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ACTING FOR A BETTER EDUCATION IN SUSTAINABILITY AND THE ENVIRONMENT FIELDS

E-BOOK

KA210-VET-Small-scale partnerships in vocational education and training Project code: 2021-2-DE02-KA210-VET-000049670

JUBUK

MV International

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INTRODUCTION

KA2 VET Inn Climacy

Start: 01-03-2022 End: 01-03-2024

Climacy is a small-scale partnership aimed at promoting sustainability and environmental education by equipping teachers, trainers and educators with the skills and knowledge necessary to educate students about sustainability and motivate them to act in the modern environmental challenge of addressing climate change and building a climate-resilient future. Climacy is designed to improve public understanding and awareness of the importance of adopting sustainable behavior.

Climacy will establish a network of international partners actively engaged in the fight against climate change and support the adoption of sustainable practices in professional and daily life by raising awareness among young people through the exchange of best practices at the partner country level. Climacy will lead to the enhancement of the European scope of activities and networking through the establishment of consolidating cooperation within the partnership and its evolution into a formal network of organizations committed to the topic, further expanded with the development of cooperation arrangements with external stakeholders, both during and after the end of the active life of the project.

Furthermore, environmental education promotes a sense of place and connection through community involvement. When students decide to learn more or take action to improve their environment, they reach out to community experts, donors, volunteers, and local facilities to help bring the community together to understand and address environmental issues impacting their neighborhood.

Project objectives / is supportive of the identified priorities as follows: - raising awareness on climate change among young people - stimulate youth and educator engagement to achieve ways of addressing the problems and opportunities resulting from climate change - provide the best practices and methods of teaching and training for teachers/tutors to keep young people motivated through green activities and environmentally friendly behaviors.

Target Groups

-Teachers, tutors, and educators will be empowered and skilled
-Community experts, donors, volunteers, and local facilities
-Students

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SUSTAINABILITY & ENVIRONMENT

The term sustainability is being used widely in institutions of higher education; however, the term rarely enters the discourse in school, colleges, and departments of education. Partners believe that green Europe needs green educated and awarecitizens since sustainability refers to changing our ways of being and working collaboratively to create regenerative, interconnected, just, and thriving systems and communities.

Sustainability is one of the most important factors today as well as crucial to the overall well-being of our planet. For this reason, sustainability education should be implemented early on so students can understand the best practices and benefits.

Although sustainability has become a key focus in higher education, developing a better understanding of how sustainability competencies can be cultivated in college and university courses and programs is still needed. Learners who are to become capable of affecting holistic sustainable change, transforming values and culture, healing the earth and human communities, and designing creative solutions, must have the opportunity to engage in learning processes that reflect these learning outcomes.

The emphasis on integrating this field of study into both academic curriculum and co- curricular activities continues to grow as sustainability issues must be considered as part of a full educational experience. However, most sustainability course identification focuses on content alone. There is currently a lack of widely used methodologies that include pedagogical processes as criteria for identifying sustainability courses and programs, or for determining their rigor. Co-curricular programming tends to be more experiential in theory and practice, yet sustainability curriculum is still an emerging field with nascent clarity about best practices and guiding theories.

Teachers will explore the ideas of the local community in partner countries for creating programs for a sustainable future. If there are none, then a teacher can work with local leaders to create one. This experience is something that can be brought into the classroom and taught to students. This type of work will create a long-lasting partnership between the local school and the community it serves. Once this happens, students and other members of the community who are involved will have a valuable learning experience.

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“Climacy ” will provide opportunities for teachers, trainers, and educators to sharetheir processes for identifying best practices on teaching sustainability with colleaguesin order to create meaningful learning experiences that can develop the personal, intellectual, and socio-cultural skills for students and learners necessary to create resilient and regenerative systems.

Learners will be motivated and inspired to shift their values, to make sustainable and authentic changes in their own lives as well as within their communities and places.

More specifically, the E-Book will provide information related to the following topics:

Recycling and waste management. The ideal waste management strategy is “reduce, reuse, and recycle.” Reducing waste generation and disposal requires an efficient waste management strategy. To enhance resource recovery, proper waste segregation is essential. It's crucial to pick a waste management business that backs your environmental objectives.

Sustainable management of food. Sustainable Management of Food is an approach that seeks to reduce wasted food and its associated impacts over the entire life cycle, starting with the use of natural resources, manufacturing, sales, consumption, and ending with decisions on recovery or final disposal.

Reduction of carbon footprint. Increased greenhouse gas emissions have a direct impact on global warming. It accelerates climate change with disastrous effects on ourplanet. All of us can contribute to fighting global warming by making climate-friendly choices in our daily lives. Understanding your carbon footprint can help limit theimpact of your consumption on the environment. There are different online solutionsto help you estimate your carbon footprint. Small changes can make a big differencein the long run, for example when it comes to transportation, food, clothing, waste,etc.

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BEST PRACTICES GERMANY

Name	**Blast the Plast**
When	September 2019 -2021
Where	Germany, Iceland, Sweden
Who	Alemannenschule Wutöschingen, BADEN-WÜRTTEMBERG, DE
Objectives	The workshop's objective is to improve its participant's knowledge about plastic's deadly effects on our environment. The workshop will encourage and train young people to develop creative solutions to reduce plastic in their daily routines. It will also give them the chance to learn about companies that are pioneers of the plastic-free movement, and plastic-free materials, and outreach to a list of recommended vendors for healthier alternatives to disposable plastic products. It will create pre-conditions for better involvement in civic policies. Stakeholders:Erasmus+, Tunaholmsskolan (SE), Sjalandsskoli (IS)
Beneficiaries	School/Institute/Educational center – General education (secondary level).
Financing	Erasmus+
Description	The project “Blast the Plast” aims to improve civic engagement and responsible citizenship with the reduction of single-use plastic. Students were made aware of the fact that it is of utmost importance to work together at a global level to eliminate plastic and protect our environment and preserve our resources. The workshop was based on three activities.Learn, Create, and Practice. Learn: In the first phase, the participants will learn about the deadly effects of plastic on our environment. They will get to know the best practices to reduce plastic in different countries. Create: Using their creative mind, participants will design and manufacture their plastic-free solutions for potential plastic hazards such as

Description	veggie bags or bee wraps. Practice: The participants will perform science experiments and try to live plastic-free for a restricted period of time. In the end, the participants will take a zero-plastic shopping tour of Friberg and promote a Plastic-free lifestyle.
Results	The participants learned about an eco-friendlier lifestyle and created plastic-free solutions to potential plastic hazards. The participants are now the ambassadors of plastic-free life and have better civic engagement with the community and environment.
Innovation	This workshop is a valuable addition to Erasmus projects and can be best used in schools, colleges, companies, and different NGOs working with young people. It empowers young people to live an eco-friendlier lifestyle. It enhances their civic responsibilities towards the community and environment. Besides the environmental aspects of the workshop, it also brings out the
Empowerment	creativity of the youngsters as they find creative solutions to live plastic-free. It also enhances their understanding of responsibility towards the community. As an ambassador of a Plastic-free lifestyle, their civic and social skills will also be improved.
Website	http://plasticfreeschool.eu/
Contacts	Kirchstraße 6 79793 Wutöschingen Deutschland 07746-928570 poststelle@alemannengms.schule.bwl.de

