example, a product made in a way that doesn’t deplete natural, non-renewable resources, harm the environment, and was made in a socially responsible way”



Group work (30 min):

In groups of 3 or 4, let's greenwash something! Given this product and/or service, spend 20 minutes coming up with how (falsely) sustainable/eco-friendly/ethical it is and phrasing it in a convincing way. Then, present it to the whole group, who may ask questions about it (answer them while staying on your role/brand).

Give them one product/service per group: McDonald's burger, Starbucks coffee, Ryanair flight, organic cotton t-shirt by Zara, ebook.



Presentation from each group and questions in the plenary (30 min):

- How difficult was it to greenwash the products/services? And to answer the questions?
- How could this be used in the real world to promote sales?
- How difficult is it to find out if things are genuinely eco-friendly or if they might have been greenwashed?

Trainer shows the list of tips (Annex 1: "Tips on how to find out if there is greenwashing involved").

Plenary about greenwashing in projects (15 min):

- Have you ever encountered this practice in Erasmus projects? Share concrete examples.
- Do you think organisers were aware? Did you tell organisers about it?
- What could be their motivation to use this product/service or to perform that practice?
- How can you avoid being "greenwashed" (avoid being tricked into believing that something is green when it is not)?
- Would you use greenwashing in one of your own projects?

The trainer wraps up and concludes by mentioning the green claims directive proposal (https://environment.ec.europa.eu/topics/circular-economy/green-claims_en).

Help needed:

Trainers to ask questions to the groups after their presentation, if participants don't come up with any.

Materials needed:

Projector and computer, with the videos pre-downloaded.

Pictures (printouts) of the objects that participants will be asked to greenwash.

Learning Tribes

S5: Traditional dinner

Traditional regional dinner/celebration, connected to the fruits of the land (apples, in this case). The connection to the land, the natural resources of the area and some cultural elements around it are explained before the start of the dinner/celebration.



Day 4_Soul

Objectives of the day:

- Tackling the topics of Content and methodologies. Intention, coherence, pragmatism;
- A brief teaser of different methodologies;
- Open space for participants to take the stage with whatever is in their soul.



S1: Soul

Objectives:

- To tackle the topics of Content and methodologies, intention, coherence, and pragmatism under a sustainability lens.

Description:

Opening of the day (15 min): short reports from service and care groups + viewing Facebook feeds + feedback from yesterday's feedback (learning tribes). Present the plan for the day.

Intro (15 min): Soul, our inner state, our intentions, from ego to eco, interbeing... Notes on intention (it's not enough), coherence (Gandhi believed there should be integrity between theory and practice, e.g. Al Gore, but don't be too quick to judge!, "Words gain power only when they are backed by a living example") and pragmatism (play the cards you get, the best you can).

Body and Soul of a project (10 min): the body would be everything physical, logistics, etc. Soul would be the content, the methodologies, and the intention, and the source from which we take the energy to make the project happen. For this session, we will focus on content/topics and methodologies... Ask how many of them are trainers/facilitators. Talk about project organisers, trainers/facilitators...

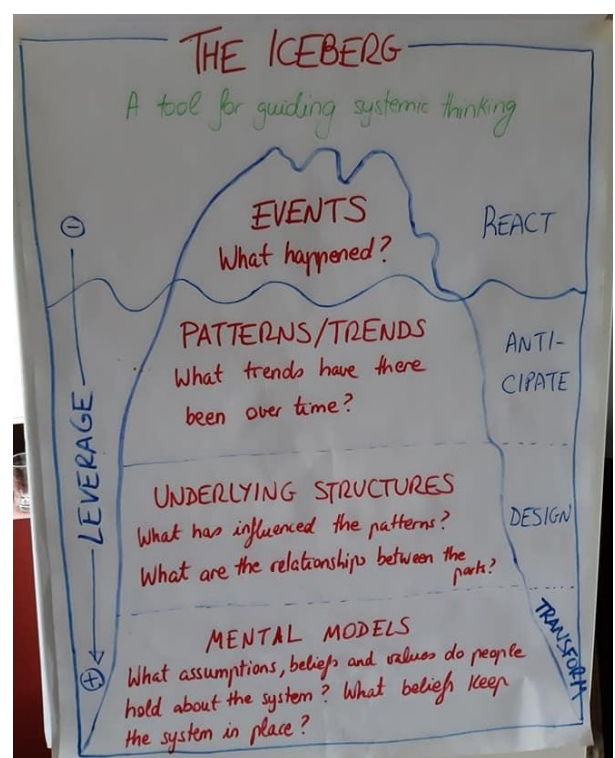
Plenary: What topics can you do an environmental education training on? (what topics can you tackle in an environmental education training?) Participants give ideas (pop-corn style) and the trainer collects them on a flipchart.

Systems thinking: the philosophy (10 min).

The trainer reads Thich Nhat Hahn's poem on interbeing and a short paragraph on systems thinking (Annex 2: Interbeing). Then invites some reflections.

