



Sustainable and Transformative Education for Participation in Democratic Life STEP FORWARD

EDUCATIONAL MODULE



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The Project

STEP (Sustainable and Transformative Education for Participation in Democratic Life) is an 18-months Capacity Building project (589950-EPP-1-2017-1-EL-EPPKA2-CBY-ACPALA) including organizations from Greece, Spain, Vietnam, Kenya, Ghana and Peru. **It links active citizenship to formal education by drawing attention to the values of sustainability and integrating them to non-formal education activities.**

STEP promotes the application of active and participatory education through experiential activities, critical examination of current world views, transformative learning and solution-oriented educational approaches. By exploring alternative community models, social and ecological initiatives, the project used information and resources to design this educational module with the aim to integrate the values of sustainability and active citizenship in the formal education system. STEP project aimed at:

- Introducing an inclusive definition of Sustainability;
- Raising awareness about social and environmental initiatives, alternative economic models, new forms of cooperation and civic participation;
- Cultivating and promoting transformative, experiential and non-formal learning and its specific applications; and
- Fostering critical thinking and democratic education.

STEP project recognises the benefits of empowering youth for the community and the need for increasing active citizenship. However, people, especially the young ones, do not seem to know how to participate in their community. This may be for different reasons, i.e. political, historical, cultural, etc. It identifies that education, starting from an early age, is based on an industrial model that is highly problematic, hindering the participation of young people in the community by cultivating individualistic and profit-oriented instincts.

STEP project supports the change in educational methods and content. Furthermore, understanding that community sustainability is associated with autonomy and democracy, it is important to integrate the values of sustainability into the educational system and lifelong learning. According to the project, communities should explore a new narrative for sustainability beyond sustainable development, focused on the values of cooperation, solidarity and sharing. Such narrative should be against competitiveness and economic growth-oriented policies, while seeing sustainability as something more than just a trendy lifestyle and a choice of the elitistic "developed" countries.



In order to achieve the project's objectives, the undertaken activities included **1 Training Course on Sustainability and Community Building** and **6 Job Shadowing activities** that led to the design of this **Training module** which incorporates issues of democracy, civic participation and sustainability in a non-formal education format combining experiences from Europe, Africa, Asia and Latin America.

The participants of STEP's activities explored alternative community models, social and ecological initiatives. Consequently, they used them as inputs to design activities of this training module. The module is available for free to be applied and replicated by educators, youth workers, researchers, project managers, youth organisations, young people, and other interested parties, as long as it is not used for commercial purposes!

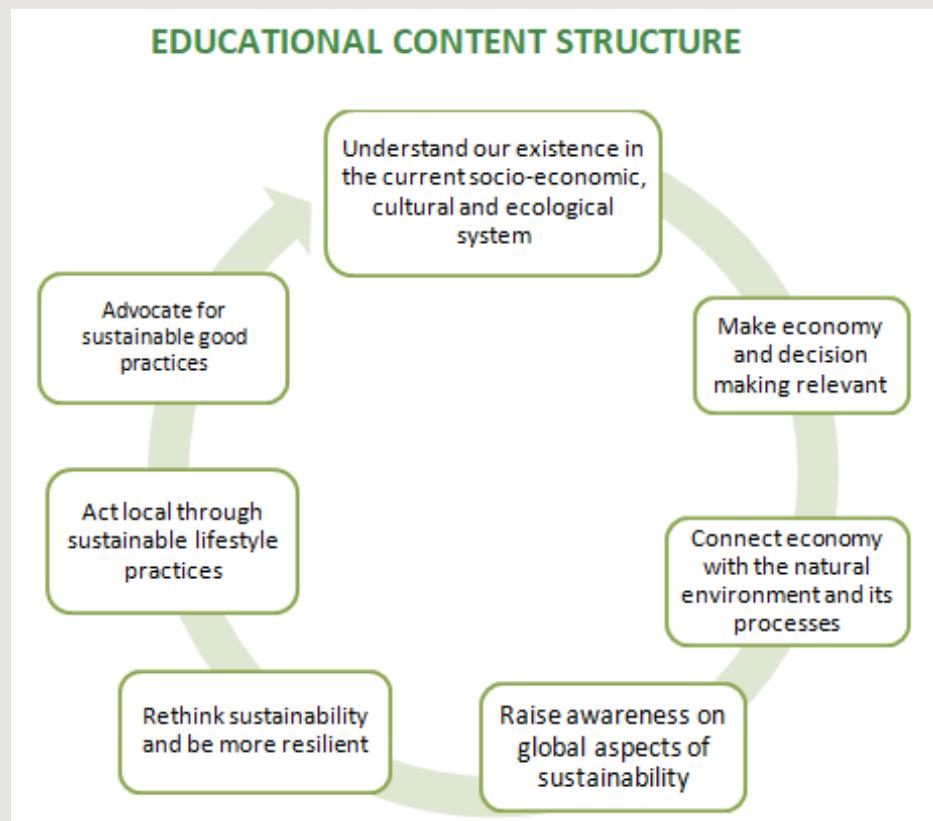


Introduction

This module gives the opportunity to different sectors to explore these challenges, confront them and seek for alternatives, where the "students" are participants and agents of social dynamic change, not consumers. The module addresses different learning and institutional levels and settings (schools, universities, NGOs, businesses, youth clubs etc.). It can be adjusted according to the needs of the learner, the educator and the learning objectives. Furthermore, the user, called for simplicity "the facilitator", may select to work with only parts of the proposed sessions.

The module uses three basic learning approaches:

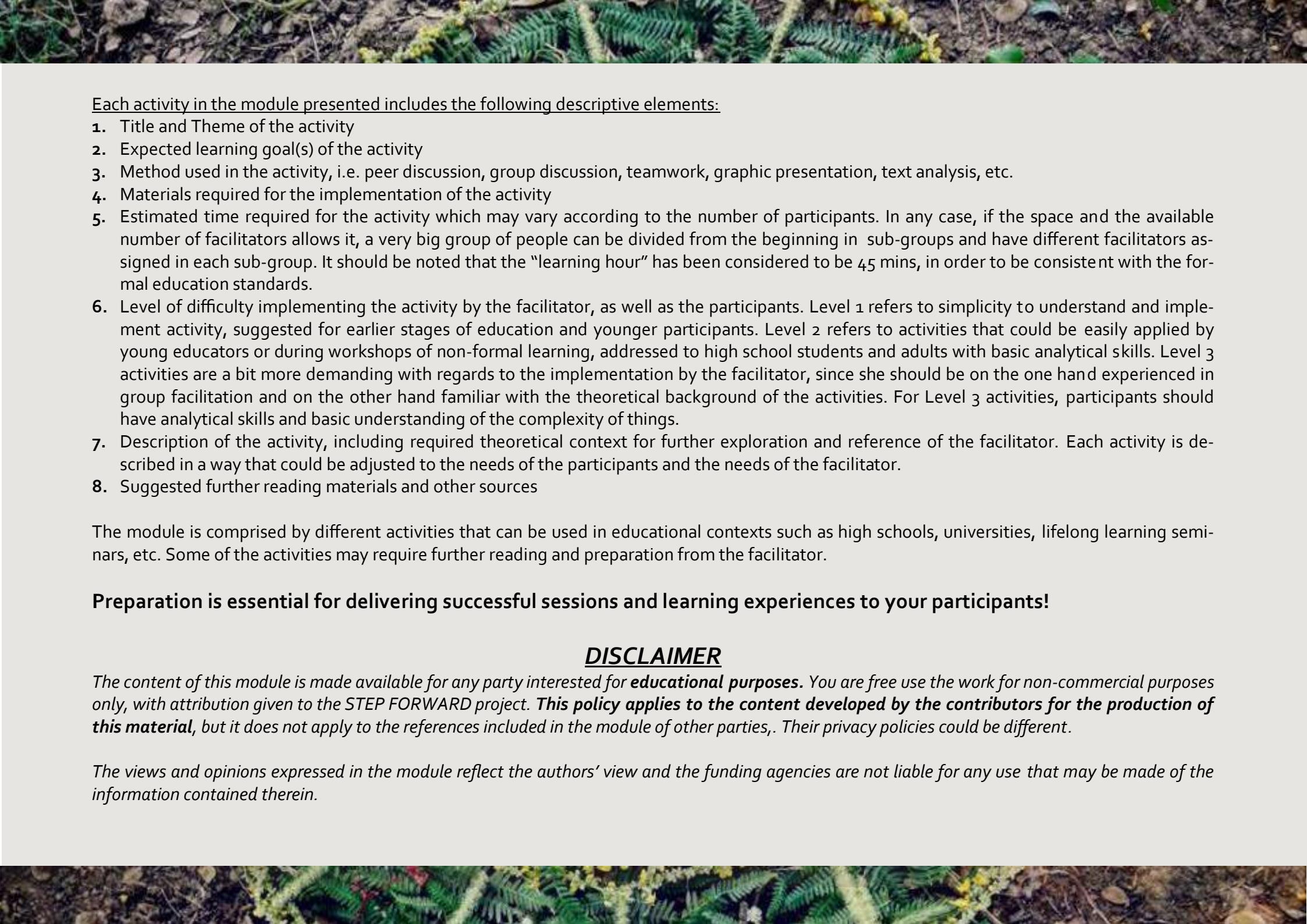
- Holistic for seeing the bigger picture, involving emotions and empathy into the learning process;
- Socratic Method for stimulating critical thinking, analyze complex concepts, explore and question knowledge already existent in the self; and
- Transformative, as a result of the two previous approaches, for re-constructing the learner's world view



The educational module starts by setting the learners' values, relating them with their economic activities and the ecological environment. Then, the bigger picture is emerging, touching upon global issues, and followed by thoughts and critical perspectives of the current system. Finally, it provides alternatives beyond the system, cherishing and sharing them with others. However, this is an ongoing, self-exploratory process, a tool for re-evaluating our imaginaries and lifestyles towards more sustainable communities.

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Each activity in the module presented includes the following descriptive elements:

1. Title and Theme of the activity
2. Expected learning goal(s) of the activity
3. Method used in the activity, i.e. peer discussion, group discussion, teamwork, graphic presentation, text analysis, etc.
4. Materials required for the implementation of the activity
5. Estimated time required for the activity which may vary according to the number of participants. In any case, if the space and the available number of facilitators allows it, a very big group of people can be divided from the beginning in sub-groups and have different facilitators assigned in each sub-group. It should be noted that the "learning hour" has been considered to be 45 mins, in order to be consistent with the formal education standards.
6. Level of difficulty implementing the activity by the facilitator, as well as the participants. Level 1 refers to simplicity to understand and implement activity, suggested for earlier stages of education and younger participants. Level 2 refers to activities that could be easily applied by young educators or during workshops of non-formal learning, addressed to high school students and adults with basic analytical skills. Level 3 activities are a bit more demanding with regards to the implementation by the facilitator, since she should be on the one hand experienced in group facilitation and on the other hand familiar with the theoretical background of the activities. For Level 3 activities, participants should have analytical skills and basic understanding of the complexity of things.
7. Description of the activity, including required theoretical context for further exploration and reference of the facilitator. Each activity is described in a way that could be adjusted to the needs of the participants and the needs of the facilitator.
8. Suggested further reading materials and other sources

The module is comprised by different activities that can be used in educational contexts such as high schools, universities, lifelong learning seminars, etc. Some of the activities may require further reading and preparation from the facilitator.

Preparation is essential for delivering successful sessions and learning experiences to your participants!

DISCLAIMER

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1. Being Part of a System



One of the most precious elements and underestimated aspects of education is trust and especially the **feeling of belonging**.

The positive feeling of being part of something bigger allows students and learners to feel comfortable and inspired by others, instead of being skeptical and competitive towards them. In line with this, it is advisable for all the users of this module to spend enough time before starting the sessions with the group of learners, becoming familiar with their **learning needs** and **expectations** with regards to the educational process and content, as well as the group dynamics/

There is a rich repository of introductory games, namely "**ice breakers**", "**get-to-know each other**" and "**team building**" activities that could be found and used, either online or in many relevant non-formal education activity publications. To foster intercultural dialogue and understanding, it is advised to use also local traditional games and focus on small group self-presentations of the participants. Nevertheless, creativity of the facilitators is a strong asset!