Name	The Pfand system
When	From 2022
Wher e	Germany
Who	DPG Deutsche Pfandsystem GmbH
Objectives	One of the most successful initiatives of waste management in Germany is the Pfand system, a plastic bottle return system. Whenever you buy certain products, you deposit (Pfand) a certain amount of money for the container. When you return the empty container, you get your deposit back. This practice encourages people to return their empty bottles instead of throwing them around. The empty bottles are recycled or reused. Stakeholders: Companies involved in producing drinks such as carbonated drinks and water. Beneficiaries: Local community. Erasmus+
Financing	
Description	When Germans buy their drinks from the shop, they pay a deposit on top of the cost of the beverage itself, which is called Pfand. When they return their bottles and cans to the store, they get their money back. There are two types of bottles in Germany's Pfand system. The bottles can be used multiple times, made of glass or PET plastic, their deposit price is ranging from €0.08 to €0.25. The second is single-use containers, which are only used once before they're recycled.The deposit price for this type is fixed by the government at €0.25. For consumers, the Pfand system is simple. They just put their empty containers in a machine. The machine gives them a receipt and with that, they can shop for whatever they want. Before the Pfand system, 3 billion disposable beverage containers were dumped
Results achieved	in the environment every year. But, now more than 98% of the bottles are returned, reused, and recycled.

Innovation	The Pfand is a ground-breaking initiative as it involves and motivates citizens to be part of the solution. The consumers and the companies work together to reduce waste and recycle the waste by up to 98%. Empowerment: This innovative initiative is to promote a zero-waste lifestyle. On one hand, It empowers consumers to be responsible and work for their planet and on the other, it forces companies to reduce waste.
Website	https://dpg-pfandsystem.de/index.php/en/
Contacts	DPG Deutsche Pfandsystem GmbH Luisenstrasse 46 10117 Berlin

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Name

When	“Flow” Citizen Science-Projekt
Wher	2021-2024
e	Germany
Who	Naturschutz Deutschland (BUND), Helmholtz-Zentrum für Umweltforschung (UFZ) und dem Deutschen Zentrum für integrative Biodiversitätsforschung (iDiv) Halle-Jena-Leipzig
Objectives	Collection of spatio-temporal high-resolution data sets on the ecological status of rivers in order to show trends in change. Cooperation with the Federal Environment Agency: Development of a monitoring design that allows the joint evaluation of citizen science data and other scientific or official data in order to create better evidence for scientific analysis. Cooperation with the environmental vehicles of the Saxony State Foundation for Nature and the Environment (LaNU), as well as with schools and environmental associations: Raising citizens' awareness of ecological relationships and ecosystem services of rivers. Contribution to the design of appropriate water protection measures for the long-term conservation and sustainable use of rivers.
Stakeholders	German Center for Integrative Biodiversity Research (iDiv), the Helmholtz Center for Environmental Research (UFZ, Leipzig), Federation for the Environment and Nature Conservation Germany (BUND) Beneficiaries: Young Citizens, Students, Environmental associations
Financing	Federal Ministry of Education and Research (BMBF)
Description	“FLOW“ is a project for the ecological monitoring of small rivers and streams. The aim of “FLOW“ monitoring is to examine and evaluate the ecological status of the waters together with citizens. Scientists work with volunteers to collect data on the state of our waters. Together we want to find out which invertebrates live in streams and rivers. We examine their habitat, water quality, and pesticide pollution and develop ideas for river protection. With the help of citizens, we want to answer the following questions: 1. What is the water structure quality (e.g. course of water, shore structure, water sole, current image, surrounding land use) of the examined waters? Are the guidelines for nutrient pollution (e.g. by nitrite, nitrate, phosphate) exceeded in the examined waters? 3. How is the community of invertebrate pointer species composed at

	the test sites and against this background how should the pesticide contamination of the water be assessed? The water data collected with the volunteers are included in ecotoxicological and ecological studies. Based on this, local and regional water protection strategies will be derived.
Method	The project works in four steps. Firstly, the participants receive preparatory training. Secondly, participants are separated into groups of 8-15. They are given assignments for approximately six hours to spend, examine and evaluate the local streams and small rivers. Thirdly, they present evaluation materials and feedback on the results through an online project map. Fourthly, all the participants get together every autumn after the measurement campaign, to present the project results and to exchange ideas with the participating scientists of the Environmental Research Center.
Results Achieved	This project achieved multi-factored results. Before this project, there was no nationwide, standardized data set on the ecological conditions of streams available. With the help of the Science Citizen Project "FLOW" nationwide, standardized data set will be available. This data will help the stakeholders to make policies for local and regional water protection. In this context, students and young citizens also gained hands-on knowledge of their ecosystem. It also brings scientists and the local population together to discuss ideas and find more creative solutions for biodiversity.
Innovation	This innovative activity brings together the experts and the citizens to work together for the improvement of the environment. It not only enhances the knowledge of the common population but also gives them a sense of responsibility. They also become part of policymaking with their ideas to protect the environment.
Empowerment	The project empowers the students, volunteers, and young citizens to be more involved with their community and policymakers.
Website	https://www.flow-projekt.de/ https://flow-projekt.de/index.php/projekt
Contacts	

Name	Action Plant Power - Delicious food for everyone
When	2016 - ongoing
Wher e	Germany
Who	PlantEurope, NAHhaft e.V.
Objectives	The aim of the project is, To encourage kids to eat healthier and consume more sustainable meals. To reduce the carbon footprints of the schools' food services. To teach children how to prepare sustainable and healthy meals. To work on planetary health by training chefs and cooks in school canteens. Stakeholders: ProVeg Deutschland e.V. and the health insurance fund BKK ProVita Beneficiaries: Students of age 7 – 18 years. Catering companies Financing: ProVeg Deutschland e.V. and the health insurance fund BKK ProVita.
Description	The Plant Power campaign works with children to develop the advantages of a plant-based lifestyle. And introduces them to the enjoyment and diversity of vegetarian and vegan cuisine in interactive cooking workshops. At the same time, catering companies are trained to implement plant options on a large scale. In this way, we want to improve the availability and quality of plant menu options in schools and kindergartens. On the one hand, the campaign goes directly to schools and kindergartens and organizes action days on-site: In interactive cooking workshops, students are introduced to the possibilities of colourful and delicious vegetable cuisine through practical work and the sense of self-cooked meals, positive experiences are created and linked to the topic. In an age-appropriate lecture, the background is also explained - why it is so much healthier, more sustainable, and ethically valuable without eating animal products. At an information stand, we encourage the children to taste alternative plant products and provide them with further information material.