Systems thinking in practice: the iceberg (40 min)

- Presentation of the iceberg (Annex 3: The systems thinking iceberg) (10 min)



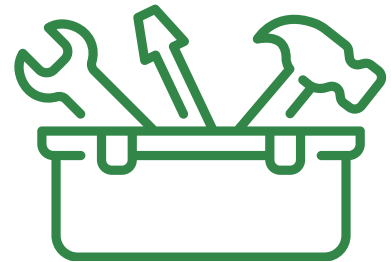
- Individual work with an issue that bothers us back home. Build the iceberg (10 min)
- Find a pair and share your model (10 min)
- Debriefing (10 min): what did this model help you realize? If I ask you again now “What topics can you make an environmental education training on?” would your answer have changed?

Further Info/Source:

<https://www.sessionlab.com/methods/systems-thinking-the-iceberg-model>

Material needed:

Iceberg poster, Interbeing poem print-out.



S2: Ecotoolbox

Objectives:

- To provide participants with a collection of resources on sustainability focusing on project implementation;
- To provide space for individual reflection and insights.

Description:

When methodology matters (35 min)

10 min In plenary we collect resources of sustainability-related methodologies and resources (Work that Reconnects, referring back to the previously used methodologies)

15 min personal experience sharing - share your story when a method had a memorable/significant impact on you and was related to sustainability

10 min - how ‘green’ methodologies and approaches can be used in any youth mobility content - human (social) can not be separated from nature....

Intro/taster of the Work that Reconnects and Deep Ecology.

Vision quest (35 min)



After crossing the threshold of the forest, think of the most exciting question related to what you learned today and you feel that you need an answer for now. Once you have it, search for any living being that attracts your attention in the forest. While observing it, have your question present, and see if that living being brings you some inspiration for answering your question.

Cross the threshold mindfully in reverse.

Debriefing of the vision quest experience (15 min)

Walking back to the venue (5 min)

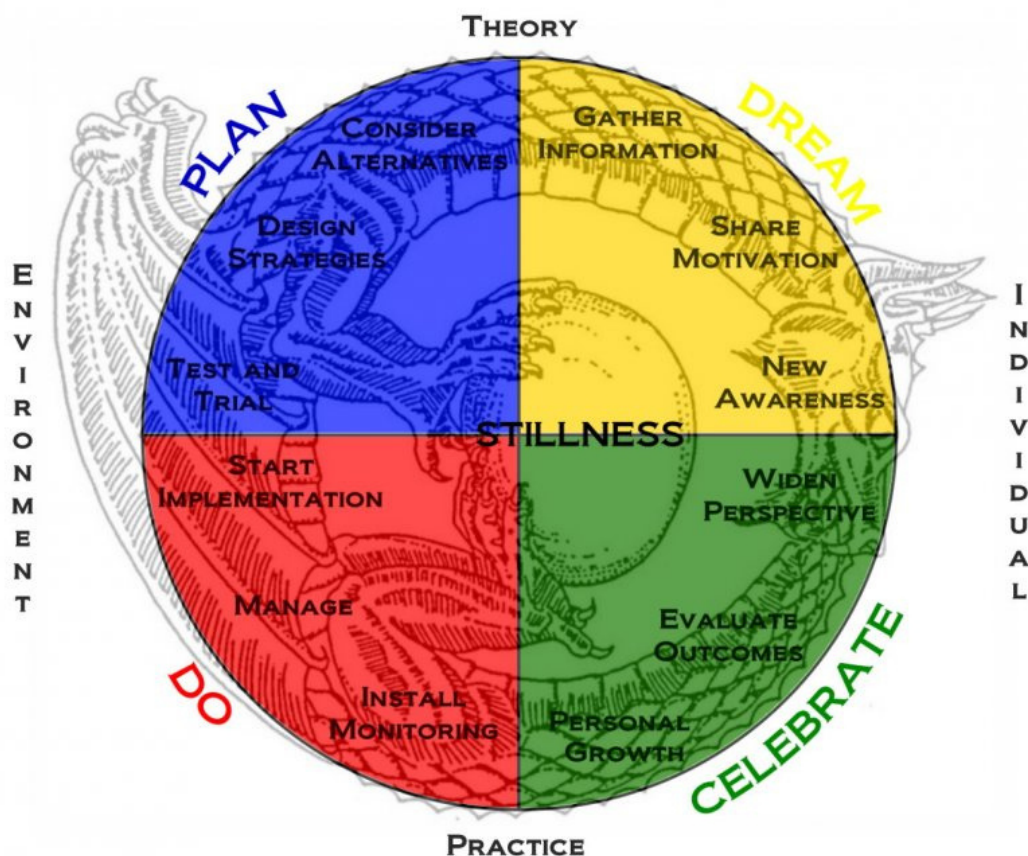
S3: Dragon Dreaming (I): Intro and dreaming circles

Objectives:

- To introduce the Dragon Dreaming (DD) methodology and start a process of testing the 4 phases;
- To experiment with dreaming circles.