These simple but important elements of facilitation create a friendly atmosphere for participants, helping them feel safe and become more willing to open up and engage in the learning experience. In this way, participants become part of a learning community, they develop an interest to evolve as a group. Such positive emotions give the opportunity to apply holistic learning methods that are based on emotional experiences and empathy, apart from knowledge and practice. In line with applying dialectical and critical learning approaches, these may support transformative learning impact.

Furthermore, to set some boundaries for productive and respectful collaboration between the participants, a **Group Agreement** should be created and be put in a place that is visible for all the members. These usually include basic principles of how to work together in a peaceful, non-discriminative or offensive manner. At any case, this should be developed together with the facilitator and the participants before starting activities and sharing experiences.

To associate the aforementioned suggesting good practices with the content and objectives of this training module, the following activities are proposed.

Activity 1.1 System Change

Learning Goal: Participants discover their role and position in the system

Method(s): Individual reflection, pair discussion

Materials: -

Estimated Time: 45mins

Level: 1

Description: Participants gather at a calm and nice place, preferably close to the nature, such as a park, a quiet public square or just a cozy, relaxing working space. Participants form a circle. The facilitator gives a little bit of time for the participants to feel comfortable with the space and then, poses the following open question to the participants: "What is a system?"

The facilitator gives time to the participants for individual reflection. Thoughts may be briefly shared with the group.

Then, participants are introduced to the idea that they are part of a system. In fact, each of us influences and is influenced by this system. Depending on the origins of this system (e.g. natural environment, social construction), we have a certain level of power to influence it. Participants may imagine living organisms that are born, that die, that degrade and are transformed into something else etc, following the circular process of life. This particular system of complex processes follows specific rules and principles, which cannot be easily broken and that if they are threatened, then the whole system is threatened.

Similarly to the system of an organism, socio-economic systems may die. Considering that these are socially constructed by humans, the rules and principles have been set according to specific values of the people that made them in the first place. In this sense, if the values of the society are not reflected anymore in a particular socio-economic system, this might result in a system change.

By saying this, the facilitator asks participants to think about their social realities and the life principles they follow. Participants are divided into pairs to discuss the following questions based on personal attitudes towards the system and the people around them:

"Are there things happening in your life that you like?"

"Are there things happening in your life that you do not like?"

"Are there things that you wanted to change and you changed them?"

"Are there things that you wanted to change but you did not manage to do so?"

"What could have hindered that change?"

For the pair discussion, participants are allocating themselves in the space in places that they feel comfortable to talk.

Afterwards, participants are gathered together in a circle to share their reflections and observations. This particular sharing moment may use the method presented in **ACTIVITY 1.2**. Otherwise, at least 30 additional minutes should be spending on **debriefing** of this activity.

Activity 1.2 Restorative Circles Method

Learning Goals: Participants share their views on social change and identify possibilities for change

Method: Group discussion

Materials: Markers, color papers, "talking piece", circular cloth to put at the circle, elements for the center of the circle representing water, fire, earth and air (nature elements)

Estimated Time: 1h 30 mins

Level: 3

Description: For deepening the discussion about systems and systems change, facilitators may use the "Restorative Circles" method. Before starting the implementation of the method, the facilitator will need to prepare the space by putting a circular cloth at the center. The facilitator may also put the nature elements at the circle of the cloth.

After the introduction of the basic concept of Restorative Circles (see next page), the facilitator asks all participants to write down three values that are important to them. If they wish, they can explain why each value is so special. This step is essential in order to build a system of values between the participants for their "learning community". Then, the facilitator takes the "talking piece" posing the following questions one by one in every one or two rounds, depending on the content of the discussion:

"Do you see these values reflected in the current system you live in?" "Yes?", "No?", "Why not?"

"Would you like to share any ideas on how to alter the system?"

"What about personal responsibility?"

"What about social responsibility?"

In this activity, the facilitator intents to go from personal perspectives (Activity 1.1) to community level, with the aim to explore together with the participants how collective action could change things. For this reason, the suggested questions may be changed or posed in a different manner according to the facilitator and the development of the discussion.

This activity is expected to last quite long. It is suggested to have some small breaks without losing attention to the discussions and ideas expressed. The circle is suggested to close with a positive message of connectivity and deeper self-reflection. No other session should follow this day to allow the bonding atmosphere and self-reflection to work as emotions emerge from this process.

About the Restorative Circles Method

This method started to be applied by indigenous people in North America. However, it is more than a method. Restorative Circles is a philosophy, a way of living and a practice based on community values. It should be noted that for the activity only some elements of this method will be used for reaching the learning goals.

How does this method work?

Participants sit in a circle in order to experience a stronger sense of community and feel more comfortable, close to each other. The shape of the Circle is very important. In this way, all participants are located at the same distance from the centre, showing that each member's opinion has the same value and she or he should feel free to speak without any interference from others, when holding the "talking piece".

The “talking piece” is an object, usually something that has important sentimental value to the people participating in the circle. It is possible to include more than one “talking pieces” and choosing to switch it whenever you want. Each person takes the lead in turns, following the guidelines set by the Group Agreement, as well as the Circle guidelines which should be mentioned by the facilitator before starting the Restorative Circles process.

/ The Circle guidelines include:

1. *Respect the talking piece:*
 - a. Give those who hold it your full attention
 - b. When you are holding it give full attention to your truth
 - c. Speak to the centre of the circle
 - d. Handle the talking piece respectfully
 2. *Speak from the heart:* Speak for yourself, your perspectives, needs and experiences
 3. *Listen from the heart:* Let go of stories that make it hard to hear others
 4. *Say just enough* without feeling rushed
 5. *No need to rehearse:* trust that you will know what to say when it is your turn to speak

Source: <http://www.centerforrestorativeprocess.com/>



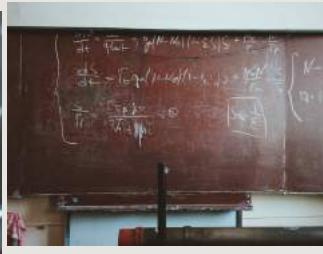
2. Living in an Economic World

Economy has been strongly associated with money exchange, banks, business profits, economic crisis, political corruption and bankruptcy. However, the economy is something more than that. **Economy** (Oikos + nemomai (in Greek) = house + management)) is a result of a set of processes that involve culture, values, education, history, technology, social organization, political structures, legal systems, geography, natural resources, ecology, etc.

Economic activities can be observed within three levels: the **financial**, the **real**, and the “**real-real**” level. The financial is referring to the provision of loans in order to further invest and consume against the future. The real economy is referring to the payback of debts. The main indicator of economic growth and expansion of the real economy is the GDP index. As individuals, we produce and consume goods and services every day. These goods and services may have material or immaterial forms, with use and non-use value as we noticed during the Activity 2.1. Unfortunately, the mainstream economic theory uses indicators to measure and evaluate our actions and their effects that do not count or consider all the different forms. In specific, critics to GDP index note that household activities, sharing, exchange, and barter economic activities, nature's free services, the material and cultural commons, as well as the illegal black market activities are not included in the GDP index indicator.

Finally, there is the real-real economy, that concerns the flows of energy and materials, the land uses and the capacity of humans to work, which are subject to physical and biological limits. These resources are threatened by the unsustainable human actions whose effects are also not included in GDP accounts. In fact, human activities have been limited to economic activities. People are seemed as self-interested consumers relying on more economic growth and profits. Moreover, their wellbeing and development is measured with an index that is highly selective and misinformative. Thus, the GDP index has been criticized for being technically and fundamentally problematic.

In this set of activities, we try to explore the meaning of economy, the effect in our lives and its different types we normally experience but do not recognize. We try to influence critical thinking towards the current system we use, in order to analyze production and consumption under the scope of the **Gross Domestic Product (GDP) index**, the **economic growth**, the **materials economy** and its **effects to the planet**.



Photos Source: Unsplash Photos for everyone, <https://unsplash.com/>

Activity 2.1 What is ECONOMY?

Learning Goals: Participants learn to recognize the different types of economic activities; explore the economic sectors; analyze critically the GDP index and economic growth.

Method(s): Pair & group discussion

Materials: Flip chart paper, 2 colors of post-its and pens

Estimated Time: 1h 30mins - 2h 15mins

Level: 3

Description: The facilitator prepares five different sections on the wall characterized as "Home Management", "Daily Activities", "Paid with money", "Public" and "Private". Then participants gather together and follow the activity that is divided into four rounds:

1st Round - Participants are divided into pairs and discuss the question: "How do you manage your home". They will need to answer questions about what they do when they are living in their house, how they manage to co-exist with others in the house, if they cook or do other housework, etc. Each pair will need to write down a few of their actions, one in each yellow post-it and share it at the "Home Management" wall section. (15 mins)

2nd Round - In groups of 3, participants talk about their daily activities and consumption habits including food, drinks, clothing, transport, energy and technology use, entertainment, and other services. In the same manner, each group will write down a few of the daily activities, one in each green post-it and share it the "Daily Activities" wall section. (30 mins)

3rd Round – The facilitator asks the participants to go at the wall where all post-its are located (both green and yellow). After considering which actions could be assigned with a price or can be bought using money, participants move those post-its to the "Paid with money" wall section. In case there are post-its where participants are not agreeing on where to allocate them, they are taken out and given to the facilitator to comment afterwards. (15 mins)

4th Round – The facilitator asks participants to divide the post-its from the previous stations in actions offered by the public and the private sector. Whatever cannot be categorized is left as it is. The facilitator distinguishes the different economic sectors: Public, Private, **Social** and the **Informal**. Post-its that are left unchanged normally should be included in either Social Economy or Informal Economy. (30 mins)

The facilitator explains which of these are actually considered and included in the economic assessment reports of the countries. The facilitator presents briefly **the main critics to the GDP index** by also sharing with them a more inclusive definition of "economy". (15mins)

During the rounds, facilitator observes how the group is making changes and comments on these changes. After the completion of the rounds and contributions of the facilitator(s), the group is gathered in plenary to share their thoughts and reflect on the results. (25 mins)

Suggestion to the facilitator(s)

It might be helpful, if the group of participants is more than 15 people, to divide it in two sub-groups from the beginning and have two facilitators implementing the same activity.

Further reading suggestion!

On the basis of "value creation" and depending on how experienced the group is in economic theory, the facilitator may propose them to explore the **Feminist Economic theory**.

Types of the Economy

- Private Economy: part of the economy run by private individuals or groups, usually as a means of enterprise for profit, and is not controlled by the State
- Public Economy: part of the economy that is controlled by the State
- Social Economy: enterprises and organisations, such as cooperatives, associations, foundations and social enterprises, sharing common values and features, usually towards reaching a social objective over capital.
- Informal Economy: part of the economy that is neither taxed nor monitored by any form of government

Limitations of using GDP as the overarching measure of economic and social progress

1. GDP does not take into account the value of non-marketed output, such as household and other unpaid work ((eg. voluntary work))
2. GDP does not take into account the environmental and social effects of harmful activities
3. GDP does not take into account the value of services consumed for free
4. GDP does not account for the distribution of income among the residents of a country
5. Higher GDP or GDP growth does not necessarily lead to a higher standard of living

Suggestion for Schools & Universities: The concept of the Time Bank

- A Time Bank can be seen as a network that gives the opportunity to its members to exchange services and products with **time** as the only currency. Anyone can offer services and products to others and ask back services or things he or she needs. The aim is to satisfy the needs of the people without focusing on profit.
- Students may be asked to develop their own community Time Bank for the whole period of the school year or semester by writing down their skills and services they could offer, including the materials needed and the time required to spend in each service. In the context of the training module, this could be done in the beginning of the program, when participants state their learning needs, expectations, fears, and offers.
- Specific organizational details could be co-decided by the members of the Time Bank and the facilitators of the programme. Giving ownership and self-organisation skills to the participants is highly recommended as a good practice to enhance their interest and community responsibility.