Results Achieved	Since the campaign was launched in 2016, the Plant Power campaign has brought more than 1,400 students to the cooking pots in over 40 days of action. In addition, we organized a vegan week with one of the largest catering companies Sodexo in May 2018: In over 600 schools, more than 140,000 students were able to opt for a vegetarian or vegan menu option successfully. In the meantime, Sodexo has included some of the vegan recipes and products on the regular menu.
Innovation	This innovative project introduces a healthier lifestyle to children at an early age. It makes their food choices broader and healthier. It gives catering companies the opportunity to include vegan options on their menu.
Empowerment	The children, aged 8-16, learned the healthier food and were trained to cook vegetarian-vegan dishes to enhance their choices of food.
Website	https://www.ernaehrungswandel.org/informieren/projekte/detail/aktion-pflanzen-power-leckeres-essen-fuer-alle
Contacts	Büro Berlin - Haus 4, 2. OG Oberlandstraße 26-35 12099 Berlin Tel: +49 (0) 30 - 55 57 07 33

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Name	School 4 Future
When	May 2020 – April 2023
Where	Wuppertal, Germany
Who	Wuppertal Institute and Office Ö-quadrat.
Objectives	To enable schools to become aware of their carbon footprint. To directly involve students in the assessment process allowing them to determine their own school's carbon footprint. To develop a concrete starting point from which students could take action to reduce Greenhouse Gas (GHG) emissions in their schools. Stakeholders: Wuppertal Institute and Office Ö-quadrat, Federal Ministry for Economic Affairs and Climate Protection. Erich-Fried-Gesamtschule Ronsdorf, Wuppertal.
Beneficiaries	Schools, Teachers, Students
Financing	Federal Ministry for Economic Affairs and Climate Protection
Description	School 4 Future aims to give students the tools so that climate protection measures can be implemented concretely at their schools by themselves. The main aim is to support students and teachers in creating a CO2 balance and a climate protection concept for their school that meets high scientific standards. The project works in three stages. Firstly, with the help of a tool prepared by "School 4 Future", students calculate their carbon footprint or that of their family. By answering questions, such as; how often you travel by plane, how you eat, or how much electricity you consume, etc., students calculate their carbon footprint. Secondly, Students become researchers and answer questions relevant to the school's carbon footprints using various methods: How do students and teachers get to school? Where do school trips take place and by what means of transport do the classes travel there? How much energy is needed to warm up the school and which energy source is used for the purpose? How much electricity does your school consume? What does your school canteen offer? and above all: What CO2 emissions does it lead to? Students, teachers, and parents can then assess the situation and map out their strategies to deal with it. For example, you could ask yourself questions: What can help to convince students and teachers to come to school by bike instead of a car? Can a solar system be installed on the roof of the school? How should the menu of the canteen be changed to make the school lunch more climate-friendly?

Results Achieved	Students were able to learn from a genuine example, of what and how much CO2 is emitted, enabling them to explore the nature of the problem themselves. Students and teachers have conducted their measurements, researched various options for action and improvement, analysed data, and published these in their school climate protection concepts. Innovation: This innovative project teaches students to particularly look at their own CO2 emissions and prepares them to bring their own ideas to reduce it. Students learn from their own experiences to shape a climate-neutral school.
Empowerment	It empowers students to take the initiative to advocate against CO2 emissions. They are well prepared to convince their parents, school administration, and authorities to implement policies to reduce CO2 consumption.
Website	https://schools4future.de/das-projekt/
Contacts	https://schools4future.de/contact/

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BEST PRACTICES BULGARIA

Name	Workshop “Creative recycling”
When	May 2022
Where	Pazardzhik, Bulgaria
Who	Association “Navigator”, Pazardzhik
Objectives	The main objective is to provide young people with information about different environmental issues, to raise their awareness, and also to have them take part in creative activities. It gives the participants the chance to learn more about recycling, ecology, waste types and treatment methods. It will create preconditions for better involvement in civic policies.
Stakeholders	The youth centre in the city.
Beneficiaries	The target group are youngsters, youth workers, NGO activists, volunteers, local community.
Financing	Erasmus+
Description	Create new art techniques thanks to creative recycling: participants take part in a creative workshop in which they use different waste types to create a “work of art”. In the workshop participants are separated into groups of 4-5 people. They receive different types of waste – plastic bottles, used paper, plastic bags, cans, cardboard, clothes etc. with which they have to create something that can be used in daily life or as decoration and exchange it for something or sell it in the city. So after the products are ready the groups go around the city and promote what they have created and why and they ask the people if they want to buy or exchange the thing and make photos.

Results Achieved	At the end of the workshop, the things should've been sold/exchanged and the community to know more about recycling, reducing, and reusing due to the products they've seen, bought or exchanged.
Innovation	This workshop can be used not only in Erasmus projects but as well in schools, kindergartens and different institutions working with young people. It motivates people to create something out of rubbish which can be used in daily life or as decoration, toys etc.
Empowerment	In addition to environmental workshops and creative recycling activities, participants have the opportunity to learn more about the types of waste and gain basic skills in turning plastic bottles into a work of art. At the end of the workshop, participants will have the opportunity to connect ecology, creativity and recycling and share their newly acquired knowledge through an environmental exhibition in front of the local community.

Name	Campaign “Books for garbage” - RETURN A KILOGRAM OF PLASTIC, GET A BOOK OF YOUR CHOICE!
When	From 2013 and still ongoing
Where	Different cities in Bulgaria.
Who	Ecopack Bulgaria
Objectives	“Books for garbage” is the most successful initiative in Bulgaria, uniting responsible thinking towards the environment and reading. The campaign aims to encourage the separate disposal of waste, in particular plastic products. The initiative draws attention to the problems of recycling in our country, saving resources and nature conservation through the example of good practices.
Stakeholders	Bulgarian – American Credit Bank Ecopack- Bulgaria Kaufland smart books Credo Bonum foundation
Beneficiaries	The local community in the different cities.
Financing	Bulgarian – American Credit Bank Ecopack- Bulgaria Kaufland smart books Credo Bonum foundation
Description	Everyone who brought a kilogram of recyclable plastic will receive in return a book of choice and a discount on nature- friendly Kaufland products in sustainable packaging. The organizers recommend that those wishing to join the "Garbage Books" carry the plastic emptied of contents, cleaned and crushed to take up less space. They remind us that among the waste that will not be accepted are blisters of medicines, tubes of oils, and household appliances. ECOPACK Bulgaria provides containers for the collection of plastic waste and is engaged in the removal, sorting and transfer for recycling of the collected waste from the campaign. In order to involve more people in the campaign, each participant will be able to receive a maximum of two coupons for books and one coupon for product discounts, regardless of the amount of plastic delivered.