Description:

Trainer input about the DD methodology and cycle (20 min). Explanation of some concepts: dreaming time, dragons, the 4 phases, fractality, aboriginal language (not possessive), temporary nodes in a process of flow, Win-Win-Win attitude, Pinakarri, Karrabirdt, Songlines...



Testing of a dreaming circle, in groups (1h 10 min).

- Think of a project that you dream of doing, summarise it in one sentence (self-reflection);
- Participants reflect for a few minutes and the call for ideas (dreams) opens. The 4 first ones are the ones we will use.
- The trainer facilitates the DD wheel, where participants find out what dimension is stronger in them (dreamer, planner, doer, celebrator). 4 groups are formed after this, where the types are as evenly distributed as possible around the 4 dreams collected earlier.
- The trainer explains how a dreaming circle works. The trainer poses the generative question. “What would this project need to have in order for me to be 100% committed to it?”
- Trainers do a simulation for participants to see. Dreaming circles are formed, and each facilitator overviews the process of one.

Trainer explains the dying of the personal dream and the birth of the collective one.

S4: Dragon Dreaming (II): Concept note development and presentation

Objectives:

- To go through the planning phase of a project;
- To get familiar with a concept note and practice developing one.

Description:

Concept note creation (50 min): The dream teams create a concept note for their project, based on a handout they will be given (see Annex 4: project concept note), and get ready to present it to the National Agency officers.

Group presentations to the “NA officers” (the trainers) (40 min). NA officers and other participants ask questions. 10 min total per group. Closing remarks.

Help needed:

All trainers to be available to assist participants with questions participants might have when developing their concept note.

Material needed:

Printouts of concept note handouts (one per group).



Learning tribes

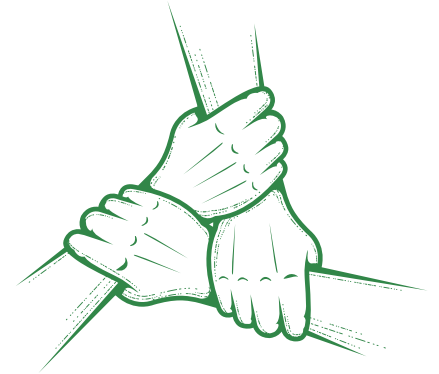
Guiding question for today's reflection: what do I still have to do in order to achieve my learning goals for this week?



Day 5_Society

Objectives of the day:

- To tackle the topics of trainers, participants, communities;
- To discuss about dissemination and impact maximization.



S1: Society: Trainers, participants, communities

Objectives:

- To get a better understanding of how social/societal issues are connected to sustainability;
- To provide insights on how to select trainers and participants for greater impact and better use of resources;
- To see good practices on how to connect local communities and leave a positive impact after the event.

Description:

Opening of the day (20 min): Short reports from service and care groups + viewing Facebook feeds + feedback from yesterday's feedbacks (learning tribes)

Plenary discussion (20 min): why do we talk about trainers and participants when we discuss sustainability?

Group work (20 min): There are 3 different types of events (for 3 small groups) in different locations, circumstances and communities (see the 3 descriptions in Annex 5). The groups need to list 3-5 activities how they can connect to local communities and leave a positive impact. We can also create ideas for carbon compensation activities for an event, if it is possible.

Plenary presentations of the ideas (20 min)

Wrap up and learnings (10 min)

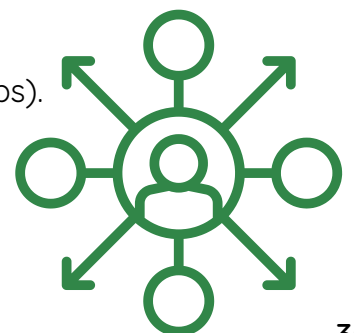
Material needed:

Handouts with texts for the 3 different situations (for the 3 small groups).

S2: Reaching out

Objectives:

- To discuss about dissemination and impact maximization;
- To create audiovisuals about the project.



Description:

Trainer input on efficient use of resources (10 min).

We are traveling, consuming resources, using EU funds... we better make sure that we reach the maximum number of people who can benefit from our project. This is about managing our resources efficiently, which is one of the keys to sustainability.

Trainer input on dissemination strategy (10 min): In the case of this project, one of the partner organisations is in charge of this task. At the beginning of every month, their communications person sends us a link to a shared folder in Drive where we find 4 posts with their matching visuals, optimised for both Facebook and Instagram.

Apart from that, we have to work on the visibility and dissemination of the different activities within the project. For this one we already have the dissemination service and care group working every morning on visuals and text but we are missing something... Can anyone guess? Yes, audiovisuals!