Photos Source: Unsplash Photos for everyone, <https://unsplash.com/>

Activity 2.2 Materials Economy

Learning Goal: Participants understand the functions of the mainstream economic system and its metabolism

Method: Group work

Materials: Papers and pens

Estimated Time: 1h 30mins

Level: 3

Description: The facilitator divides participants in groups of 4, sharing with each group the graph below and making sure that all participants understand it. It represents a simple version of an economic model and involves 2 sectors (Households, Businesses) and 2 markets (Products, Factors).



At the first part of the activity, participants are asked to describe the sectors, the inflows and outflows using the graph. Then each group presents how all these elements are connected with each other in the plenary (40 mins).

The facilitator asks participants to think of additional elements that are not part of this given system but could affect or be affected by it (eg. the government, the banks, and the nature).

To simplify the process, the facilitator may provide the following key words to each group: goods, services, money flows, production inputs, labor, land, capital, entrepreneurship, wages, rent, interest, profits, income, revenues, spending (Level 2).

In the second part of the activity, after a 10 minutes break, the facilitator introduces the **Economic System Metabolism** by presenting the following graph and referring to the previous part of the exercise..



Businesses use labor and materials to produce, while households consume what is produced by purchasing them while providing labor to the businesses to produce.

The scope of this part is to go to the micro level of analysis and explore what is used for the production of goods and services, considering also the level of wastes generated through this process and also consumption/

The facilitator divides participants again into groups and asks each group to brainstorm on identifying inputs and outputs referred to production and consumption of a chosen good or service.

For example, a nice choice is the production and consumption of a sandwich that includes food wastes, garbage, water overuse and pollution, as well as possible animal cruelty. One representative of each group will present the results in the plenary allowing some extra time to reflect on these results (40 mins).

The facilitator can use this opportunity to refer to the tendency of economic studies to simplify economic models and disregard the level of importance of the interactions with the environment.

Additional resources

For educational purposes only, you may use "The story of Stuff" series to get the full picture of what is the Materials Economy. The videos have been developed from The Story of Stuff Project which is an environmental nonprofit based in Berkeley, CA. They make weekly videos to educate you on the environmental impacts of the consumer culture.



Photo Source: Unsplash Photos for everyone, <https://unsplash.com/>

Activity 2.3 Ecological Footprint

Learning Goals: Participants learn to calculate their Ecological Footprint; identify sustainable lifestyle options

Method (s): Individual & peer-to-peer work

Materials: Electronic devices or Papers and pens

Estimated Time: It is up to the facilitator and the participants

Level: 1

Description: The facilitator is suggested to introduce to the participants the concept of Ecological Footprint. There are many suitable videos online that the facilitator can use. If no video projector is available, then the facilitator may introduce the concept of Ecological Footprint and what it represents verbally starting with an open question to the participants.

Then, the facilitator helps participants to calculate their own Ecological Footprints. It is recommended to use the form provided by the "[Global Footprint Network](#)". The facilitator or even the participants themselves may use this network to search for additional information about this topic.

After all participants have calculated their Ecological Footprint, they will be divided into pairs and discuss the results by expressing how they feel, if they are surprised, and what changes they would or wouldn't be willing to make in their daily lives. Each pair is advised to set personal goals and create **tandems** together in order to monitor the success of these goals. It is also possible to share these ideas for change with the whole group if they feel comfortable enough to do so.

3. Caring about the Natural Environment

Before moving on, we need to state that there is a difference between what we call “**environment**” and what we identify as “**natural environment**”. Environment in general is the combination of factors (physical, chemical, and biotic) that act upon an organism or an ecological community determining its form and survival. Factors that are not a result of human activities represent the “natural environment”, whereas the rest of factors that are a result of human activities represent the “**built environment**”. This division although it might be helpful for implementing economic policies and industrial strategies, it allows us to separate our human selves from nature, the animals and the ecosystems.

However, humans and our surroundings are part of the “environment” in a broad sense and the link between the “built environment” and the “natural environment” is stronger than may look like. Indeed, our natural environment has an impact on society’s evolution, its historical and cultural aspects, including the way we talk, we introduce ourselves, our clothing, our traditional cuisines, the way we cultivate our lands, etc.

At the same time, the society’s evolution also affect the natural environment that determined it in the first place. In fact, human-based effects put major pressures on the natural environment and threaten the ecosystem services which are the benefits of the natural environment offered freely to humans. Based on [Defra \(2007\)](#), ecosystem services are separated in (a) provisioning, which include products obtained from the ecosystem, (b) regulating services, which are benefits obtained from regulation processes of the ecosystem, (c) cultural services, which are non-tangible benefits, and (d) supporting services, which are services necessary for the production of all the other ecosystem services. For example, in the case of a marine ecosystem, fish and raw materials are considered to be provisioning services. Climate regulation and water purification are regulating services. In addition, recreation, aesthetic and educational services are cultural services. Finally, nutrient cycling is a supporting service for the marine ecosystem.

Economists try to elicit values generated from these services to humans and express them in monetary terms. Afterwards, they use them for evaluation of different economic policies and environmental management plans. This refers to the ecosystem services approach, according to which the ecosystems’ structures and processes produce services that benefit humans. This means that changes in ecosystem services are translated to changes in human welfare and could be expressed in monetary terms. A brief introduction to the concept could be found in [Demystifying Economic Valuation \(E Ozdemiroglu, R Hails, 2016\)](#).

In this section, we examine human interactions with the **natural environment**, we introduce the concept of **ecosystem services**, as well as identifying major **environmental pressures**.

*DEFRA, U., 2007. An introductory guide to valuing ecosystem services. In Department for Environment, Food and Rural Affairs, London.
Ozdemiroglu, E. and Hails, R., 2016. Demystifying Economic Valuation.*

Activity 3.1 Environmental Changes

Learning Goal: Participants are able to identify elements that influence themselves, their surroundings and their community

Method: Dream journey

Materials / Context: Papers, markers, pens, relaxing atmosphere

Estimated Time: 45 mins

Level: 1

Description: The facilitator creates a relaxing atmosphere where participants can sit down, be present and feel comfortable.

The activity is divided into two parts. In the first part, the facilitator asks the participants to close their eyes and think about their daily life, when they wake up and leave their home to go to work, school or just go for coffee with friends. The facilitator asks them to think about their favorite everyday routine.

The participants, while “dreaming”, should try to look around and feel their surroundings when they walk, drive, or cycle towards their destination. Facilitator asks them to open their eyes and draw their experience without speaking, trying to be as detailed as possible and to pay attention to the elements of their natural environment. (20 mins)

In the second part, each participant should give his or her picture to the person on the right to include or delete one element, not necessarily a natural element. After their drawing has been given back to them, each participant shares how his or her life would look like after this change. Which element has been altered and how do they feel? (25 mins)

Things that are considered to be human made in reality are using elements of the natural environment. These elements are processed through knowledge, skills and technology into seemingly human made products (eg. houses, computers, boxes, etc). This is an important observation that could help participants think about the level of natural resources that is actually being used, exploited and affected by humans to satisfy their needs. Furthermore, this is also a good point to make in order to question the **level of substitutability** between natural resources and human made products.

The way we are “managing our planet” affects the **ecosystems** that are also affecting us. If the carrying capacities of the ecosystem are exceeded and if we cannot adjust to the changes we are experiencing, then we are in trouble.



Photo Source: Unsplash Photos for everyone, <https://unsplash.com/>

Activity 3.2 Ecosystem Services

Learning Goal: Participants are able to identify the ecosystem services; understand the concept of use and non-use value; are critical towards monetary evaluation methods

Method: Group work

Materials: Selected pictures, papers, pens

Estimated time: 1h 30mins

Level: 1

Description: Participants are divided into groups of 4 people. Every two groups are assigned to a different picture representing one ecosystem. Alternatively, participants could be gathered somewhere outside, close to nature and explore particular natural settings assigned to every two groups.

- **First phase:** each group has to **describe** in 3-4 sentences the ecological community they observe assuming that certain organisms might be present. Each group describes the depicted or imaginary interactions that are occurring (20 mins).
- **Second phase:** participants write down certain aspects observed or imagined in terms of **value to them**. In specific, each group has to find X ways in which their healthy ecosystem benefits them (eg. Food, clothing, health, transportation etc.). It might be easy to think about essential parts of personal lifestyles to generate some ideas (20 mins).
- **Third phase:** each group tries to **categorize** the X ideas into provisioning, regulating, supporting or cultural services (20 mins).

Each group should present to the rest of the groups their findings (30 mins). The facilitator should pay attention to the presentation, observing if the groups of similar ecosystems present different things. It is very likely that participants will identify different services, especially cultural and indirect services for the same ecosystem.



Economic Valuation

Using the results of Activity 3.1 and Activity 3.2, the facilitator may present the concept of economic valuation and the notions of **use** and **non-use values**. This depends on the level of knowledge of the facilitator and the analytical skills of the participants.

Use values are referred to the values assigned by people to economic goods that are using directly (eg. food prices). **Non-use values** are referred to the values assigned even if they never have and never will directly use it. (eg. the value of enjoying the sea view)

Mainstream economists apply economic valuation methods to estimate both types of values to design economic policies. The facilitator may provide articles and academic papers to the participants, according to their experience, on critics to economic valuation methods. Participants may explore the strong and weak points of assigning and estimating values based on how much a service is worth to humans.



4. Taking Action for Environmental Justice and Equality

People normally understand environmental problems as resource scarcity (eg. lack of energy fuels) and aesthetic issues (eg. degradation of a beautiful bay due to plastic wastes). As we understand from the previous section, resource scarcity and aesthetic issues are only a results of an attack to the ecosystem services by human activities. Indeed, we analyze such problems under the scope of "what humans get" from nature in order to consume and produce. However, there is much more at stake in the complex environmental issues.

Problems such as **ethnic discrimination, nature exploitation, gender inequality, economic and political interests, limited access to technologies and innovations** are up to some point related, in a sense that the one thing may cause or support the emergence of the other.

In this part, we will investigate the connection between **global and local inequalities, hierarchies and environmental issues**.



Photos Source: Unsplash Photos for everyone, <https://unsplash.com/>

Activity 4.1 Globalization

Learning Goal: Participants visualize globalization

Method: Individual work

Materials: Big world map, markers of four distinct colors (green, blue, red, orange), pictures of different products (food, drink, technological device, clothing, etc)

Estimated Time: 45 mins

Level: 1

Description: The facilitator has prepared a large world map, visible and accessible by all.

Step 1: Each participant marks himself or herself on the map.

Step 2: The facilitator assigns a product to each participant.

Step 3: As they are all allocating themselves on the map, the facilitator asks them to draw arrows between the place of origin of the product allocated to them and the place where they are from. The place of origin should include extraction (1), production (2), transportation (3), until consumption (4). Each participant uses different colors for drawing the arrows: 1-green; 2-blue; 3-red; 4-orange

Participants are gathered together to share their thoughts and observe the different assumptions and perceptions about the globalized world.

Activity 4.2 Global Inequalities

Learning Goal: Participants visualize global inequalities

Format: Group work

Materials: Markers of three distinct colors (brown, yellow, grey), internet access

Estimated Time: 45 mins

Level: 2

Description: Participants are divided in three groups and search online with the assistance of the facilitator(s) for how the following percentages are allocated between the different continents:

- 1) World Population (%) - marked in brown
- 2) GDP per capita (%) - marked in yellow
- 3) Pollution Rates (%) - marked in grey

Participants draw pictures showing their results. The choice of how to mark their answers is up to the creativity of the groups. It is important to be able to show the different scale of each indicator between the continents.

Each group explains how they managed to find these statistics (eg. websites and other sources used). After coming to a consensus about the results, they are included at the initial map used in the Activity 4.1.

Debriefing upon the results, participants' feelings and possible surprises should follow after seeing the whole world picture that includes results from both activities.

Activity 4.3 Labor Inequalities

Learning Goal: Participants learn about labor injustices and wage inequalities

To complete the subject of interest of these activities, we advise you to use the "Who gets what" that you could find in the [Global Education Manual: You are part of this world! Be part of its future!](#) (2015)

Activity 4.4 Inequalities and Violation of Rights

Learning Goal: Participants explore Environmental Justice

Method(s): World cafe, mind mapping

Materials: Large papers, markers

Estimated time: 1 hour 30 mins

Level: 2

Description: Facilitator divides participants in 4 tables.