Results Achieved	Since the first edition of "Books for Garbage" in 2013, as a result of the campaign in our country over 80 tons of plastic waste have been recycled and tens of thousands of books have been distributed.
Innovation	The campaign is extremely innovative because it can motivate even the children to recycle and earn a book in exchange. We can see that from the photos on the website and from the tons of garbage collected in the previous years until now. It is innovative as well.
Empowerment	The campaign is based on the goal of encouraging separate waste disposal, paying serious attention to the problems of recycling in our country, saving resources and nature protection with the example of good practices.
Website	
Contacts	https://www.facebook.com/knigizasmet/ https://www.facebook.com/knigizasmet/

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Name	Let's Go Circular
When	Still ongoing
Where	Pazardzhik, Bulgaria and other cities in the world where the company is located
Who	DS Smith
Objectives	• To identify natural resources and introduce the concept of natural finite resources. • To explain the current (linear) economic model (using the example of a plastic bottle) • To brainstorm alternatives to the linear economy and introduce the concept of the circular economy. • To use DS Smith as a real-life case study of implementing the circular economy • To educate students on the importance of recycling and how to recycle correctly.
Stakeholders	Local schools
Beneficiaries	Students aged 10-19
Financing	DS Smith
Description	Preparation: - If you are not familiar with the group of students you are teaching, personalise slide 2 with your details and insert an image of yourself. - Familiarise yourself with the PowerPoint lesson presentation and associated speaker notes. -Run through the lesson with an adult first to get an idea of timing. -Print off, cut out and sort the 'Follow the Fibre' game cards – one set per group. -Read the DS Smith page on Closed Loop Recycling. - Watch the videos to be shown to the students before the lesson, these are embedded in the presentation but online links are also provided To take to the lesson:

	A jar of sweets to pass around to the children (for slides 1-8). -'Follow the Fibre' game cards (for slides 22-24).- Some examples of the recyclable materials shown to show the students (a paper cup, a crisps tube, an aluminium drink can) (for slides 25-37) Recommended classroom set-up and resources: -Sufficient large tables to accommodate the class in groups of 5-6 students, either standing or sitting, so they are ready for the activities. Please put students into mixed ability groups, or some groups may struggle more than others. - A (large) screen which all students can see. - Audio for the videos (and internet if using the videos' online links)
Results Achieved	Students learn the way of recycling and circular economy through the example of a big local company situated in Pazardzhik. This happens at a very young age so it will make them responsible adults in the future.
Innovation	The innovation in this activity is that students learn about recycling and global problems through the real-life example of a big company. They realize that not only individuals recycle but also big companies and they can use this example in their life.
Empowerment	It can cover a big range of students because the lesson/workshop is applicable to any age.
Website	https://www.dssmith.com/media/our-stories/2022/1/lets-go-circular-lesson-plan-available-in-12-european-languages-to- mark-international-day-of-education/

Name	Biodiversity Program
When	2022 - 2024
Where	Pazardzhik, Bulgaria
Who	DS Smith
Objectives	As part of DS Smith's Sustainability Now and Next Strategy, the company aims to launch 100 biodiversity projects by 2025 and all paper mills to run related programs. The DS Smith Charitable Foundation is committed to helping plants implement projects.
Stakeholders	DS Smith, Local schools
Beneficiaries	Students aged 7-18
Financing	DS Smith Charitable Foundation
Description	Celebration of the International Day for Biological Diversity - May 22 In two schools in the town of Pazardzhik, we will celebrate the day of biodiversity with workshops with the youngest students. Together with their parents, they will plant flowers, set up bird feeders, and build and set up birdhouses. In addition, information boards with the most common birds in the urban environment will be installed, so that children can recognize the future occupants of the houses. Partners in this project are: • I Primary School "St. Kliment Ohridski ” • Primary school "Prof. Ivan Batakliev” • Bulgarian Society for the Protection of Birds Creation of a "Climate and Ecological Corner" Together with students and teachers from the Vocational School of Chemical and Food Technologies, we will create a corner for the environmental education of students, including 2 aspects: activities in the natural environment and the acquisition of knowledge about the environment and biodiversity conservation. The project includes: • Construction of a pond; • Planting of three types of gardens - herbal, decorative and fruit; • Placing information boards indicating the

	plantations;• Art installation for the quality of rainwater and drainage water; • Containers for waste composting; • Installation of houses for birds and insects. Raising awareness of rare and endangered species The plant is located in an area that is part of a protected area of the Natura 2000 network. Besaparski hills are a refuge for rare species and those that are not found elsewhere. There are 86 species of nesting birds here, 15 of which are in the Red Book of Bulgaria, 2 are identified as globally endangered, and 31 - as species endangered in Europe. The region is of global importance for the protection of the endangered Imperial Eagle. The aim of the project is to raise awareness in the nearby community about the area and the rare and endangered species that live there. Information boards will be installed at the entrance of the plant and at the beginning of the path that leads to the highest peak of the hills.
Results Achieved	The project is still ongoing, the only realized event was the Celebration of the International Day for Biological Diversity - on May 22 – after the event, the children were satisfied with their work, proud of the activities they've done in the schoolyard and learned about the nature through the example of their parents and
Innovation	the company. The children were enthusiastic and proud of contributing to the biodiversity of their schoolyard and learning more about the birds they see around them every day. The participants also received small rewards to remind them of the fun day: branded T-shirts and backpacks, and small personalized flowerpots
Empowerment	with succulents to care for at home. The children, aged 8-9, boosted the biodiversity of their schoolyards by planting a garden together with their parents, building birdhouses, and placing bird feeders on trees. As part of the project, the DS Smith colleagues also installed information
Website	boards teaching the pupils about birds that are native to the area DS Smith

Name	Travel Lab
When	Every school year – still ongoing
Where	Pazardzhik, Bulgaria
Who	Vocational High School of Chemical and Food Technologies
Stakeholders	Regional Inspectorate for Environment and Water
Beneficiaries	Students aged 12 - 19
Financing	It is financed from the school budget
Description	The initiative is called “Travel Lab” because students and teachers from the Vocational High School “travel” to other schools where they make experiments and studies based on nature. They make experiments about: drinking water and water from the rivers Maritsa and Luda Yana. Electrical conductivity of the water – (it shows when there are metals in the water) - permanganate oxidisability (which indicates the presence of organic matter in the water) chlorides similar analyzes performed by the Regional Inspection for Environment and Water. Soil acidity. Nitrate content in the soil.
Innovation	Students teach students. Students learn from their own experiences about the water and soil in their region.
Website	https://pghht.weebly.com/1055106610581059104210401065104010581040-1051104010411054105610401058105410561048107-1055105410571045105810481048-iv-10541059.html

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BEST PRACTICES ITALY

Name	JUNKER
When	2015-ongoing
Where	Online App (headquarter in Bologna, Italy)
Who	Giunko Srl
Objectives	The aim of the Junker app is to pair each citizen with a smart waste collection 'tutor', who recognises products by their barcode or even by a photo and explains how to dispose of them correctly, distinguishing all materials. Also, Junker functions as a real personal assistant, reminding citizens of door-to-door calendars, guiding them to the nearest collection point and helping them make more sustainable choices every day. More recently, the Junker app has been integrated by a number of institutions and municipalities that use it to raise awareness and reduce the impact of CO2 from waste. For this, the possibility of reporting abandoned waste or other situations of degradation has also been integrated, actively helping the municipality in the management of streets and parks.
Stakeholders	-Ginko Srl -Municipalities
Beneficiaries	Citizens
Description	1) RECYCLING WASTE PROPERLY: - After downloading the Junker app, the first thing to do is to set the municipality where the person lives, as the instructions may be different depending on the city and the bodies in charge of waste collection, recycling and disposal. - The person has to scan the product barcode (or take a photograph which will be recognized by the app itself) in order to have all the necessary information for collecting it properly. - Junker shows the materials from which the different elements of the product are made. Sometimes it can be difficult to understand the material used, especially when there is more than one and they are

	coupled together. - Finally, the app tells the most proper bin to put each item in according to the guidelines of the municipality and the organisations it refers to. 2) SEE THE WASTE COLLECTION CALENDAR - The app shows the calendar referred to the municipality, divided by material. 3) REPORTING SITUATIONS OF DEGRADATION OR WASTE ABANDONMENT
Results Achieved	-Junker is the most downloaded app for waste sorting, with 30,000 product scans every day. - In the trial phase at the Municipality of Terre Rovesche, in 2019, the certified CO_2 was 2,352 tonnes. This allowed the municipality to save 15 thousand euros in the cost of the waste system. -Helps citizens of different generations to approach separate waste collection with more simplicity and awareness
Innovation	The innovative aspect of Junker concerns the simplicity and accessibility - provided by a downloadable app - with which a product can be recognised for recycling. In addition, the app connects citizens with their municipalities, promptly communicating any changes, and novelties and adapting to different generations.
Empowerment	Every citizen is provided with an accessible and free tool that supports him or her in the waste separation process, raising awareness of the importance of this daily act. The relationship with waste collection becomes more direct, immediate and easy to manage, even for those citizens who generally do not have the resources to manage this process effectively.
Website	https://junkerapp.it/
Contacts	https://junkerapp.it/contatti/