Group work (40 min): Participants divide into groups of 4 or 5. Each group has the task of producing a short video (max 1 minute), as original/creative as possible about the outcomes of this training (what you have learned and why it makes a difference, its added value, why it was special). Then post it on our Facebook with the hashtags #GIYW #greeningyouthwork #greeningprojects #sustainableprojects #naturefriends

We watch the videos and debrief the process (30 min).

Help needed:

Setting up the tech

Material needed:

For the last half hour computer, projector, screen

S3 and 4: Open Space Technology

Objectives:

- Give space to the participants to share their knowledge and experience;
- For participants to have a chance to facilitate a session for the group.

Description:

Introduce the law of the 2 feet and the 4 principles:

Law of the 2 feet: if at any time during the time together you find yourself in a situation where you are neither learning nor contributing, use your two feet and go somewhere else.

The four principles: Whoever comes is the right people, whatever happens is the only thing that could have, when it starts is the right time, when it's over it's over.

Focus of the open space: to share methodologies, experiences of good practices in sustainability during a youth mobility, to host debates/reflections about the topics of this training.



Debriefing of the Open Space.

Further information/source:

<https://www.facilitator.school/blog/open-space-technology>

Learning tribes

Recapitulation of learnings.

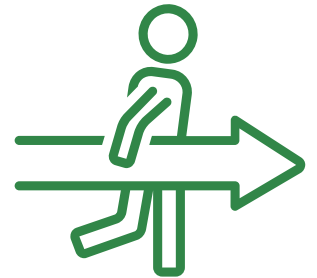
S5: Free evening



Day 6_Way Forward

Objectives of the day:

- Final gathering of learnings and how to apply them back home
- To gather with those interested in developing a project together
- To prepare participants psychologically for the departure
- Last words and farewell
- For trainers to evaluate the training, each other's work and the team cooperation
- To celebrate!



S1: Reality transfer

Objectives:

- For participants to recap their learnings, insights, inspirations, during this week and imagine how they will apply them to their realities back home;
- To make a detailed plan on how they will apply the training outcomes
- To identify inner and outer resources needed to make their plans a reality

Description:

Opening of the day (15 min): Short reports from service and care groups + viewing Facebook feeds + feedback from yesterday's feedback

Introduce the process we will follow (15 min): individual wander/sit, individual journaling, pair-share with coffee break, group debriefing. Invite participants to read their learning recaps from their journals. Then invite them to wander in nature or sit down somewhere in nature for 30 min +: what do I want to have done with this one month from now? Or how will I have put this learning/insights/inspirations/contacts into use one month from now?

Coming back to the circle (25 min): invite participants to put down in their journals what came out of the wander/sit. Then add what concrete steps they will have to take in order to get there. (Make the first step concrete, easy, and soon) What inner and outer resources will they need?

5-10 min before the end of the time-slot, or when the trainer sees that some have already finished: tell them to look around and find a pair (someone who has also finished and makes eye contact with you, make sure it's mutual). Share your plans with each-other. First one, then the other. Sometimes, just by explaining your plan to someone else, you realise that some of the steps may not be realistic or that other steps in between are missing... The listener should only listen, unless she/he is asked a concrete question. In your pairs, you can choose if you take the full coffee break together or if you separate for some time.

S2: Reality transfer continuation + networking for future projects

Objectives:

- To give enough time for participants to finish their reality transfer process;
- To create a space for connecting and networking for future cooperation.

Description:

Continue sharing your plans in your pairs (15 min)

Final round of one sentence each to conclude this process (15 min): What do you take from this exercise?

Networking for future projects (1h)

- Participants are asked to create an individual networking card on half a flipchart paper (these will be also documented and shared for future reference). There are two parts on these 'cards', one is I invite you for And the other is I am interested to join to...
- Participants read out loud their lists of both sides. After everybody shared their lists, participants put their paper in a circle and silently all walk around and write their name and short questions, comments where they find the connection.
- Based on the interest and feedbacks/questions from the others, there will be a spontaneous meeting time when people discuss further connection points. This can be continued at lunchtime.

Material needed:

Markers and flipcharts or wrapping papers, music for the silent cruising



S3: Evaluation and closing

Objectives:

- Evaluate the week altogether, the individual participation, the methods, the venue, etc.

Description:

Explanation of travel reimbursement procedure (projecting travel reimbursement form) (30 min)

Coming back to expectations and checking if they were met, or not (15 min)

Silent floor evaluation (30 min): there are 5 flipchart papers on the floor, each one with a question written on it. Participants are invited to visit all 5 in silence and write their answers to each question. Music to aid concentration is played quietly in the background. Questions:

- What do you take home with you?
- What have you learned?
- How were the logistics?
- How do you evaluate your own participation?
- A message for future participants.

Learning tribes (30 min): Goodbye and appreciation

Closing council (45 min): It is the last time in this project that we are all together. We will use this closing council as an opportunity to express your gratitude to the group for this learning adventure together.