Each of the table has the following themes written on a large paper on each table:

- Human rights and the right to food, energy, water and house
- Human rights and the right to environmental protection
- Environment and gender equality (Feminist Movement)
- Animal rights

Participants discuss in each table, answering the following questions regarding the theme they are given:

- Q1. What does it mean
- Q2. How is it expressed
- Q3. Identify sectors of our life and the ecosystem affected by it, and How?

Every time the facilitator gives the signal, all participants, apart from 1 who gets the role of reporter and table representative, move to the next table answering each time the next question indicated by the facilitator. The facilitator gives 5 minutes extra to discuss after every switch starting with 10 minutes for Q1.

It is expected that participants will move three times. Each time, participants make readable notes about their ideas and the reporter stays to provide explanations to the next group coming to the table (World Café).

The initial groups of each table come together and discuss about the results. Their goal is to create a mind map of each issue, trying to connect and make sense of the ideas expressed during the activity. **Mind mapping** is a diagram used to organize information. It is a single concept written or drawn as an image in the center of a blank page and associated or related ideas are connected to the main idea or topic.

Finally, each group presents their mind mapping to the plenary, followed by clarifications and debriefing questions.

Suggestion to the facilitator

The facilitator may provide additional informative materials to each table based on the resources available, eg. relevant videos, articles, pictures etc. For the mind mapping, participants may use additional materials for creative purposes (eg. pictures, scrap paper, thread, etc.)

Externalities

For mainstream economists, it is convenient to analyze everything as benefits and costs. That is why they use the "externalities" theory to either correct for malevolent results of human actions or promote beneficial human activities.

Externalities - either negative or positive - are consequences of an economic activity experienced by unrelated third parties (eg. the noise pollution produced by the noisy neighbor or the selfless acts of kindness from your neighbor).

Because property rights are not perfectly set and defined, and externalities are not easily expressed in money, the economists have found ways to express these positive or negative consequences in monetary values. Can you imagine your neighbor having to pay an additional fee to the electricity company every time his or her radio was too loud for your ears? What if the same neighbor could get extra money for being nice to you bringing you cookies and gifts every weekend! Similar methods are used to include the environmental parameter in policy making by including the costs of the environmental problems and the benefits derived by the ecosystem services.

Many people from the scientific community have conflicted thoughts about how this actually works. One of the concerns is that the ethical and social parameters are either not fully considered or even falsely judged due to economic interests and existing hierarchical structures that cannot be overcome with these methods.

Apart from this, it sounds a bit scary to expect for somebody to pay you back with his or her kindness and reimburse you for his or her rudeness. Even scarier it is to try to estimate in monetary terms how valuable is the earth in order to protect her. It looks like having a friend and always expect something in return in order to care for him or her. We would normally have said it this case that we are not dealing with a real friendship.

These methods state that "justice" can be restored by this way. Regardless, conflicts have generated and still exist because of environmental injustice, social inequalities and environmental threats. These conflicts initiated the political discussions towards sustainability already in previous years. However, the motives behind making reconciliations and solving these conflicts are not as straightforward as they may look like.

Activity 4.5 Governance and Social Conflict

Learning Goal: Participants explore drivers of power and economic interests; experience on conflict resolution

Method: Role-playing

Materials/Context: Description of the scenarios, roles

Estimated time: 1 hour 30mins

Level: 3

Description: Participants are divided into groups of 4. Each group is assigned with a small story of an issue or conflict raised by the themes of Activity 4.4. Each group is assigned with a story that describes a case of conflict between different agents (ROLES). Each participant chooses to play one of the roles trying to embody certain characteristics of the particular role. Time is given to everyone get into the role. Participants should interact in a way that allows them to use different strategies, understand complexities in decision making, as well as identify hidden agendas and interests. Participants having the role of the "OBSERVER" in each table are keeping notes of the debates. (45 mins)

Suggested roles: policy maker, general public, NGO, business, teacher, scientist, other more specific professions, students, media etc.

Time is also given to the participants to go out of the selected roles. Each group shares its experience in plenary:

- what was the conflict about;
- main points raised by the roles;
- were the roles consistent to the reality;
- did you manage to get to consensus;
- what did you learn about policy making (45 mins)

Suggestions for the facilitator

The game could also be a simulation where a real life situation is presenting to the participants. It could be a recent conflict that they heard on the news and it is relevant to sustainability and environmental justice. The facilitator may also refer to specific cases of conflicts around the world (eg. indigenous fight for Environmental Justice). The goal of this alternative version will be to find a way to resolve the conflict with all participants being happy with the result. Facilitators may use the [Environmental Justice Atlas](https://ejatlas.org/) (<https://ejatlas.org/>) to find cases that could be used for this activity.

5. Introducing the Concept of Sustainability

Until now, activities dealt with issues related to the economy, the environment and the society. Usually, when we find in the discussion all these three elements, we rush to assume that it is about sustainability. However, putting these elements together in the discussion will not magically move us to a more sustainable world.

The most common official definition of Sustainability refers to the **interconnectedness** between the **Economic**, the **Societal** and the **Ecological spheres**. In specific, we may say that our activities are sustainable when we reach to economic efficiency, environmental resilience and social equity at the same time. It is important to keep in mind the dynamic and spatial parameter, in a sense that we also secure inter-generational and global justice. Hence, these forms of actions should satisfy the human needs on a global scale, as well as the needs of the future generations (intra- & inter-generational). By this way, our system - as has been socially defined and constructed - can sustain itself.

A critical point that could be made here is “why only human needs” and “what about the other species of the planet”.

Based on how humans see themselves in the world and in comparison with the other species, different academics, scientists and other intellectuals and theorists have tried over the years to define explicitly what sustainability is as a term. That was not an easy task to do. Until now, literature speaks about different schools of economic thought that are either more technocratic or more eco-centric (R. Turner 1993). Anyone can find extensive literature related to such information, but for the purpose of this module, we choose to present briefly the following schools of thought:

- I. Very Weak Sustainability (Solow, Hartwick & Olewiler, Neoclassical Economics): Perfect substitution between the different types of capital (natural, financial, technological etc.)
- II. Weak Sustainability (D. Pearce, E. Barbier, A. Markandya & R. Turner, School of London): Introducing the notion of critical natural capital. Debating the level of substitutions between the different types of capital.
- III. Strong Sustainability (Constanza, Ecological Economics): Critics to Economic Valuation of Natural Resources
- VI. Very Strong Sustainability (Herman Daly, Steady-State Economics): Ethical questions on population restrictions, System of income redistribution, maximum and minimum income .

Of course, there are other strategies and political movements suggesting different views about sustainability. One of them includes actions towards sustainable degrowth, claiming that economic growth is inconsistent with what we have previously defined as intra and inter-generational sustainability. This is due to biophysical limits and social conflicts that emerge while policies are focusing on reaching the objective of economic growth. More information, you may find at [Degrowth](#) and [Research & Degrowth](#).

Reference: Turner, R. Kerry. "Sustainability: principles and practice." Sustainable Environmental Economics and Management; Principles and Practice (1993): 3-36.

Activity 5.1 Sustainability Exhibition

Learning Goal: Participants explore historical moments and international agreements towards sustainability; enhance their research skills and presentation skills

Method: Group work

Materials: depends of the available resources and creativity of the facilitator

Estimated Time: 45 mins-1h 30 mins (longer preparation time depending on the available resources)

Level: 2

Description: The facilitator used a space to create an interactive exhibition with videos, academic papers, statements, pictures, newspaper articles, etc related to important historical moments and political decisions. The way this information is introduced depends on the facilitator. Indicatively, the facilitator may provide information about the following:

- 1948 IUCN
- 1972 Club of Rome & UNEP
- 1980 World Conservation Strategy
- 1983 Brundtland Commission, Our common future
- 1988 IPCC
- 1992 Rio Conference, Earth Summit
- 2000 Millennium Development Goals
- 2000 UN Millennium Ecosystem Assessment
- 2005 Kyoto protocol
- 2015 Sustainable Development Goals

The facilitator may invite participants to explore the exhibition and afterwards answer a quiz about them.

Suggestions for the facilitator

To make it more participatory, participants may spend a day or two developing the exhibition by themselves, celebrating the final results with an, open to the public, event.

Activity 5.2 Level of Country Sustainability

Learning Goal: Participants explore different aspects of sustainability; develop an inclusive definition of sustainability

Method: Group work

Materials: Papers, pens

Estimated Time: 45 mins

Level: 2

Description: Participants are divided into groups. Each group gets a list of elements about the Economics, the Ecology, the Culture and the Politics referred to the [UN's circles of sustainability](#). The groups are divided either in national groups addressing the elements altogether or, in case they are all from the same country, they are divided according to the elements: "Economics", "Ecology", "Culture" and "Politics".

Participants will be asked to allocate each element according to the following scaling based on their perceptions about their country:



In each group, there should be one participant keeping notes to report at the plenary about the following:

- How easy was for the group to come into an agreement?
- Were there any strong disagreements?
- Do you consider your country sustainable? Why yes/no?
- Which are critical points towards sustainability?

Facilitator collects their comments focusing on the conflicted ideas.

The facilitator closes the activity trying to present an inclusive definition of sustainability based on participant's comments. It is important to show to participants that there are different views on what sustainability is (refer to **weak** and **strong sustainability**).

Ecological Economics & NEXUS: Food, Water, Energy

According to the theory behind the Food, Water and Energy NEXUS:

- We have a problem in terms of sustainability and we need an integrated management plan to identify solutions;
- Science alone cannot handle this properly due to the fact that we tend to use over-simplified models to explain the world;
- Finally, we do not have adequate institutions of governance to create and implement policies. Remember the complexity in decision-making and the interest contradictions.

This denotes the complexity of things and the need to have a “metabolic analysis” of things beyond analysis of economic growth and the materials economy that is based and expresses relations into monetary values.

Resilience & Sustainability

Under the Sustainable and Transformative Education for Participation in Democratic Life project, participants of the Job Shadowing activities explored a series of sustainable experiences in Ghana, Kenya, Vietnam, Peru, Greece and Spain.

One important element of the cases they visited was that, people from the community facing difficulties, managed to overcome them by finding alternative solutions beyond the mainstream socio-economic system. People from different communities in Greece, Spain,

Ghana, Vietnam, Kenya and Peru managed to be more **resilient** based on sustainable practices and **collaboration**, beyond the scope of economic growth.



In addition to the generated activities developed based on the participant’s experiences, we have included activities developed by the participants of the Training Course in Malaga, Spain on Sustainability and Community Building. Most of these activities have been already incorporated either as thematic content or methods. For this reason, we developed a sub-set of activities of the participants addressing the issues of **resilience** and **sustainability**.



Photos Source: Unsplash Photos for everyone, <https://unsplash.com/>

Activity 5.3 Inner Sustainability & Nature

Goal: Participants are questioning their own actions and their impact on nature

Materials/Context: List of statements, natural space to sit

Estimated Time: 45 mins

Level: 1

Description: The facilitator welcomes participants to gather close to a natural spot where they will be able to actually feel the nature (eg. stand with naked feet on the grass). They all stay there for a few minutes, relaxing and trying to feel the energy and their surroundings.

Then, participants **gather around a tree** trying to make a circle. Participants should be far enough from the tree. The facilitator reads short and easy to understand statements to the participants. Those who agree with the statements make a step forward towards the tree, otherwise they do not move. The idea is to include statements that make the participants move one step forward if they agree until they reach the tree. Those who manage to reach the tree, simply, hug the tree!