Name	RECUP
When	2014-ongoing
Where	Milan and Rome, Italy
Who	Associazione a Promozione Sociale (APS) RECUP
Objectives	Recover unsold food of the day from shopkeepers, sort it and redistribute it free of charge and communicate its availability through the use of social media in order to promote social inclusion.
Stakeholders	-APS RECUP -Market traders
Beneficiaries	-Rome and Milan Citizens -Municipalities which have to face the problem of people with fewer resources and the issue of food waste
Description	The association ASD Recup carries out its activity of recovering, sorting and redistributing unsold food in the main food markets in Rome and Milan. The main activity of this association's group of volunteers is to reach the market venues to collect, with the consent of the sellers, the unsold food of the day and to make it available to people who request it locally. In order to foster the initiative, the association opened several social media accounts to update on activities and availability and to spread the word so as to raise awareness of the replicability of this initiative.

Results Achieved	• 1 tonne of food recovered and redistributed in 2015. 47 tonnes in 2019; • Fostered inclusion of people with less resources; • Reduced food waste; • Awareness-raising about food waste phenomenon.
Innovation	The innovative aspect of this project concerns above all the capillary capacity to communicate and disseminate food availability through the use of social networks. the success and transferability of the practice are due above all to this. starting from the city of Milan, it has subsequently developed in Rome, attracting not only new volunteers through social media, but also encouraging word-of-mouth to the project's target audience.
Empowerment	The people involved are made aware of the value of food and the need not to waste it because it is a fundamental resource. on the other hand, people with difficulties have easier access to food.
Website	https://associazionerecup.org/
Contacts	https://associazionerecup.org/contatti/

Name	UNI CLEANUP VENICE
When	2019-ongoing
Where	Venice, Italy
Who	CA' FOSCARI UNIVERSITY OF VENICE
Objectives	The group was set up with the aim of protecting the territory, cleaning the lagoon areas of waste, and raising awareness of the impact our actions have on the environment around us and the importance of sustainable behaviour. Students and staff can register for the initiative and become part of the team, to participate in the Clean Up events that are held on a monthly basis.
Stakeholders	-CA' FOSCARI UNIVERSITY -IUAV -CUS VENEZIA -VERITAS -STUDENTS -MUNICIPALITY OF VENICE
Beneficiaries	-MUNICIPALITY OF VENICE -CITY OF VENICE -STUDENTS -CITIZENS -TOURISTS
Description	The CUS Venice group, coordinated by Ca' Foscari University organizes these events in order to collect waste around the lagoon. Among the participants, there are students and employees of Ca' Foscari and IUAV Universities and international exchange students. The group also collaborates with various Venetian organisations and associations, first and foremost Veritas, which provides rubbish bags and gloves, but also helps with waste disposal. Their environmental commitment started a few years ago, in 2019. Over time we have organised several ecological collections at different sites in the Venice area, trying to do more each year; in 2020 they collected 280 bags of plastic and other waste dispersed in the environment. In 2021, they carried out a total of 11 Clean-Ups.

Results Achieved	-Raising awareness of recycling among different generations -Promotion of recycling as a form of education -Raising awareness of the environmental fragility of a unique ecosystem such as the Venice lagoon. -Collection of waste that invaded the lagoon. Collaboration between various city bodies.
Innovation	The most innovative aspect of this initiative is the fact that the university promotes recycling, waste collection and respect for the environment as a form of education for future generations.
Empowerment	The students and the people involved are sensitised and educated in the practice of recycling which becomes an activity fundamental in order to respect the environment where we live and practice our everyday life routine and sports.
Website	https://www.unive.it/pag/44122/
Contacts	sportnautici@unive.it

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Name	BeviMI
When	March 2021-June 2022
Wher	Milan, Italy
e Who	Università Statale di Milano, Università di Milano-Bicocca, Politecnico di Milano e Comitato Italiano Contratto Mondiale Acqua (CICMA), Consorzio Coripet Provider APP BeviMI, Fondazione Cariplo, Genuine Way
Objectives	1) Promoting awareness of the environmental impact of one's behaviour 2) Reduce waste generated by the consumption of single-use plastic bottles and stimulate confidence in mains water 3) Assess through inter-university LCA research the environmental impacts of the supply chains of access to drinking water
Stakeholders	• Università Statale di Milano • Università di Milano-Bicocca • Politecnico di Milano • Comitato Italiano Contratto MondialeAcqua (CICMA) • Cnsorzio Coripet Provider APP BeviMI • Fondazione Cariplo • Genuine Way
Beneficiaries	Students
Description	The project aims to promote the use of mains water and the reduction and recycling of plastic starting in university classrooms. Students of the partner universities can download the BeviMI app onto their smartphones and use it every time they draw water from the dispensers in the universities. In this way, each time they draw water, the BeviMI app measures the CO_2 avoided and the amount of new plastic saved in real-time, a way of gaining awareness of the impact on the environment generated by daily consumption choices. The app also enables a virtuous 'challenge' between students who are more careful about their consumption.

Results Achieved	• More than 5,125 app users • 15,000 l of tap water withdrawn • 30,032 PET bottles saved
Innovation	The innovative component of this project concerns the far- sightedness of signalling the presence of drinking water dispensers available at university sites through access to an app. Furthermore, through the use of the app, the consumer is informed in real time about his or her impact in choosing this source in relation to the carbon footprint and stimulated to promote sustainable behaviour.
Empowerment	Precisely because the app is able to monitor and report to consumers on their impact and degree of sustainability, users become aware of their carbon footprint and are facilitated in promoting more environmentally sustainable practices.
Website	https://contrattoacqua.it/progetti/accesso-all-acqua-e-salvaguardia-della-risorsa/progetti-in-corso/a-bevimi:-acqua- del-sindaco-e-consumi-responsabilia/

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BEST PRACTICES ITALY

Name	BELLA DENTRO
When	2018-ongoing
Wher	Milan, Italy
e Who	Bella Dentro
Objectives	-Combating waste in the agri-food chain, mainly due to the aesthetic standards of products. -Re-valuing unfairly discarded products. -Helping agricultural producers to safeguard losses from wasting unsold, aesthetically non-compliant products.
Stakeholders	• Bella Dentro • Farmers • L'Officina Cooperativa Sociale • L'Officina Coop Sociale di Codogno • La Pietra Scartata della Cooperativa Sociale La Fraternità di Rimini
Beneficiaries	• Farmers • Consumers
Description	Bella Dentro represents the first reality in Italy that reduces fruit and vegetable waste caused by aesthetic standards and their economic and social impact on producers to the root. To combat waste, the founders collect unsold products and buy them at a fair price. Starting in 2020, Bella Dentro decided to produce processed products such as juices, preserves, dried fruits and vegetables rescued from the fields, thanks to the partnership with the help of other organisations who work in the field of social inclusion. Also in 2020, the project expands with the opening in Milan of the first shop where fresh fruit and vegetables, discarded for aesthetical reasons, are sold.