Intentions: 1. speaking from the heart, 2. listening with the heart; 3. be spontaneous, 4. be lean of expression.

Principle of confidentiality: what is said in the circle, stays in the circle.

After the council, we all stand in a circle looking inwards and look around, then when we are ready we look outwards and make a step forward to break the circle and be mindfully ready to end the training and travel back home.



Help needed:

Setting up the space

Further information/sources:

<https://www.higherheartpath.com/articles/the-way-of-council-1>

Material needed:

Talking piece, cards with the 4 invitations and the principle.

S5: Farewell party

Participants celebrate their goodbyes in any way they choose.



7. Certification

A Youthpass is delivered upon successful completion of the training. Youthpass is a European recognition instrument for identifying and documenting learning outcomes that are acquired in projects under the Erasmus+ Youth and the European Solidarity Corps programs.

- Youthpass promotes individual reflection and awareness about learning and helps to make learning outcomes visible for the learners themselves as well as for others.
- It aims to reinforce reflective practices in youth work and solidarity activities, thereby enhancing their quality and recognition.
- It also supports the continued pathways of young people and youth workers.
- It raises visibility of the value of European engagement.

8. Carbon compensation

Even if:

- all participants would travel to the training venue by land,
- we manage to cater sustainable food,
- and we apply all the other sustainability guidelines we mentioned,

our project would still have some environmental impact, as we will have taken trains and buses, produced more waste than normally, made use of training materials, etc. So it is ideal to include in the training program an activity that contributes to compensating carbon emissions, or any regenerative practice that improves the local environment. Examples of these are:

- Tree planting;
- Helping out in a vegetable garden;
- Eliminating invasive alien species;
- Getting involved in community work.

However, this requires an extra logistics effort that is not always possible to deliver.



9. Notes on coherence and pragmatism

Coherence

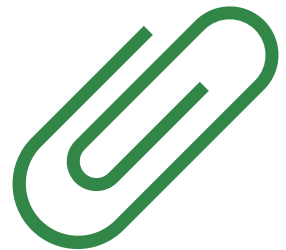
Coherence is key when it comes to the credibility of the messages we are trying to convey. For this reason, as project managers or trainers organising or delivering a project on “Greening International Youth Mobilities”, we lead by example and strive to make our project as sustainable as possible.

Pragmatism

The guidance given in this curriculum can be applied in its entirety only in ideal conditions, when there are enough resources of every kind available (time, human capacity, full freedom of choice, full control over all steps and elements of the project, etc). But this is rarely (or never) the case.

It is then to the judgment and decision of the project manager or trainer to balance all aspects of the project in the best possible way, in order to achieve the minimum negative impact possible within the existing conditions, without compromising the well-being and safety of participants and/or the learning outcomes.

10. Annexes



Annex 1:

TIPS ON HOW TO FIND OUT IF THERE IS GREENWASHING INVOLVED

- Observe the marketing, packaging and labelling of a product. You can be tricked into thinking that the product is eco-friendly by the use of simple visual signals such as the use of natural, earth-toned colours in packaging, using environmental language in the product name or images of nature used in marketing.
- Examine the specific claims a company makes about their product. This could be via their website, advertisements, or on the packaging of the product. How detailed and specific are they? Are they just using broad statements like the product is ‘green’, ‘organic’ or ‘natural,’ that don’t really mean anything? Or do they use very specific detail, such as a product is made from 100% recycled material? If you’re struggling to find environmental information about a product, brand or service, take that as a warning sign.
- Investigate if reputable, 3rd party organisations endorse the company’s eco-friendliness by checking the product website or the label of the product itself for green certifications, e.g. Forest Stewardship Council for sustainably sourced wood products. Eco-labelling, standardised by ISO 14024 (International Organization for Standardisation - an independent, non-governmental international organisation with a membership of 166 national standards bodies), is recognised around the world and remains one of the most useful tools to avoid greenwashing.

- Check the company's advertising information. Generally, the things that customer reviews and external organisations say about a company are more trustworthy, but look into what the company says about itself. Check the company's website, especially the 'About Us' pages.
- Examine carbon offsetting claims. A business can attempt to balance their own emissions by finding other ways to remove an equivalent amount of greenhouse gases from the atmosphere without dealing with the issue of actually cutting emissions. Carbon offsetting is one of the most popular forms of greenwashing.
- Search online and see what is being said by others including the media, about what the company does to help the environment. Are the sources of information reputable, trustworthy and have a history of integrity?
- Is the company transparent about how it treats its employees, sources its materials, and manages its waste?
- Hidden trade-offs - environmental issues that are emphasised at the expense of another potentially more concerning issue. For example, paper products highlighting their recycled content or sustainable tree harvesting practices without attention to manufacturing processes which might be heavy on emissions.
- Lack of proof of any factual evidence on any environmental claims. For example, toiletries that claim not to have been tested on animals, but offer no evidence or certification.
- Vague, meaningless environmental claims that are lacking in specifics. For example, 'natural' doesn't necessarily mean eco-friendly or sustainable – mercury and uranium are naturally occurring; or 'chemical-free' when actually water is a chemical substance.
- Creation of false certificates or labels to mislead consumers into believing that the product went through a valid green screening process.
- Unrelated environmental issues are emphasised. For example, saying something is plastic-free when it is, in fact, illegal to have traces of plastic or other harmful chemicals in that product.
- Environmental claims on products that have no environmental benefits to begin with. For example, organic cigarettes and green insecticides.
- Environmental claims that are blatantly false. For example, saying that a product is packaged in 100% recycled paper, when the container is actually plastic.
- Overcomplicated language and use of long lists of product ingredients e.g. palm oil is often hidden by using various chemical names which in turn hides the fact it is not sustainable.