Suggested statements:

- I am involved in activities to keep the environment clean
- I recycle at home
- Humans should not cause pain to animals
- I participate in protests or campaigns for raising awareness on environmental issues
- I get informed about impacts of industrial farming on the environment

- I prefer to use public transports/my bicycle instead of my car/taxi
- I would like to spend more time surrounded by nature
- Being close to nature inspires me

For the closing of the activity, participants are asked to share their feelings, emotions and thoughts about the results at the previous part. Here are a few questions that might help the facilitator guide the reflection:

- How did you feel during the activity?
- How did you feel when someone was moving forward and you were not?
- Did any of the statements make you feel uncomfortable or confused?
- If you did not respond positively to the statement that "humans should cause pain on animals" why do you think you consume products?



Photos Source: Unsplash Photos for everyone, <https://unsplash.com/>

The activity was developed by Vivanco Parada (Spain, Argentina) and Maritza Betsabet Medina Ramos (Peru), participants of the STEP Training Course in Spain. It is an adjusted version of the "Take a Step Forward" activity that is included in the COMPASS: MANUAL FOR HUMAN RIGHTS EDUCATION WITH YOUNG PEOPLE of the Council of Europe. Edited by Amerissa Giannouli

Environmental Sustainability and Local Community

The case study that used to develop the activity was a community called **Fisher Village**. The Fisher Village has about 27 families. They live in stilt houses; house made of wood and on the Red River. They are therefore called "River Dwellers".

The people in the community are considered as illegal people in Hanoi even though they are Vietnamese by nationality. In this local community, most of the people are unaware or careless about sustainability or eco-sustainability. They do not care about wastes and they drink from polluted water from the Red River which is located in the heart of Hanoi. They live, drink, wash and swim in this river. They are therefore, exposed to several water related diseases. Drinking from this polluted water leads to lungs and heart related diseases. Illiteracy and lack of political will are the main issues that hinder environmental sustainability in this community.



SJ Vietnam, the local coordinator of the STEP project, had developed a voluntary project that involves a simple method for cleaning the water they use to drink.

Environmental Sustainability and Local Community



The group decided to develop an activity that raises awareness on environmental sustainability to help the locals minimize the excessive use of plastic and production of wastes that on a large part pollute the area and the river.

They proposed a long term project that aims to promote environmental sustainability and community building. Their suggested the organization of a festival called "**Eco Karaoke Festival**".

The festival intents to make people aware of their community problems, including the organization and implementation of workshops related to recycling in order to avoid the pollution of the water and the streets. Furthermore, it will be a local initiative managed and implemented by the locals with the help of volunteers from different communities or even international volunteers of SJ Vietnam.

Participants of the Job Shadowing in Vietnam: Abdul Muumin Sualihu (Ghana), Eleni Marinou (Greece), Arvanitidi Kynthia (Greece), Maria Pilar (Spain), Estela Pellicer (Spain), Luca Ruberto (Spain, Italy), Do Minh Duc (Vietnam), Torg Quang Nam (Vietnam).

Activity 5.4 Eco Karaoke Festival

Goal: Mobilization of the local community; raising awareness on environmental protection and waste management

Format: Long-term project

Level: 3

Description: Steps for creating the Eco Karaoke Festival:

1. Attract the attention of the locals with a karaoke, which is very popular in Vietnam
2. Organize a lunch together with the topic of recycling to introduce them the idea of making a collective festival
3. Collecting garbage presenting it as an educational, collaborative and fun activity. People should collect about 5 kg of garbage and plastic from their area each day so by the end of the month they should have around 100 kg of plastic and garbage. Then, the idea is to give to the participants of this activity a card with a stamp to attend the community festival exchanging the plastic and the garbage for food (in this case, rice)
4. Start the festival with rice, some appetizers, karaoke and music. A **free market** can be also organized during the festival where people can give and take the stuff they want without involving any money. It takes some time before people get used to not just taking anything because it's free, or not feeling embarrassed to take used stuff of other people. People may bring everything, clothes, bicycles, plants, books, school materials, etc. Furthermore, anyone could organize recycling or repair workshops using the collected materials.
5. After finishing the event, people interested could sit together and decide to organize a similar festival every 4-6 months.

Side Workshop of the “Eco Karaoke Festival”

Goal: Participants explore environmental issues of their community and identify positive solutions to the problems

Format: Group work

Materials: flip chart papers, markers, post its

Estimated Time: 2h 15 mins

Level: 2

Description: Participants are divided into groups of 4-5 people brainstorming on different environmental community issues. Later on, they all share their issues on the plenary.(25mins)

The facilitator collects their ideas and summarizes them in distinctive environmental community issues. The facilitator tries to create the same number of issues as the number of groups of the participants.

Then, the facilitator asks the participants to allocate equally themselves and form groups with the aim to develop strategies to address the selected issues. The facilitator gives each group 1 hour 30mins to build an action plan to deal with the issue. Each group makes a graphic presentation of the idea on a flip chart paper using creative elements if needed (graphs, drawings).

Finally, each group puts their idea on the wall and receives **silent feedback** from the rest of the groups and the facilitator. Participants are providing feedback on each idea using post it notes without speaking (20 mins).

*Activities created by the Job Shadowing participants in Vietnam.
Edited by Amerissa Giannouli*

The following activity was designed during the STEP Training Course in Spain by: Maria Pilar (Spain), Thanassis Tzanis (Greece), Ion Lera Sanchez (Spain) , Jose Antonio Ayquipa Rosas (Peru), Fred Deya (Kenya). Edited by Amerissa Giannouli

Activity 5.5 Youth Participation: Plastic Waste

Goal: Participants use activities related to recycling and transformation of waste to raise awareness on environmental problems

Estimated Time: 1 day

Level: 3

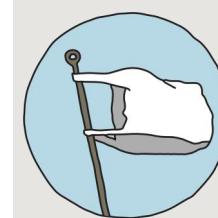
Description: This particular activity has been divided into different parts that can be used also independently.

Part 1: Participants are gathered around a circle. The center of the circle represents the Earth, and each of them represents the chain of consumption. On the first round, participants are given plastic bottles that should pass them one by one to each other by using any part of their body except their hands. On the second round, they are allowed to use their hands. During the first round it is expected that the bottles will fall down and we will leave them there. During the second round no bottles will fall down and they will be able to complete the full circle. At the end of the activity the facilitator explains that first round was representing a community which does not collaborate with the environment and it is not recycling. The second round represents a community who is collaborative and recycles.

Part 2: The facilitator prepares a list of statements regarding plastic waste and environmental problems. He or she splits the statements in two and gives them randomly to the participants.

Each participant has to find the other half to complete the sentence in the room. Then, after finding each others pair, participants share their thoughts about the statement.

Part 3: The facilitator divides participants into groups and asks them to develop a quiz with questions related to the topic of plastic waste management. This questionnaire could be a self reflection questionnaire that tries to evaluate the level of participation in consuming and using less plastic or includes more technical questions on plastic waste and problems caused by plastic waste. Then two groups each time pose the selected questions to some of the rest of the participants and make a quick summary of the results to present to the plenary. The point of this activity is for participants to also get involved in the production of questions and results. Suggested quiz maker: www.kahoot.com



Part 4: The facilitator presents the [Precious Plastic project](#). The project shows how possible is to shred plastic waste and transform it into new valuable objects. If the machines presented are available, the facilitator can organize a practical workshop. It is a common practice to make an open call through Facebook events for collecting plastic waste from natural locations such as parks, forests and beaches supporting youth active participation.

Up cycling & Recycling

In Kenya, environmental sustainability in the local community is hindered due to careless exploitation on natural resources and limited recycling applications. Local people are not favorable towards new and eco-friendly solutions. Furthermore, there is no state-run recycling infrastructure and no monitoring and enforcing of penalties for illegal waste dumping.

However, local-based initiatives, such as **TakaTaka2Pesa (Waste2Money)**, collect waste from the streets, thrift shops or factories in order to transform them into beautiful and useful everyday products. This particular initiative was set up a few years ago and consists currently of 15-20 members (mostly women) who use what others throw away (from plastic bottles and wool to scrap metal, coconut shells and many other things) generating income to support themselves and their families.



Participants in the Job Shadowing in Kenya: Nikolaos Papachristodoulou (Greece), Ion Lera Sanchez (Spain), Jesus Carrido (Spain), Christos Zisis (Greece), Tram Nam Khanh (Vietnam), Mohammed Andani (Ghana), Samson Ochieng Obonyo (Kenya), Benjamin Omondi (Kenya), Reagan Otieno (Kenya), Amos Okech Odera (Kenya), Peter Kosgey Okeyo (Kenya), Odhiambo Akuma (Kenya).

In Greece, although people seem to lack environmental awareness and education, there are a lot of different initiatives that are considered sustainable on environmental, economic and social perspective.



One of those is the [ReMakers project](#) of [Athens Makerspace](#) that participants of the Job Shadowing visited and experienced a workshop with the Precious Plastics Machines presented in the Activity 5.5.

Athens Makerspace is a physical community space where tools and machinery are structured and organized in different fields of fabrication, both from new and traditional technologies. They provide open access to anyone in return for a small monthly fee, while promoting the DIY (Do It Yourself) and DIT (Do It Together) mentality. They focus on digital fabrication technologies and rapid prototyping of physical objects. Within the Makerspace hands-on educational workshops take place, with the goal of learning by doing. ReMakers project supports the organization and implementation of such innovative education and free workshops, making a social impact and being open to all refugees and unemployed individuals in Athens.

Participants in the Job Shadowing in Greece working in this activity: Fred Deya (Kenya), Shaibu Abukari Niendow (Ghana), Do Thi Phuc (Vietnam).

Activity 5.6 Forum Theater: Plastic Pollution

Goal: Participants are engaged in recycling and up cycling, exploring the difficulties in decision making process

Method: Role playing, Forum Theater

Materials/context: plastic waste materials, tape, markers, threads, scenario "Community problem: Plastic Pollution", roles

Estimated Time: 1 h 30 mins—2 hs

Level: 2

Description: The activity requires a big training room that can be divided to accommodate two sub-groups or otherwise two different rooms. Speakers and music could be useful. A stage would be ideal but not necessary. Participants may be asked to bring with them plastic waste materials from home. Participants are divided in two groups where the group performing should have about 8 participants.

Preparations (45 mins)

- The first group is provided with a case about plastic waste management. They are assigned with different roles (e.g. local community, NGOs, local governance, and businesses) and their goal is to find together a solution to the community problem of plastic pollution while performing in front of the audience and considering that there is a conflict due to opposite interests between the roles. Participants can be provided with an introductory piece of scenario to develop further or be free to create something completely on their own. Each group will be given a big bag of recyclable materials which they may use for their performance (as ornaments, costumes, setting, decorations etc.).
- The other group is brainstorming, searching and discussing about causes, effects and solutions of plastic waste.

In the beginning of the theatrical play, the facilitator of the play explains to the audience that at any moment, when they are not satisfied with the solutions or opinions of any actor, they can go on the stage replacing the actor and taking his or her role. In the end, there should be common solutions that satisfy both the audience and the performers. There should be at least 2 participants taking notes of important instances during the play. (45)

Debriefing follows the activity, including sharing of emotions and observations. Participants should be asked to make connections with the everyday life situations. (30mins). This method is called "**Forum Theatre**" created by Augusto Boal and it is one of the techniques under the term of **Theater of the Oppressed**.

This activity is the result of the merging of two different activities designed during two Job Shadowing activities, one in Kenya and one in Greece.

Edited by Amerissa Giannouli

Social Sustainability: The Forgotten Students in Ghana

In Tamale, the Job Shadowing group worked on an issue of **social sustainability against social exclusion**. It was focused on students who are talented footballers and manage to complete senior high school with very poor grades. This neither allows them to enter tertiary institutions nor obtain employable skills. Some of them become social misfits, excluded from the educational sector and the labor market.

Based on this reality in Tamale, participants developed a long term project that suggests the use of non-formal activities for developing communication and other soft skills. The main idea is to develop an inclusive environment through sports in which excluded talented students develop their sense of belonging, are empowered with soft skills so as to identify their strengths, enhance their personality, become productive members of the society, and develop their talents professionally. The project is called "**Sedarvp Football Academy**", coordinated by the local organization Sedarvp Ghana.