Results Achieved	In a 'good' season, i.e. one without any particular atmospheric difficulties, this is on average 20% of the field's total production. In an unstable weather season, (which is becoming more and more frequent), the portion of the harvest that is aesthetically non-compliant and therefore is discarded, can easily reach 70-80% of the total product. Bella Dentro, from 2018 help saving: 142,639 Kg of edible fruit and vegetables. Also, it contributed to the incomes of farmers whose products are negatively affected mainly due to climate change.
Innovation	The innovative aspect of this initiative lies in its ability to have created an ethical food waste reduction chain through a win- win relationship for both the producers intercepted and the consumers.
Empowerment	-While edible food waste is reduced, agricultural producers benefit from this initiative because they are able to increase the number of products sold that were discarded by traditional markets. -Consumers are also made aware of the issue of edible food waste and become aware of the ethical supply chain system. The project enables frail and disabled people belonging to the organisations it works with to process products to emancipate themselves through an ethical working activity.
Website	https://www.belladentro.org/
Contacts	https://www.belladentro.org/contatti/

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TRAINING TOOLS

Title	The knight of the green key
Time	1 school year (every student has 1 week)
Group Size	36 students aged 8-12
Materials needed	Plants – trees, bushes,flowers
Description of the activity	**GOALS** 1) Decrease the waste of time in front of the screen. 2) Increase the awareness on the problem. 3) Save the air clean and the Earth. 4) Motivate the parents and involve them. 5) Create a good atmosphere at school. **INTRODUCTION** **Brainstorming – 5 minutes** 1) What is your favourite colour? 2) Can you explain the phrases *Think pink, Think French, Think green?* **Reflexive questions** How would you feel if you are a knight? Is it a privilege to be a knight? Is it a honour? **DESCRIPTION** **Learning by doing and game** The student who receives the green key has the honour to plant a tree, a bush or just a flower in a pot. After that he/she chooses another student or teacher to plant a tree and to receive the green key and become a knight. **DEVELOPMENT** Methodology – 1. Students receive the green key. 2.Students choose a plant. 3.They plant the tree, the bush, or the flower at school 4.The students take care of their own plants. OBJECTIVE 1) Decrease the waste of time in front of the screen. 2) Increase the awareness on the problem. 3) Save the air clean and the Earth. 4) Motivate the parents and involve them. 5) Create a good atmosphere at school.

Closure	**Reflexive questions** 1) How did you feel? 2) Do you think the school and the school yard are more attractive now? 3) Will you take part in other similar activities?

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Title	Pollution Buster
Objective	1) The objective of this game is to create awareness about air pollution and encourage players to take actions to reduce pollution in their lives. 2) Players will have to complete a series of challenges related to air pollution. 3) Each challenge will have a set time limit, players will earn points based on how well they perform in each challenge. 4) At the end of the game , the points earned by each player will be added up,and the player with the highest score will be declared the winner.
How to Play	The challenges can include tasks such as reducing energy consumption, using public transportation, avoiding single- use plastics, and recycling.
Benefits	1) This game will help players understand the impact of their actions on the environment and motivate them to take steps to reduce pollution in their daily lives. 2) It will also provide a fun and engaging way to learn about air pollution and its effects.

Title	New life for old clothes
Time	4 weeks
Group Size	10 students aged 14-19
Materials needed	Old clothes, weaving loom
Description of the activity	**GOALS** 1) Decrease the waste of old and unworn clothes. 2) Increase the awareness on the problem. 3) Save the Bulgarian traditions. 4) Motivate the parents and involve them. 5) Create a good atmosphere at school. **INTRODUCTION** **Brainstorming – 5 minutes** 6) Do you have a lot of clothes and more than you need? 7) Do you think you have more clothes than your parents and your grandparents? **Telling a story** Cherga (rug) is a Bulgarian word which means homemade textile made of a great number of coloured interweaved threads forming a strong and pictorial structure.The rugs have been used by the Bulgarians since the establishment of our country. **DESCRIPTION** **Learning by doing** Students should use clothes that they don't wear and cut them into strips. After that they should use a weaving loom and make a rug. All the rugs you make will be used in the common spaces for relax at school. **DEVELOPMENT** Methodology – 1. Students separate clothes they don't wear – 1 week 2. Cut the clothes into strips. – 4 days 3. Find or make themselves a weaving loom- 2 days 4. Make the rugs – 2 weeks 5. The school organizes an exhibition with the rugs and after that they use them in the spaces for relax - ongoing

Closure	**Reflexive questions** 1) How did you feel? 2) Do you think it is a useful solution? 3) Will you take part in other similar activities?
Tips for facilitators	**https://youtube.com/shorts/d03QC5-o9IA?feature=share**

Title	Let's go circular
Time	2 weeks
Group Size	20 students aged 14-19 and their parents
Materials needed	Plastic bottles, cans, useless car tires, paints
Description of the activity	**GOALS** 1) Decrease the waste of unused products. 2) Increase the awareness on the problem. 3) Encourage the creativity. 4) Motivate the parents and involve them. 5) Create a good atmosphere at school. **INTRODUCTION** **Brainstorming – 5 minutes** 1) What do you do with the plastic bottle after you drank the mineral water or the plastic bags? 2) What type of waste are not bio-degradable and are dangerous? Make them watch a short video with the dangerous impact of the use of plastic bottles or bags in the ocean and share shocking facts. **DESCRIPTION** **Interactive activity/problem solving.** Teachers give students plastic bottles, cans and old car tires. Students have the task to make beautiful flowers, vases, pencil containers and flowers pots. They can also paint the tires. Students make photos and videos. **DEVELOPMENT** Methodology – 1. Students take into consideration theirteachers' instructions. – 1 hour 2. They choose the other materials they need. – 1 day 3. Students innovate and create objects of art. – 1 week 4. They make photos and videos – 3 days 5. The school organizes an exhibition with the rugs and after that they use them in the spaces for relax - ongoing

Closure	**Reflexive questions** 1) How did you feel? 2) Do you think it is a useful solution? 3) Will you take part in other similar activities?
Tips for facilitators	**https://youtu.be/fpDrUwd1uq4**

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Title	Determine the Scope of Your Project
Description of the activity	Develop a Plan for Your Meditation 1) Determine what location you want to meditate in and what time of day would be best. 2) Consider the environmental conditions, such as air quality and noise level. 3) Make sure you have any necessary permits or permissions for the location. Research the Impact of Pollution 1) Before and after your meditation session, research the impact of pollution on the environment and on human health. 2) Look for statistics and studies that demonstrate the impact of pollution and use this information to inform your project. Plan a Trip to a Rural Area 1) Visit a rural area that is less affected by pollution and take note of the differences in air and water quality. 2) Research what measures are being taken in these areas to prevent pollution and protect the environment. 3) Document your experience with pictures or video. Create Awareness Materials 1) Use the information you've gathered to create awareness materials such as posters, flyers, or social media posts. 2) These materials can be used to inform people about the impact of pollution and what they can do to help reduce it. 3) Share these materials with others. 4) Document Your Project 1) Take pictures and videos of your meditation session and your trip to the rural area. 2) Use these materials to share your experience with others. 3) Encourage others to get involved in efforts to reduce pollution. Share Your Findings 1) After completing your project, share your findings with others. 2) This could include presenting your project at a community event or sharing your materials on social media. 3) Encourage others to take action against pollution.