- Overcomplicated language and use of long lists of product ingredients e.g. palm oil is often hidden by using various chemical names which in turn hides the fact it is not sustainable.
- Look into who the ultimate owner of the company is, as bigger firms or conglomerations often purchase smaller companies to use to target the environmentally conscious customer, while their entire environmental impact might be high.
- Think about the bigger picture. For example, can environmental claims made on a single-use plastic item be taken seriously?

Information retrieved from <https://naturalresources.wales/media/694697/activity-plan-green-or-greenwashed.pdf>

More information connected to the EU Green Claims proposal can be found here: https://environment.ec.europa.eu/topics/circular-economy/green-claims_en

Annex 2:



INTERBEING

“If you are a poet, you will see clearly that there is a cloud floating in this sheet of paper. Without a cloud, there will be no rain; without rain, the trees cannot grow; and without trees, we cannot make paper. The cloud is essential for the paper to exist. If the cloud is not here the sheet of paper cannot be here either. So we can say that the cloud and the paper inter-are. ‘Interbeing’ is a word that is not in the dictionary yet, but if we combine the prefix ‘inter’ with the verb ‘to be,’ we have a new verb, inter-be.

If we look into this sheet of paper even more deeply, we can see the sunshine in it. Without sunshine, the forest cannot grow. In fact, nothing can grow without sunshine. And so, we know that the sunshine is also in this sheet of paper. The paper and the sunshine inter-are. And if we continue to look we can see the logger who cut the tree and brought it to the mill to be transformed into paper. And we see wheat. We know that the logger cannot exist without his daily bread, and therefore the wheat that became his bread is also in the sheet of paper. The logger’s father and mother are in it too. When we look in this way, we see that without all these things, this sheet of paper cannot exist.

Looking even more deeply, we can see ourselves in this sheet of paper too. This is not difficult to see, because when we look at a sheet of paper, it is part of our perception. Your mind is in here and mine is also. So we can see that everything is in here with this sheet of paper. We cannot point out one thing that is not here — time, space, the earth, the rain, the minerals in the soil, the sunshine, the cloud, the river, the heat. Everything co-exists with this paper. That is why I think the word inter-be should be in the dictionary. ‘To be’ is to inter-be- we cannot just be by ourselves alone. We have to inter-be with every other thing. This sheet of paper is, because everything else is.

Suppose we try to return one of the elements to its source. Suppose we return the sunshine to the sun. Do you think that this sheet of paper would be possible? No, without sunshine nothing can be. And if we return the logger to its mother, then we have no sheet of paper either. The fact is that this sheet of paper is made up only of ‘non-paper’ elements. And if we return these non-paper elements to their sources, then there can be no paper at all. Without non-paper elements, like mind, logger, sunshine, and so on, there will be no paper. As thin as this sheet of paper is, it contains everything in the universe in it.”

— Thich Nhat Hanh

The poem, entitled Interbeing, by the Vietnamese monk and poet Thich Nhat Hanh offers a great example of whole systems thinking that illustrates the fundamental interconnectedness of our planetary system which we are now also beginning to understand through physics, complexity science, ecology and earth systems science.