They should train or practice football weekly, under the supervision of an expert coach for two months. While undergoing this intensive training, time would allow the team members to be offered Leadership, Communication, Entrepreneurship, Creativity, Collaboration, Listening, Self-Confidence, Public Speaking, and Reflection-discussion skills. A 2-day Sports Festival would then be organized between Sedarvp team and any known team(s). The Festival could be local, national or international and it should be organized four times a year. Experts are to be invited to observe the students and how they react. Some of these talented footballers are to be selected and help link them up with any known team within or outside Ghana in order to play professional football. Policy Makers, former footballers, sports journalists, teachers, etc will be involved.

The concept could be seen as similar to the case of the Eco Karaoke Festival in Vietnam (see Activity 5.4).

A big difference with this proposed activity is that it seems a bit too business-oriented. A more participatory perspective could be given to this project by enhancing the community ownership of the Academy, supporting students to be more empowered, resilient, and independent with higher self-esteem. These qualities could lead them to be more active citizens in their community, with the aim to be involved in social initiatives and take life into their own hands.

Participants in the Job Shadowing in Ghana working on the activity: Onyango Benjamin (Kenya), Vy Thi Khanh Nguyen (Vietnam), Natalia Vazquez Gutierrez (Spain), Jorge Galiano Bravo (Peru), Marilena Maragkou (Ghana, Greece), Konstantinos Maragos (Ghana, Greece), Sintosis Georgios (Greece), Despoina Tsireka (Greece), Abdul Muumin Sualihu (Ghana), Vivanco Parada (Spain, Argentina), Shaibu Niendorf Abukari (Ghana), Sil Van de Velde (Ghana, Brussels)

Social Sustainability: (Environmental) Migration

Participants of the Job Shadowing in Greece, similarly to the Job Shadowing in Ghana, turned their interest towards social issues. In Greece, their focus was on migration and the fact that migrants living in Greece for more than a decade were still seen as strangers and felt excluded by the local community.

At this part, it is wise to mention that apart from the typical categories of migration recognized by the existing international law, such as the migration for economic reasons and the forced migration due to fear of life (refugee), people migrate for environmental reasons.

Climate change has impacts on human mobility as people are affected by natural disasters and environmental degradation.

According to the International Organisation for Migration "Environmental migrants are persons or groups of persons who, predominantly for reasons of sudden or progressive change in the environment that adversely affects their lives or living conditions, are obliged to leave their habitual homes, or choose to do so, either temporarily or permanently, and who move either within their country or abroad".

Environmental migration as any type of migration is a complex issue. Beyond the existing vulnerabilities of the current system and the challenges of social exclusion, people that migrate may also become more resilient. Furthermore, people that are unable to migrate, they may stay trapped in a more disadvantaged situation than the ones who migrate. For more information about the subject, it is advised to consult the training manual about [Migration, Environment and Climate Change](#) that was developed with the financial support of the European Union and the IOM Development Bank.

Inspired by the challenge of migration and social integration, the participants designed an activity in the form of a **photography contest**, based on the methodologies of **art therapy** with the aim to inform the locals and raise awareness against discrimination and social exclusion.



Photo Source: Unsplash Photos for everyone, <https://unsplash.com/>

$\hat{Y}_1 = \frac{1}{2} \left(Y_1 + Y_2 \right)$, $\hat{Y}_2 = \frac{1}{2} \left(Y_1 - Y_2 \right)$, $\hat{Y}_3 = \frac{1}{2} \left(Y_3 + Y_4 \right)$, $\hat{Y}_4 = \frac{1}{2} \left(Y_3 - Y_4 \right)$

Activity 5.7 Art Therapy for Social Inclusion & Social Sustainability

Goals: Participants increase their emotional intelligence and empathy; Participants feel connected with each other; Participants feel included and empowered

Method(s): dream journey, photo exhibition

Estimated Time: 4-6 hours

Level: 2

Description: Before starting, it is important to establish a nice atmosphere and build a trustful environment between the participants. The facilitator may introduce some ice breaking activities beforehand. The activity is divided in three parts.

Part 1: Participants find a comfortable place to sit or even lay down while music is playing . The facilitator asks participants to close their eyes and pay attention to the dream journey. The facilitator describes an isolated place with no buildings, no trees, nothing. Then the facilitator asks them to move forward until they find a house, their home. However, their house is no longer their home, because it has been occupied by strangers and their furniture has been replaced; besides they cannot enter or get much closer. The facilitator calmly asks participants to open their eyes and take one piece of paper or flip chart paper, using different drawing materials to express their feelings by drawing. They should not interact with the rest of participants. Participants are gathered in a circle and anyone interested shares his or her painting. Participants may answer the following question: "Can you share an experience where you felt the same way as before?"

Part 2: Participants in pairs draw or take a photo the portrait of the other. Drawing or photography skills may be provided by an expert or the facilitator. Making each others' portrait should involve also sharing of personal stories, hobbies and life interests. Just like a painting in a museum that has the name of the artist, the date and a description of how it was made and what it shows. It is assumed that the participants have different socio economic backgrounds. Some of them might have faced discrimination and social exclusion for different reasons. The point of this part is to try to "see the person" behind any social constructed characteristic. Society has a tendency to assign labels to people according to their sexual orientation, country of origin, economic status, educational status, etc. All pictures should be put in an exhibition during an **open event** where the creator of the artwork should present it to the rest of the participants and audience.

Part 3: Participants of this activity are gathered around a circle to share their feelings while they were the artwork and the artists. The facilitator asks participants if they feel more connected to each other and part of this communal exhibition.

Participants in the Job Shadowing in Greece working on the activity: Natalia Vazquez Gutierrez (Spain), Maritza Betsabet Medina Ramos (Peru), Jorge Martinez Lopez (Spain).

Sustainable Farming

Job shadowing team in Kenya visited **Victoria Friendly Montessori School (VFMS)** which inspired them to design the following activity. According to the locals, the following factors hinder sustainability:

- Rigidity to change their methods,
- High dependency on foreign aids,
- High levels of illiteracy,
- Scarcity of land,
- Food insecurity,
- Poor sanitation, and
- Rural to urban migration by the youth.

With regards to the agricultural sector, the local rural community majorly depends on **small scale farming** for subsistence characterized by the application of traditional methods of farming. VFMS uses sustainable methods to produce its own food being a role model for **micro farming** in the local community. Already 19 households implementing this smart farming method outside VFM school under the supervision of Free Kenya Foundation (FKF).



Activity 5.8 Smart Farming Workshop

Goal: Participants are engaged to farming activities and specifically in smart farming; Participants recognize the benefits of smart bag in farming; Participants make a complete smart bag

Method(s): Group work, learning by doing, demonstration

Estimated Time: half day

Materials: Soil, shade nets for smart bags, seedlings, threads, Compost manure, farm yard manure, charcoal dust, tools for mixing (shovel or spade), water, bag space (1 square meter per bag), stones or gravel, sample smart bag.

Level: 3

Description: The activity has 3 parts.

Part 1: The facilitator divides participants into groups of 4-5 people to work on the following subject: "Which are the current problems in your local community considering farming and possible solutions to these problems." Each group can search at different sources to collect information and prepare a small presentation to present in the plenary. This could be part of a course addressed to university students studying Agricultural studies or, irrespectively of the educational setting as group work that could be assigned as homework.

Part 2: The facilitator makes a small presentation of what smart farming and smart bag are using Flip Chart papers, color markers or digital media (multimedia presentation, videos). The facilitator may find articles and other information materials concerning smart farming with the scope to attract participants' attention and interest.

Part 3: The facilitator gives to each group a success story of smart farming in a format that is easily understood by the participants and instructs each group to answer the following questions:

- What did this farmer do differently?
- Why was he or she successful?
- What are the benefits of smart farming over traditional methods?

All groups present to the plenary and the facilitator

Part 4: Participants should move at an open green space or a yard. The facilitator demonstrates an actual smart bag, indicating how it should look like, which are the basic steps to create one from scratch step by step using a flowchart. Then the facilitator creates from scratch a smart bag asking each group to follow the steps and make one on their own.

Steps for Creating a Smart Bag Project

Step 1: Mixing the components of smart bag

Step 2: Transferring the components in a bag

Step 3: Watering the smart bag

Step 4: Planting seedlings

Step 5: Daily maintenance/Watering

Step 6: Share the knowledge

Participants in the Job Shadowing in Kenya: Nikolaos Papachristodoulou (Greece), Ion Lera Sanchez (Spain), Jesus Carrido (Spain), Christos Zisis (Greece), Tram Nam Khanh (Vietnam), Mohammed Andani (Ghana), Samson Ochieng Obonyo (Kenya), Benjamin Omondi (Kenya), Reagan Otieno (Kenya), Amos Okech Odera (Kenya), Peter Kosgey Okeyo (Kenya), Odhiambo Akuma (Kenya). Activity edited by Amerissa Giannouli



Activity 5.9 Healthy Lifestyles

Goal: Participants learn more about healthy lifestyle and committing themselves to such a healthy lifestyle

Method: Treasure hunt

Estimated Time: 45 mins

Materials: Outdoor activity; food and drinks (healthy & unhealthy), flipcharts, pens, papers, table, chairs

Level: 2

Description: The facilitator Invites participants to eat and drink from the food prepared in advance on the table. The facilitator depending on what the participants eat starts an open conversation about their choices of food and their habits. For example, one question can be "What do you eat usually for breakfast?". The participants reflect on what they eat and if their habits are healthy or not.

Then, the facilitator divides the big group into two smaller teams of 4 making explaining to the participant that they need to follow different clues hidden around the area which could be an open park (treasure hunt). Every clue includes an interesting fact about the consumption and the unhealthy lifestyle (for example "80% of the world's resources are consumed by 20% of the world population"). The facilitator has to adjust the game depending on the number of the participants (more teams more clues).

The aim is to encourage cooperation between the participants, learning some interesting facts and get in touch with the nature. The game finishes when all teams return to the initial table with the food, where drinks are now available.

The facilitator encourages participants to express their feelings about the game and tries to make them reflect more about their unhealthy habits (for example with questions like: "Express your feeling with one word" or "Reading the facts, made you change your mind?" "Can you reflect to your current habits?"). After the conversation, the facilitator tries to encourage the participants to commit to one realistic healthy habit.



Photos Source: Unsplash Photos for everyone, <https://unsplash.com/>

Useful link that includes unhealthy food facts that can be used for building the activity: <https://www.factretriever.com/junk-food-facts>

The activity was designed during the STEP Training Course in Spain by Yota Chartofylaka (Greece), Nguyen Thi Minh Phuong (Vietnam) and Natalia Vazquez Gutierrez (Spain). Edited by Amerissa Giannouli

Sustainable use of natural resources

Peru belongs to the so-called "emerging markets" and it appears that much of Peru's sustainability is due to the natural resources. The participants of the Job Shadowing in Peru, although they visited other places in Peru, they decided to focus their activity in Lima, as the capital concentrates a large number of communities, which belong to the whole economic spectra, ranging from very poor (the Collique area in the North) to the Municipality of Miraflores, which can be compared to any flourishing neighborhood in Europe.

In a nutshell, citizens are more prone to sustainable actions in the wealthier communities, while the main obstacle to sustainability is the economic situation. In any case and despite the above, it can be noticed that sustainability and environmental care are considered an important issue, and are even mentioned in the regional elections campaign slogans.



The group visited a **small enterprise, a jam producing unit** in Palca, Junin region in the Andes.

What was interesting and remarkable there was the fact, that this was a 100% organic

farm, producing zero waste products. This production inspired us to train young people about the secrets and rewards of sustainable use of resources.

Activity 5.10 Distribution of Natural Resources

Goals: Promote sustainability among youngsters through raising awareness about the importance of their own cultural heritage; create a consciousness of the unfair distribution of resources in the different parts of the country (the coast, the mountains and the jungle); suggest a collaborative method for a fairer distribution of resources and welfare; improve participant's soft skills (communication, teamwork, time management); raise awareness about sustainability, environmental viability

Method(s): Group work, competition

Estimated Time: 3 h 45 mins

Level: 3

Materials: For making key-chains you will need 3 tables and chairs 15 chairs, 2,5m Wire, 5 Pliers (cutter and clothespin) and local seeds (80 units). You can use different materials based on the item you decide to work on (see description below)

Description: Since this activity required using of special tools, the facilitator should prepare **a set of security rules** to follow for giving to the participants before the activity. Security always comes first!