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Title	Cleaning Up Our Oceans: An Overview of Underwater Cleaning Projects
Description of the activity	Determining the Scope o Identify specific aspects of underwater cleaning to focus on o a location or type of water body to clean o Select specific types of marine debris or pollution to target Planning the Project Timeline o Estimate the length of the project o Assign tasks and set deadlines Researching Scuba Gear and Equipment o Identify the necessary gear and equipment o Choose the best type of scuba gear o Research any specialized tools needed Developing a Safety Plan o Determine safety precautions Disposing of the Debris o Research local regulations on disposal o Determine the best way to dispose of the debris Considering the Environmental Impact o Make sure project does not disrupt the local ecosystem o Do not cause any harm to marine life Documenting the Project o Take pictures and videos of the project o Share work to raise awareness

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Title	Clean Air Challenge - An Educational and Engaging Game
Objective	- Educate players about air pollution and encourage them to take steps to reduce it in their daily lives.
How to Play	-Form teams and compete against each other to see who can take the most steps to reduce air pollution. -Challenges include using public transportation, carpooling, biking or walking instead of driving alone, reducing energy consumption, and recycling. -Earn points for completing each challenge, and the team with the most points at the end of the game wins. -Share photos and updates on their progress on social media using a designated hashtag.
Benefits	-Increase players' awareness of air pollution and its negative effects on the environment and human health. -Encourages players to take action to reduce their carbon footprint and improve air quality in their communities.
Ready to play	-Invite friends and family to join the challenge and make a difference in air quality.

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Title	Back to the nature
Time	1 week
Group Size	10 students aged 14-19
Materials needed	Plant oils, glycerin, bicarbonate of soda, lard, yolk, clay…
Description of the activity	**GOALS** 1) Make children find an alternative (skills for life). 2) Increase the awareness on the problem. 3) Developing the reading comprehension. 4) Motivate them to always be near the nature. **INTRODUCTION** **Brainstorming – 5 minutes** 1) What type of cosmetic products do you use? 2) Do you use for example 3 shampoos at the same time? 3) Have you ever heard that the hair can be washed only with the yolk of an egg? **Telling a story-** a story about a young girl who goes on theriver and washes her hair with mud/fuller's earth/clay and it becomes shiny and soft. Do you think it's possible? **DESCRIPTION** **Interactive activity/problem solvings/do the research.** The teacher assigns the following task – students should find different eco alternative of the most used cosmetic products. For example: washing the hair with…. (egg yolk, clay, etc.), using the following cream….(on the base of plant oils), brushing their teeth with….. (Bicarbonate of soda, lemon juice, etc.), making homemade soap (Bicarbonate of soda, lard, aromas). **DEVELOPMENT** Methodology – 1. Students search information about the impact of the traditional cosmetic products and their impact on the environment. Presentation of the information found on the assigned task.– 2 days The students search for information about alternative that are eco-friendly and close to the nature. – 3 days Use the alternative products and share their satisfaction or not. – ongoing

Closure	**Reflexive questions** 1) How did you feel? 2) Do you think it is a good solution and alternative? Does it make a difference in your life? 3) Will you take part in other similar activities?
Tips for facilitators	**https://youtu.be/hsIvkAFVojo**

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Title	4 NATURE
Time	90 mins
Group Size	8-12 people
Materials needed	clothes that are less worn by the participants
Description of the activity	**INTRODUCTION (15 minutes)** Ask the participants about their approach to selecting outfits, the number of clothing items they possess, and if they use all of them. Show an image that highlights the environmental impact of fast fashion and the importance of sustainable clothing practices. **CLOSURE** Wrap up with a debriefing session where participants can discuss what they learned and how they can apply these practices in their everyday lives. You can also provide a summary of key takeaways and resources for further learning. **MAIN PART (1HOUR)** Show a video of how you can combine less cloth to make more outfits. Clothes swapping. Participants exchange the pieces of clothes they brought. The outfit design challenge in groups: based on the video, the participants have to create the most possible outfits using the clothes they brought.

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Title	GO GREEN: Promote green travelling
Objective	Participants gain practical knowledge to incorporate green travel practices into their future plans
Time	90 mins
Group Size	10-20 people
Materials needed	Papers, pens, and internet access for the game
Description of the activity	**INTRODUCTION (15 minutes)** We start with a storytelling exercise where we ask participantsto share their favorite travel experience and how it impacted them. Then, introduce the concept of green traveling and why it's important to consider environmental impact when traveling. Shocking facts: According to a study published in the journal Nature Climate Change, the carbon footprint of a single long- haul flight can be equivalent to over one year of emissions from driving a car. **CLOSURE** Conclude with a debriefing session where participants reflect on what they learned and how they can apply it to their future travel plans. Ask questions like "What surprised you the most about sustainable travel?" or "What steps can you take to reduce your environmental impact when traveling?" Encourage them to share their thoughts and ideas with the group. Finally, summarize the main takeaways from the workshop and provide additional resources for those who want to learn more about sustainable travel. **MAIN PART (1HOUR)** Divide participants into small groups and assign them a scenario where they have to plan a trip to a specific location while minimizing their environmental impact. For example, they could plan a trip to a national park or a beach destination. Provide them with a checklist of things to consider such as transportation, accommodation, food, and activities. After planning, each group presents their itinerary to the rest of the participants, and everyone discusses the pros and cons of each plan. This will allow for group discussion and problem- solving related to sustainable travel.

Title	THINK TWICE!
Objective Time	educate and empower young people and especially students between the ages of 18 and 30 to take practical actions to reduce food waste and promote sustainability in their daily lives, by providing them with knowledge and inspiration.
Group Size	60 mins
	4-16 people
Materials needed	P R I N T E D C A R D S A T I M E R O R S T O P W A T C H . S C O R E C A R D S
Description of the activity	**INTRODUCTION** Quiz: create a short quiz (5-10 questions) that assesses participants' knowledge and attitudes towards food waste andsustainability. The quiz could be administered online or in person, using aplatform like Kahoot or Google Forms. For example, we ask questions such as : "What percentage offood produced globally is wasted?", "What are some common causes of food waste in households?", "What are some benefits of composting?", and "What can individuals do to reduce food waste when shopping?". **MAIN TASK** Food Rescue Challenge Objective: To help participants learn practical strategies for reducing food waste in different settings (home, school, work, etc.) and to compete in a fun and educational game. we print cards with different scenarios, such as: "You have leftovers from a dinner party", "You see a bruised apple at the grocery store", "You have expired yogurt in your fridge", etc. A set of action cards, such as: "Compost it", "Donate it", "Freeze it", "Reuse it", etc. **Instructions:** Divide participants into teams or pairs, depending on the sizeof the group. Give each team a set of scenario cards and action cards, andexplain the rules of the game. Set a timer for 5-10 minutes, depending on the level of difficultyand experience of the participants.