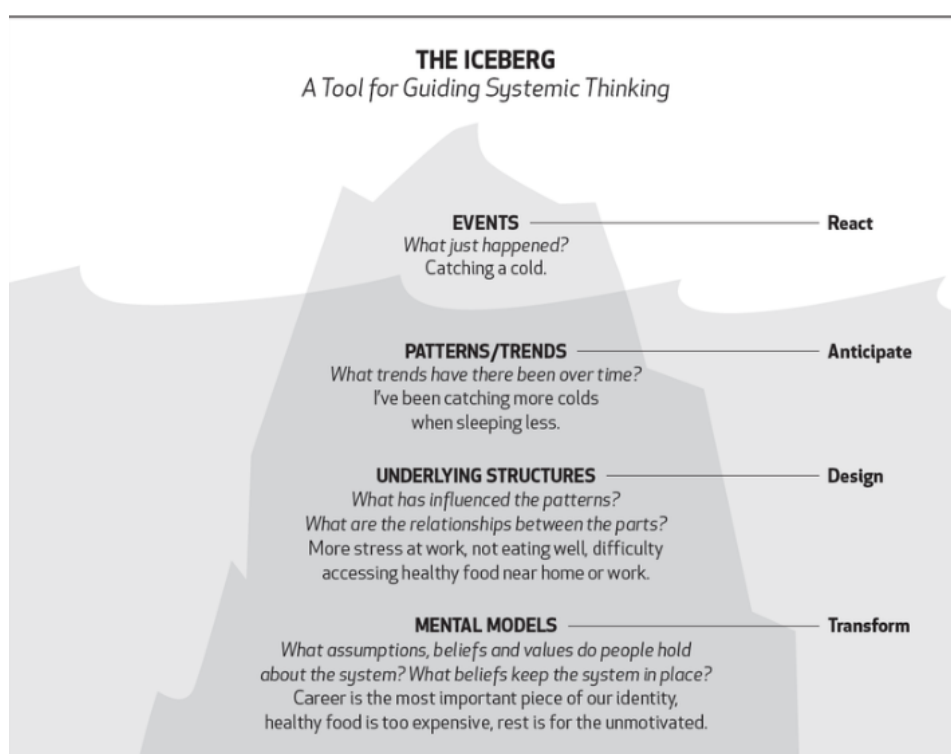
Annex 3:

THE SYSTEMS THINKING ICEBERG

Systems thinking is a way of approaching problems that asks how various elements within a system — which could be an ecosystem, an organization, or something more dispersed such as a supply chain — influence one another. Rather than reacting to individual problems that arise, a systems thinker will ask about relationships to other activities within the system, look for patterns over time, and seek root causes.

Goal: To explore a system thinking approach and improve problem-solving skills.

Materials: Pen and paper



Instructions:

Step 1:

Introduction

One systems thinking model that is helpful for understanding both global and local issues is the iceberg model.

We know that an iceberg has only 10 percent of its total mass above the water while 90 percent is underwater. But that 90 percent is what the ocean currents act on, and what creates the iceberg's behavior at its tip. Global and local issues can be viewed in this same way.

LEVELS OF THINKING

1. The Event Level - The event level is the level at which we typically perceive the world—for instance, waking up one morning to find we have caught a cold. While problems observed at the event level can often be addressed with a simple readjustment, the iceberg model pushes us not to assume that every issue can be solved by simply treating the symptom or adjusting at the event level.

2. The Pattern Level - If we look just below the event level, we often notice patterns. Similar events have been taking place over time — we may have been catching more colds when we haven't been resting enough. Observing patterns allows us to forecast and forestall events.

3. The Structure Level - Below the pattern level lies the structure level. When we ask, "What is causing the pattern we are observing?" The answer is usually some kind of structure. Increased stress at work due to the new promotion policy, the habit of eating poorly when under stress, or the inconvenient location of healthy food sources could all be structures at play in our catching a cold. According to Professor John Gerber, structures can include the following:

Physical things — like vending machines, roads, traffic lights or terrain.

Organizations — like corporations, governments, and schools.

Policies — like laws, regulations, and tax structures.

Ritual — habitual behaviors so ingrained that they are not conscious.

4. The Mental Model - Level Mental models are the attitudes, beliefs, morals, expectations, and values that allow structures to continue functioning as they are. These are the beliefs that we often learn subconsciously from our society or family and are likely unaware of. Mental models that could be involved in us catching a cold could include: a belief that career is deeply important to our identity, that healthy food is too expensive, or that rest is for the unmotivated.



Step 2:

PUTTING THE LEVELS TOGETHER

Take a look at the diagram attached to see the Iceberg Model applied to an instance of catching a cold.

GIVE IT A TRY!

Select a recent event that strikes you as urgent, important or interesting. Some examples include a recent weather event, the pandemic, a controversial court decision or a high-profile court case; a local policy change or contentious issue; recent military action between nations; or an issue you've personally encountered recently.

Write the event (what is observable about the event) at the top of the iceberg (you might draw an iceberg/triangle) and work your way down through the patterns, underlying systems and mental models, adding as many as you can think of.

It can also be useful to move up and down between levels as you think more about the event.

Step 3:

QUESTIONS TO CONSIDER AFTER TRYING OUT THE ICEBERG MODEL

Does the iceberg model help broaden your perspective? If so, how might this new perspective be helpful?

Consider the concept of entry, or "leverage" points. These are points at which to intervene in a system that could lead to systemic transformation.

Does the exercise show you any new entry points at which you are inspired to intervene?

What issues that have frustrated you might be interesting to analyze with the Iceberg Model?

What else?

ACTION STEPS Is there action to take? Consider the Who/What/When Matrix to connect people with clear actions on tasks and a commitment on when they will complete the task.