The facilitator should instruct participants to make a key-chain with the available resources. The facilitator should make the object before the activity in order to see the viability of doing it in time and make relevant adjustments if needed.



All participants in the group will be divided into 3 smaller sub-groups:

1. Jungle -----> 4 participants
2. Coast-----> 6 participants
3. Mountain----> 4 participants

The areas that normally concentrate more people should have more participants for consistency. In the case of Peru this area is the coast, concentrating bigger part of the population compared to other places.

So, each region will have the number of participants proportionate by the population in this area, as indicated above. For more participants, the facilitator can adjust the groups accordingly or assign additional groups/regions.

Each group should have the materials; pliers, seeds and wire, in proportion of the resources of the place, in order to create a situation in situ:

1. Jungle -----> none plier / 40 seeds / 0,7m wire
2. Coast-----> 4 pliers / 15 seeds / 0,5m wire
3. Mountain----> 1 pliers / 25 seeds / 2,3m wire

The pliers will represent the technology resources of the area, the seeds the natural resources and the wire the development of the area/energy resources. The analogies are more symbolic and don't represent the exact ratios of resources in the country.

With all these (materials), the groups will have to work together in order to make as many proposed by the facilitator items as possible.

In this case, key-rings. The key rings model will be given before the activity and the object will be easy to make.

Important Rule: Participants will have to use ALL materials they have gotten in the production of the key-rings. It is proposed to give to the groups 1h and 30 mins to work on this task.

Participants are expected to start working with what they have available, but then in order to use all materials, they may realize that they can bargain and exchange materials. In order for this to happen they first have to communicate, therefore surpass prejudice, and any other obstacles.

After the time is finished, participants are gathered in a circle. They are asked to define in one word their mood or main impression that they have from the activity. Then, the following questions are made by the facilitator:

- How was the game? How did it make you feel? How did you engage with it?
- How did you interact with your team and how with others? Were there any tensions?
- Can you identify any similarities between this game and your daily life? What about the society?

The activity was designed during the Job Shadowing in Peru by Boyka Boneva (Greece, Bulgaria), Lena Marinou (Greece), Ines Garcia Montero (Spain), Enrique Carlos Sanchez Ochoa (Spain), Ruben Cazebas (Spain), Betsabe Torres (Peru), Juan Taboada Garcia (Peru), Luis Blanco (Peru), Miguel Rosas (Peru)

Ecotourism and Agriculture

Ecotourism and cultivation of cherries, olives and almonds is the main practice in Laguar. Sustainable practices are not famous in the local community. Key factors that hinder sustainability are local people's actions on how they go about their agricultural practices; rural abandonment and developing urban and industrial actions which results to loss of biodiversity, desertification and soil loss, loss of cultural heritage, pollution and climate change; the Mediterranean factors that makes the ecosystems within the area so difficult to recover (such as climatology, soils and orography).

The Job Shadowing in Spain group visited **Lamac Permacultura** in Laguar which acts as a small scale model of socio-economic and ecological regenerative management of the Mediterranean rural environment. Starting with family sustainability, the best example of sustainability happening in the center is the innovation services such as multifunctional organic landscaping and waste management, bio-construction, agriculture and regenerative forest management.



Activity 5.11 Permaculture and Natural Farming

Goals: Raise awareness among participants regarding deforestation and soil fertility; familiarize participants with the concept of sustainability; promote ecological regenerative forest management through innovation services; and actively engage participants in the aforementioned topics through non-formal education methods (role-playing, brainstorming etc).

Method(s): Group work, learning by doing, demonstration

Materials: Soil, water, seeds, basin (plastic bucket), metal screen mesh.

Estimated Time: 3 h 45 mins

Level: 3+

Description: The implementation of this activity requires a park or field/free space that can be divided into three places i.e. place for soil, place for water and place for seeds (3 groups each consisting of 4-7 people).

The activity also requires 3-plastic buckets for making the mixtures for the seed balls, 1-Metal screen mesh to sieve the soil, 2- big tables for making the seed balls and mixture, clay soil (not bentonite), water, seeds (trees and shrubs preferably local and seasonal plants commonly used for nutrition (grain, vegetables, legumes); additionally wild herbs seeds, compost and zeolite (not necessary). 3-Speakers and music could also prove very useful.

Facilitators must ensure that they sieve the soil before starting the activity. They should also make sure that the needed materials for "cooking a perfect soil" is correctly written on a paper as provided in (Table 1).

This activity consists of two main stages. In the first stage , participants will collect through a treasure hunt the materials they need to prepare the seedballs. In the second stage , they will elaborate the seedballs themselves following the guidelines of the facilitators.

After a quick energizer, the treasure hunt will begin, having participants separated in 3 groups. There will be 3 different stations through which groups will rotate, spending 10 minutes in each. The stations will represent Seeds, Water and Soil, and will pose a challenge for them to acquire these materials they will later need to prepare the seed balls.

- The **Seeds Station** will consist of a classification game in which participants have to identify a different set of seeds (grains, legumes, vegetables, trees – local ones preferably) and connect them with an image of the plant they become when grown. After they discuss in group the role each of these plants play in their ecosystems; the participants will also receive a set of seeds as a prize for completing the challenge.
- The **Water Station** will consist of a challenge in which participants will have to transport the water from one full bucket to an empty one (10 meters away from each other) without moving the buckets and with the only help of a cup. Participants cannot move their feet while holding the cup, so they will have to cooperate in order to transport the water and will have only 4 minutes to do so.

After they will discuss the importance of water in all ecosystems and the local challenges they are facing in regards to it. As a prize for overcoming this challenge they will take the same bucket of water they've filled in.

- The **Soil Station** challenge will be "cooking a perfect soil". The group will have 5 minutes to sort out together beneficial ingredients/components of the soil from harmful ones (see Table 1) and add them to a 'shopping cart', reasoning among themselves why they're positive or negative to the soil. The ingredients are written on the outside of a closed envelope, and when those 5 minutes have passed they get to open the envelopes and read a short description of each component, finding out which ingredients/components are essential/damaging to the soil and also how important soil fertility is to the environment. Prize: a bucket full with soil (clay).
- For the second part of the activity (45 minutes), all 3 groups will gather and start preparing the seed balls following the guidelines of the facilitators. First they will mix the soil with the seeds they've got, making sure the seeds are evenly distributed and easily visible within the mixture. If not more seeds must be added. Then water is added in bits while the mixture is molded by the participants forming one compact mass. This mass will be distributed among participants (approximately a handful), to be knead by them into seed balls the size of a nut. If they're crumbly add more water. Once the seed balls are ready participants can take them to their homes and let them dry 24 to 48 hours.

Depending on the local circumstances and needs, these seed balls can be used in gardens, fields or in whichever way the participants consider.

Table 1. Cooking the perfect soil

Beneficial	Harmful
water	plastic
air	herbicide
minerals	pesticide
worms	synthetic fertilizer
fungi	non decomposable organic waste
bacteria	oil fuels
protozoa	chemical waste
nematodes	plutonium
insects and arthropods	cooking oil
hummus	chlorine
dead animal, leaves, plants	toilet paper
moles	batteries
sand	soap
clay	heavy metals
charcoal	concrete
excrement	glass

In order to get participants to share and reflect on their experiences/feelings/impressions during the activity and to get feedback from them, it should be done a 25 minutes debriefing for which they will all sit together in a circle.

First they will be asked to describe in ONE WORD their mood/ impression at the moment. Then a group conversation starts, for which participants will be asked to raise their hands before talking, to respect each other's turn and to keep their answers as short as possible in order to give everyone the chance to share.

After setting those rules, the facilitator asks participants about their most valuable learning of the activity. Then asks about whether the activity is going to have an impact in their attitudes towards the environment and even on their daily lives.

Lastly, as a closure for the activity, the participants will engage in a group dynamic session consisting of sharing a wool thread among themselves; one person at a time in order to create a web that symbolizes the connection among them and among all living things.

For implementing this activity, facilitators are recommended to read about **permaculture and natural farming**, in order to have a general idea about how it works and how to conduct a good non formal education activity. The additional resources provided may complement the contents of the activity.

During the first part of the activity (the treasure hunt), throwing specific facts and examples can contribute to the understanding of the issues at stake. It's recommended that in each stage of the game two of the following "**fact resources**" are presented in order to raise the awareness of the participants.

• Fact resources:

- Protection against deforestation
- How trees secretly talk to each other in the forest
- How modern intensive agriculture depletes the soil
- Indian Forest Man – How a whole forest can grow from a mere human
- Microplastics pollution in the ocean
- 21 year old inventor willing on cleaning the ocean from plastics

• We propose as **accompanying educational material** the following links:

- https://en.wikipedia.org/wiki/Natural_farming
- <https://en.wikipedia.org/wiki/Permaculture>
- https://en.wikipedia.org/wiki/Regenerative_agriculture
- <https://en.wikipedia.org/wiki/Seedball>



The activity was designed during the Job Shadowing in Spain by Panagiotis Axelis (Greece), Ion Lera Sanchez (Spain), Enrique Carlos Sanchez Ochoa (Spain), Maria Konstantinidou (Greece), Ines Garcia Montero (Spain), Betsabe Torres (Peru), Peter Kosgey Okeyo (Kenya).

Activity 5.12 Advocate for Sustainability

Goal: Participants explore ways of providing information and advocate about environmental sustainability

Method: Mind mapping

Materials: Flip chart papers, markers

Estimated Time: 45 mins

Level: 1

Description: Participants are divided into groups of 4 people. Each group is using one flip chart paper to depict a **mind mapping** (see Chapter 4 Taking Action for Environmental Justice and Equality; Activity 4.4) of the sources of misinformation and lack of information about the environmental issues. (15 mins)

Participants should also respond to these challenges on the same paper providing solutions and plausible ways to inform and advocate on issues of environmental sustainability. (15 mins)

Finally, each group presents its idea in the plenary and receives feedback from the rest of the groups and the facilitator. (15 mins)

Suggestion to the facilitator

Participants may be presented the **problem tree method** (see Chapter 6 Taking a Step towards a more Cooperative Community; Activity 6.2) before implementing this activity.

The activity was designed during the STEP Training Course in Spain by Maria Konstantinidou (Greece), Sualihu Abdul-Muumin (Ghana), Mohammed Andani Alhassan (Ghana), Ingri Allkushi (Greece, Albania). Edited by Amerissa Giannouli

Activity 5.13 Active Citizen

Goal: Participants commit to future actions to minimize their impact on the nature

Method: self reflection, pair work

Materials: colorful post-its, markers, pens, flip chart

Estimated Time: 20 mins

Level: 1

Description: This particular activity is a nice closure exercise for the end of a series of sessions or a public event. The facilitator draws a big spider web in a flipchart and a small spider. This represents the community and the spider human actions and how every little thing we do (with perseverance and dedication) could create something bigger. Post-it papers are given to participants and they write down ideas for future commitments.

"Regarding the aspects connected with sustainability (social, economical, environmental and inner sustainability), what is the first thing you would like to do when you are back home? It could be something that you would like to change in your community or some personal behavior you would like to take in consideration in your daily life".

The commitments could be read out loud or shared between two participants creating **tandems** to monitor the evolution of these commitments.

The activity was developed by Vivanco Parada (Spain, Argentina) and Maritza Betsabet Medina Ramos (Peru), participants of the STEP Training Course in Spain. Inspiration: Arpine Galfayan (Armenia) and Sebastian Wehrsigt (Germany). Edited by Amerissa Giannouli

6. Taking a Step towards a more Cooperative Community

Our modern societies and the fast pace of life have undermined community socialization. People lack trust and real connection to other people. Their main drive of action and being seem to be growth and profit-oriented activities, promoting competitiveness instead of compassion and solidarity. In this chapter, we are in search of an alternative imaginary beyond competition and towards mutual concern, caring and sharing between and among people, as well as with the wider environment.