Description of the activity	Each team has to select a scenario card and an action card, and explain how they would apply the action to the scenario in order to reduce food waste. For example, if they drew the card "You have leftovers from a dinner party" and the action card "Freeze it", they could say "We would put the leftovers in a reusable container and store them in the freezer for later use,instead of throwing them away." Each team gets one point for each correct response, and abonus point for creative or innovative ideas. You can also deduct points for incorrect or unrealistic answers. After the time is up, tally the scores and announce the winningteam or individual. You can also provide feedback and tips on how to improve their responses and reduce food waste in different settings. **CLOSURE** The "Reflection and Action Planning" Closure helps participants reflect on their learning and experiences, and plan specific actions to reduce food waste and promote sustainability. Participants share what they learned, write downthree actions they can take, and share their plans with others.

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CONCLUSION

In conclusion, this digital E-Book has served as a comprehensive resource, providing valuable orientation and methodological guidance for educators engaged in the implementation of activities aiming to address the problems resulting from the climate change phenomenon. Through the best practices analysis and the newly developed methods of teaching and training represented in the training tool module, this E- Book has equipped educators with the necessary tools and insights to foster the development of essential skills among the youth, enabling them to confidently communicate their ideas, influence others, and motivate them through green activities and environmentally friendly behaviours.

By implementing the non-formal activities and exercises outlined in this E-Book, educators might witness remarkable achievements in the participants. One notable accomplishment could be the significant improvement in their awareness related to the topics (recycling and waste management; sustainable management of food and reduction of carbon footprint) resulting in civic engagement to tackle the issues.

Through practical exercises and insightful tips, youths will gain the confidence to articulate their thoughts, engage in local actions, and deliver impactful solutions. These newfound green skills will empower them to stand for environmental justice, effectively conveying their ideas and securing support in acting in the modern environmental challenge of tackling climate change.

Furthermore, the E-Book will successfully cultivate a green mindset among the participants by incorporating
activities that promote critical and responsible thinking boosting the young people's approach to problem-solving and involvement in practical actions. The E-Book's emphasis is on green thinking and we expect to enable the participants to develop an adaptive and proactive mindset, due to their regular exposure to sensitive information about climate change and other global environmental problems affecting their future.

Another key achievement of implementing the non-formal activities is the enhancement of teamwork and collaboration skills among young people. The E-Book's training tools dedicated to group exercises and collaborative projects have fostered an environment of cooperation, encouraging participants to leverage each other's strengths and work together towards shared goals. This emphasis on teamwork will improve the participant's ability to collaborate effectively and nurture their leadership potential as they learn to navigate group dynamics and motivate others towards environmental awareness and engagement.

Lastly, we expect the E-Book to facilitate personal growth and self- awareness among the young people involved. Through reflection exercises and self-assessment tools, the participants will gain insights into their behaviours and the areas for improvement. This self- awareness will enable them to set realistic goals, develop strategies for personal growth, and maximize their potential as future change-makers towards environmental sustainability.

To sum up, the implementation of the non-formal activities and exercises from this E-Book has positive outcomes for both educators and young participants.

The E-Book's comprehensive approach to sustainability and climate change will equip educators with the necessary guidance to deliver impactful positive changes while empowering young people with the skills, mindset, and confidence to undertake transformative action for sustainability. By embracing the principles and practices outlined in this E-Book, educators can continue to make a profound impact on the lives of young people, encouraging them into proactive environmental engagement at the collective (e.g. participation in social movements, organizational change) and individual (e.g. lifestyle choices, individual actions) level.

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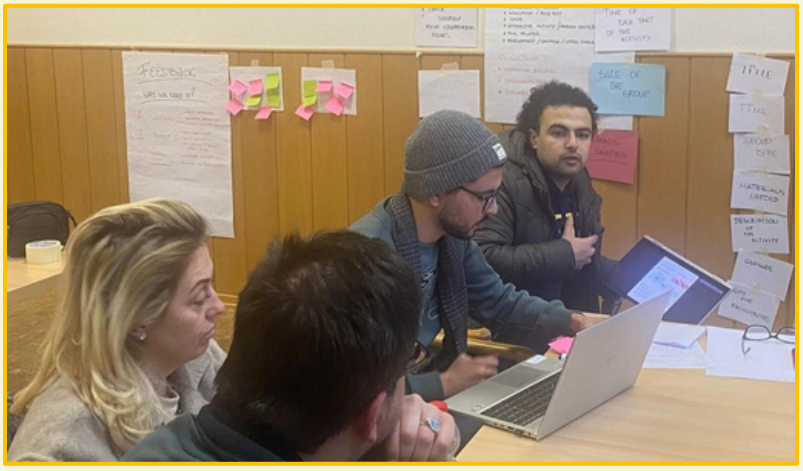

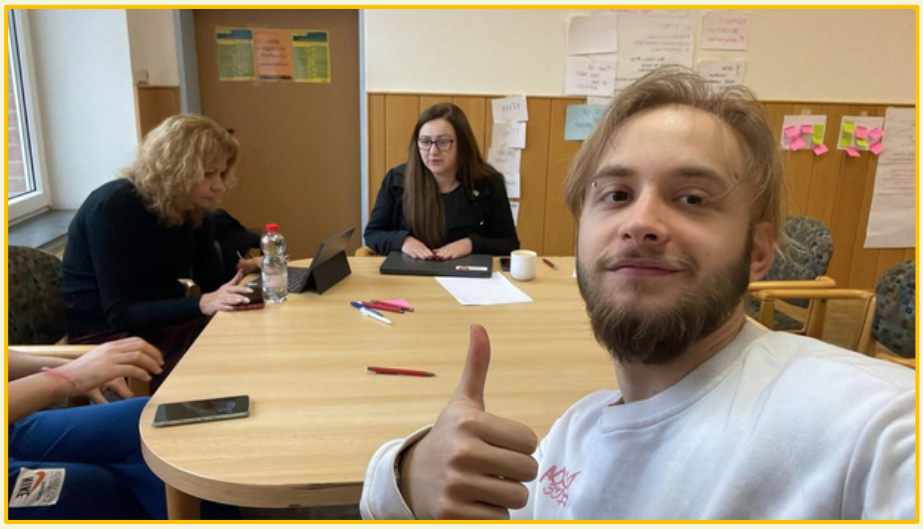

Testimonials:

“I was full of expectations before I came but once I met the group I felt wonderful” – Albena, Bulgaria

“We learnt different new things that can help us a lot at school with our students” – Gergana, Bulgaria

“This project was eye-openening about many topics, not just sustainability” – Kutay, Italy

“The energy and whole organization, as well as the learning process increased our awareness” – Osama, Germany

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