Source: <https://www.sessionlab.com/methods/systems-thinking-the-iceberg-model>



Annex 4:

PROJECT CONCEPT NOTE

Project team: Names of project team members:

1. Title: Provide a clear and descriptive title for the project.

2. Project Summary: Offer a brief overview of the project, including its objectives, purpose, and expected outcomes. This section should concisely state what the project aims to achieve.

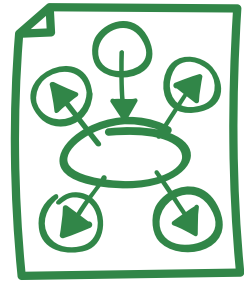
3. Background and Rationale: Explain the context and reasons for undertaking the project. Describe the problem or need that the project intends to address, ideally providing relevant statistics or facts to support your case.

4. Objectives: Clearly state the project's main goals and specific, measurable objectives. Objectives should be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound).

5. Target Beneficiaries: Identify the primary beneficiaries or target groups of the project. Describe their characteristics, needs, and how they will benefit from the project.

6. Approach and Activities: Outline the key activities that the project will undertake to achieve its objectives.

7. Methodologies: Briefly explain the methods and approaches you will use to implement the project. (Leave this part for later).



Annex 5:

DESCRIPTION OF SITUATIONS AND LOCATIONS

1. In the city

The Training Course takes place in a city of 15.000 inhabitants in Spain. The hosting venue is a hotel, just next to the seaside, where there are other guests also accommodated. The trainers are not local, however they have some logistic support from the local organizer. The hotel does not have a park or other green area. The hotel's restaurant provides vegan and non-vegan options as well. Participants are international, they do not speak Spanish.

Tasks:

1. List 3-5 activities of how they can connect to local communities and leave a positive impact.

2. List 2-3 activities that this group could do for their carbon compensation (specifically for this event).



2. In the countryside

The Youth Exchange takes place in a small village with 500 inhabitants in Slovakia. The hosting venue is a community house in the middle of the village. This is the only program of the house, no other other people live in the house. One of the trainers (of the three) is local. The venue has a small permaculture garden with herbs and seasonal greens. They hire a cook and they provide vegan food. International participants do not speak Slovak.

Tasks:

1. List 3-5 activities of how they can connect to local communities and leave a positive impact.
2. List 2-3 activities that this group could do for their carbon compensation (specifically for this event).

3. In the woods

There is an ESC (European Solidarity Corps) group volunteering that takes place in the woods, where the hosts live, in Portugal. There is one big common tent for gatherings, but participants live in their own tents. The group is international, the hosts and one facilitator is local. There are some neighbors around, but rather far and they do not live constantly there. The food is mainly from local sources and the participants cook for themselves. International participants, but more or less half of the group speaks Portuguese.

Tasks:

1. List 3-5 activities of how they can connect to local communities and leave a positive impact.
2. List 2-3 activities that this group could do for their carbon compensation (specifically for this event).

11. Further resources



This is a compilation of resources, produced by us or by fellow organisations, that we think you will find useful in your path towards organising more sustainable youth mobilities:

- **Green up your projects** – a presentation prepared by me, the author of this Curriculum, for the Sustainability ToolFair in Marseille (Nov 2022) on how to make any project, big or small, more environmentally friendly. It's full of useful recommendations, tips, ideas, tools... Organized around 8 blocks: Transportation, Food and drinks, Venue, Materials/merchandising, Trainers, Participants, Content and Methodology, and Finances;
- **How to make your projects more sustainable** – an article that I wrote for SALTO Participation and Information with recommendations on how to make a project more environmentally friendly;

- [11 tips to make your projects more sustainable](#) – the infographic that I created to go with the article mentioned above;
- [Sustainable Event Guidelines](#) – a publication developed in 2022 by JINT, the Flemish National Agency for Belgium. Do you want to organize an event and do you want to do your best to make it as sustainable as possible? These guidelines and checklist will get you started;
- [Sustainability Checklist](#) – a publication developed at the end of 2021 by the Council of Europe – European Commission. Available in English and French;
- [Eco-trainer guide](#) – a booklet that can be useful if you intend to become an eco-trainer. Developed by Youth and Environment Europe (YEE) in 2015;
- [Greenr](#) – a pool of eco-trainers. Created and managed by the Green European Foundation (GEF);
- [Greening Youth Information Services](#) – a publication developed by Eurodesk and the European Youth Information and Counseling Agency (ERYICA). It provides concrete tips and examples of good practices for designing and providing greener youth information services. Available in English, Spanish, Greek, Slovak. Posters are also available for download;
- [Green Toolbox](#) – a publication developed by International Young Naturefriends in 2012 to provide NGOs with the tools, information, and inspiration needed to introduce a wide variety of sustainable practices in their daily operations;
- [Ecological Footprint Calculator](#) – a tool to calculate the impact of your lifestyle on the health of the planet;
- [Sustainability and learning in youth work](#) – article about sustainability and learning in youth work!





**GREEN
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