The aim of this section is to facilitate the making of a step forward to other socio-economic structures and sustainability values of self-sufficiency, social justice and environmental protection, transforming the consumer based community to a more **cooperative community**. In this sense, this section is dedicated to help participants develop and experiment on **ideas for change**.

Activity 6.1 Values of Cooperation

Goals: Participants identify challenges and opportunities of cooperation and collective action in their everyday life setting; participants identify values of cooperation and collective action in an alternative cultural setting

Methods: Group work, game, storytelling, plenary sharing

Materials: Comfortable space

Estimated Time: 3 h

Level: 2

Description: The activity is divided into two parts.

The first part includes group work and sharing ideas with regards to the challenges and opportunities for cooperation. Participants are divided into groups of 4-5 and discuss about everyday life experiences trying to identify key points that help people either cooperate or hinder their cooperation. Each group shared the discussed points to the rest of the participants. (45 mins)



The second part involves a social experience in a form of a small game. It is suggested to use an open space, such as a park or a big hall to implement the game. The facilitator has already prepared a bag full of goodies placed on the one side of the space. The facilitator asks participants to stand in line at the opposite side of the space with their face looking at the goody bag. With his or her mark, participants should run and pick up the goody bag. The first person that picks it, wins the bag. In the meantime, the facilitator pays attention to the attitudes of and discussions between the participants for the debriefing.

After this small game, the facilitator calls everyone to sit on a circle to share their initial thoughts, observations and feelings. Then, the facilitator reads the following story to the group: *"Once upon a time, there was an anthropologist who had been studying the habits and culture of a remote African tribe. One day, he put together a gift basket filled with delicious fruits and wrapped it in a ribbon. He placed the basket under a tree and then he gathered up the children in the village. The man did a similar social experiment as we did during the workshop. When he told them to run, they all took each other's hands and ran together to the tree. Then they sat together around the basket and enjoyed their treat as a group. Back then, the anthropologist was wondering why they would all go together when one of them could have won all the fruits. Then, a little girl explained to him that no one could be happy if the other one was not. It was basically in their ethics of their community to feel responsible for one another."*

Questions to the participants: What are your first reactions to this story? What do you feel? What do you think about this tribe? Have you heard this story before? Can you make a comparison to your own life experiences of similar events or perceptions?

The story in relation the participants' attitudes during the game, is expected to open an interesting discussion about the modern society, the values promoted by the current system and our personal attitudes. Allow at least 1 hour and 30 minutes for debriefing.

Notes for the facilitator

Years later, the well known former President of South Africa and activist Desmond Tutu would describe the little girl's thought process by using the word ubuntu, which means "I am because we are." Here's how Tutu explained the concept: *"Africans have a thing called ubuntu. We believe that a person is a person through other persons. That my humanity is caught up, bound up, inextricably, with yours. When I dehumanize you, I dehumanize myself. The solitary human being is a contradiction in terms. Therefore you seek to work for the common good because your humanity comes into its own in community, in belonging."* Source of the article: <https://jamesclear.com/how-can-i-be-happy-if-you-are-sad>

According to the Ubuntu philosophy, to be human you must practice giving, receiving, and passing on the goods of life to others. These others are our ancestors from whom we receive life as we know it; our neighbors and people of our community with whom we share life; and the future generations to whom we may pass life to which makes us also question our environmental responsibility.

This is an ethical position that to be a human being is to care for oneself and others. A human is being and becoming in relation to and independence with others, a critical aspect for sustainability.

This activity was implemented for the first time in Novi Sad, Serbia during the BBB Short Film Festival "Societies of Sharing".

Activity 6.2 Social Cooperatives

Learning Goal: Participants build a collective and cooperative action plan to address a need to enhance sustainability

Method: Group work

Materials: Comfortable space

Estimated Time: 6 hours – 4 days (depending on the level of details; it is suggested to be split in sessions and different days)

Level: 3

Description: Participants are divided into groups of 4-5 with the scope to develop their own civic initiatives in the form of a social cooperative (reference to social and solidarity economy). Examples of social initiatives: Social Businesses, non-profit organizations, informal groups in different sectors, other forms of civic action to raise awareness such as stand alone events, workshops, and campaigns.

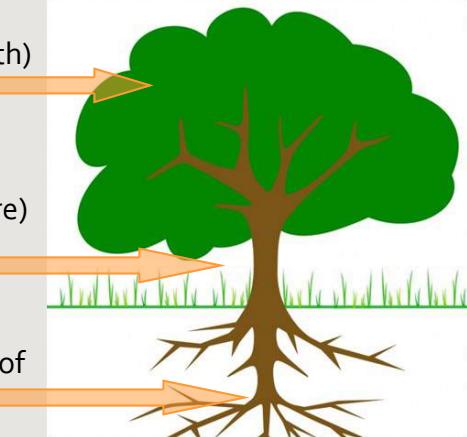
Framework of analysis STEP by STEP:

1. Problem/Solution Tree

The facilitator provides a list of local needs identified by the Job Shadowing activities. Given the applicability of this activity, it is possible to identify new or choose other needs and issues that could be addressed by submitting a proposal for action from the participants. Participants are allocating themselves based on their preferences forming groups of 3-4 persons. Each group will be responsible for analyzing the need/issue using the “**Problem Tree**” analysis. Using the “Problem Tree” analysis is a useful and simple exercise for **critical thinking**. It supports the identification of the “roots” of a **problem** and may help participants understand the complexity of an issue.

Consequences

(e.g. Effects on animals' health)



Core Problem (Local Need)

(e.g. Plastic waste everywhere)

Causes

(e.g. Increased consumption of single use plastic)

After analyzing in depth the causes and effects of the problem, participants can try to develop a **solutions tree**. According to the change they want to have (e.g. solve the problem of having plastic waste everywhere), they will choose a preferred action (s) to address the most important cause they have identified. In this sense, the core problem is translated into the change we want to achieve (no more plastic waste) and the causes become the goals of our intervention/action plan (e.g. minimize the consumption of single use plastic). Furthermore, consequences should be the outcomes of this plan (e.g. better conditions for securing the animals' health).

The facilitator asks participants after deciding upon the “root” they would like to work on to brainstorm on how they are going to reach this goal by generating **different ideas for action**.

More details on how to apply the Problem Tree Analysis:

<https://www.odi.org/publications/5258-problem-tree-analysis>

2. Ideas & Silent Discussion

Each well-formed idea, together with the respected need analysis and problem description is written on big posters spread around the room. All participants are moving around the space commenting on the ideas without speaking. They can make suggestions and alternative proposals. The aim of this process is to provide **silent feedback** to all the ideas in the most constructive way.

3. Goals, Key Activities & types of intervention

After the silent discussion, the groups are coming together to set their **goals** and **key activities** they would like to develop to address the identified need/problem. These activities may include single actions such as public campaigns, seminars, research report etc. and long-term activities such as creating a youth center, a social enterprise, a project proposal that includes multiple actions, etc. The limits may be set by the facilitator according to the scope of this particular activity.

4. Target Group (Beneficiaries, Customers)

After deciding upon the goals and activities, it is important to specify the **target groups** of these activities (to whom are these addressed to). This step might help the group revise and alter the selected activities accordingly (e.g. beneficiaries with special needs, vulnerable groups, age limits, etc.).

5. Partners & Key Stakeholders (Stakeholder Analysis)

Similarly, it is important to think about the **team** and relevant **partners** each group wants to involve in their initiative in order to achieve the goals and develop the activities with.

At the same time, they should identify the institutions and people that will probably affect and be affected by the selected intervention. The method of **Stakeholder Analysis** can be used for this step:

- Stakeholders with high interest and influence on the intervention should be engaged and monitored closely
- Stakeholders with low interest and influence on the intervention might be considered the least important
- Those with high influence and low interest should be kept satisfied meeting their needs
- Those with high interest and low influence should be kept informed and show consideration

6. Key Resources (Financial, human, natural, technological)

In order to pursue an action, it is also essential to identify and list the required **resources** that each group will need. Different kinds of resources might be available and others might need additional partners with certain skills. In this step, the financial costs of the intervention could be included, as well as depending on the length of it, the expectations for the future costs and additional resources .

7. User value (Who gets what) – Social Benefit

The respected **outputs** (short term effects), **outcomes** (midterm effects) and **impacts** (long term effects) for each of the target group and partners should be identified. Furthermore, the social **benefit** for the community and how this intervention solves for the main problem should be mentioned explicitly.

8. Revenue (sources of income), Surplus & possible investments

In case participants are choosing an action that involves the generation of **income**, foreseen **surplus** and possible **investment** options may be included in the analysis.

9. Channels (Communication, Dissemination, Promotion)

The types and methods of **communication** between the partners, the target groups and stakeholders should be mentioned accordingly depending on the type of action and goals. It is suggested that the groups develop a concrete strategy apart from simply collecting ideas such as, social media, online contacts and other media.

The role of **social media** plays a central role nowadays. Hence, the facilitator may introduce tools and educational materials in order to help participants understand and make the best use of the social media.

10. Decision Making Processes

Last but not least, if referring to a **collaborative** and **community action**, even if it is on voluntary basis or business oriented, it should be clearly stated how decisions are made. Observation shows that many great ideas with social impact have lost their value and character due to the emergence of non-democratic hierarchical structures in decision-making, discriminative power use and corruption. How to overcome these barriers and form a fruitful collaborative structure that supports the healthy implementation of an initiative in line with its underlying values is probably, the most viable part to be **self-resilient** and **sustainable** beyond challenges and drawbacks.

At the end of the day, a successful initiative with respect to each goals and envisaged impact should rely on the collaboration of the involved groups and members, as well as the level of **consistency** between the actions and the values set in the beginning.

At the end of the activity, each group can share their ideas in plenary or even in an open event, allowing space for comments and feedback. Based on the available resources and context the designed activities may be put in practice at local level and beyond.

Notes for the facilitator

For a graphic representation of the elements presented, the facilitator may introduce the Social Business Model Canvas or other structured frameworks for action plan development. A quick search online could be useful to get some inspiration and adjust given educational materials to participants' needs and scope of the activity.

- [Useful Resources](#)
- <https://www.tuzzit.com/en/canvas/>
- <https://diytoolkit.org/tools/business-model-canvas/>
- <https://www.mindtools.com/>
- <https://www.seedsforchange.org.uk>
- <https://ctb.ku.edu/en>

7. Evaluation and Transferability

Before closing this educational module, it is worth dedicating a few lines to the importance of evaluation and specifically, self-reflection and self-evaluation. This concerns the facilitators and the participants.

Facilitators, either in a formal or a non-formal setting, should be in the position to evaluate their practices and their performance as a whole when offering seminars and educational workshops to others. This is an opportunity for them to reflect and re-examine their perspectives for their educational activities and planning, as well as the world around them. Knowledge is not something directed from the educator to students in our pre-described context. Knowledge is transmitted to and from the facilitator and the participants. The role of the facilitator in this setting is to empower the learner and enable her to think more critically and in depth about the world. The extent of which the facilitator manages to do this should be evaluated by the participants and the facilitator herself.

Similarly, participants are supposed to have defined their learning needs and expectations in the beginning. After the end of their learning course, they will need to go back to their initial expectations and learning needs, in order to evaluate if there was any progress and if they feel satisfied with what they learnt and discussed. However, it should not be forgotten that transformative education is about transforming our perspectives and assumptions being open to reconstruct our imaginaries we have for this world. For this reason, participants will need to reflect upon their everyday life experiences and lifestyles based on the educational process they participated in. Without "stopping for a minute" and think about "what have I learned?", "what have I unlearned?" and "how should I move forward?" the circle of learning will be incomplete.

Finally, the final step for the facilitators and the participants is to answer to the questions: "What am I going to do next?", "How am I going to use the things that I learned", and "How can I involve more people into this learning experience?", i.e. "How can I become a multiplier?". This is the point where participants become the facilitators and advocate as active citizens through education and sustainable initiatives.

Thank you for taking part in this journey!



*The picture was taken during a Natural Mandala Workshop in Skoulikaria, a remote village close to Arta, Greece.
The cooperative effort to create something simple and beautiful by putting each small piece together, inspired this project and this educational module.*