

2023

# Collection of **Green Projects** for Erasmus+ and European Solidarity Corps





## The collection of Green Projects for Erasmus+ and European Solidarity Corps has been compiled in collaboration between the Green Contact Points\* and the SALTO Resource Center on Green Transition and Sustainable Development.

The target set by the Green Deal is to devote at least 30% of EU spending to climate-related actions in order to achieve climate-neutrality by 2050. The Erasmus+ and European Solidarity Corps Programmes are a core element of this push for more sustainability, encouraging greener mobilities and supporting environmentally-focused projects.

It is to support the action of both Programmes that SALTO Green was launched in 2023. This resource center is tasked with raising the quality and impact of projects and activities of the Programmes, focusing on sustainability and fight against climate change.

This collection of Green Projects for Erasmus+ and European Solidarity Corps is one of the first publications of SALTO Green, and a highly requested document. The projects presented here are meant to reflect the commitment of Erasmus+ and European Solidarity Corps to support the green transition throughout Europe. This compilation will also draw attention to inspiring innovative and high-quality projects that should be appreciated and disseminated.

The Green Contact Points were asked to pick out, the best projects supported by their agencies and took part in the final assessment and selection.

The result of this process is a sampling of projects highlighting the diversity of Erasmus+ and European Solidarity Corps' action for sustainability according to three axes:

- › **education for sustainability**
- › **eco responsibility**
- › **new jobs and new competences linked with green transition**

### The collection will present 12 projects:

- › **1 Mobility project**  
(KA1 on Education & Training)
- › **5 partnership projects**  
(KA2 on Education & Training)
- › **2 Youth projects**
- › **4 European Solidarity Corps**  
(Volunteering & Solidarity projects)

Although not all countries could be represented, we have tried to be as geographically representative as possible, as well as covering both Programmes and all sectors.

For this first edition of the Green collection of projects, we chose to focus on projects from the 2014 -2020 Programmes. This will provide a state of play, and highlight the best projects of that timeframe.

The collection will be updated every year, and the coming issues will focus on the current 2021-2027 Programmes.

**We hope they can also inspire new initiatives to be materialized in the coming years.**

→ \*The Green Contact Points are a network of green referents in the 55 E+ and ESC National Agencies across Europe.

# Enhancing Adult Engagement with Climate Action for Sustainable Communities



Access for Disadvantaged // Social Responsibility of Educational Institutions // Environment and Climate Change



## PROJECT REFERENCE

2020-1-IE01-KA104-065893

## ACTION TYPE

Adult education staff mobility

## PROJECT DURATION

36 months

## EU GRANT

23 610€

## LEADING ORGANISATION

Ireland (Global Action Plan Ltd.)

### Job shadowing to improve the competences of the staff

Gap Ireland Erasmus+ Mobility project has been created to build adult learner programmes for communities around Dublin and Ireland, that are adaptive and engaging with real challenges and needs of the communities. Through the mobility grant, GAP provided six job shadowing opportunities in Netherlands, Spain, Norway, Italy, Germany and Turkey and three training events to its staff. Thanks to these exchanges with organisations that have similar missions and greater expertise in adult learner programmes for climate action and sustainable living, the staff has developed several skills:

- › improved competence in instructional design processes
- › Increased organisational capacity to deliver programmes focusing on social entrepreneurship for adults
- › Increased confidence to deliver in thematic specific areas of food life cycles, circular economy and global citizenship
- › Integration of holistic horticulture practices into community garden practices

By returning to their original structure, the staff were motivated and able to act to meet GAP's needs.

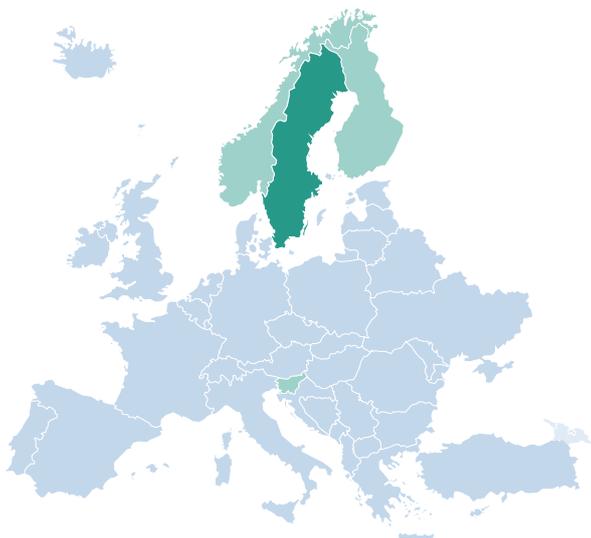
### Develop a network

This mobility has also enabled GAP Ireland to strengthen its connections with GAP international network. They have created future opportunities for mutual learning, sharing and partnership. It led to strengthen a collaborative approach to addressing the challenges of sustainable living and the climate crisis. This new collaboration has enabled the network to speak with one voice, together as GAP International in Europe and to advocate for a substantive change and a just transition to sustainable living practices while demonstrating tangible ways for communities and adults around Europe to act.

### More Informations



## Education for resilience and sustainability



Environment and climate change // Pedagogy and didactics // New Innovative Curricula/Educational Methods/Development of Training Courses



### PROJECT REFERENCE

2020-1-SE01-KA201-077943

### ACTION TYPE

Strategic Partnerships for school education

### PROJECT DURATION

32 months

### EU GRANT

267 195,75€

### LEADING ORGANISATION

Sweden (Backatorpsskolan)

### PARTNERS

Finland (Åbo akademi and Katarinaskolan), Norway (Høgskolen i Östfold), Slovenia (Osnova sola), Sweden (University of Gotenburg and NAV Lab and Storyline economic association)

### A response to the demands of Agenda 2030

Agenda 2030, Goal 4.7 “Education for sustainable development and global citizenship, which was regarded as a considerable challenge. A need for both an international exchange of pedagogical perspectives and for research to analyse the developing efforts we wanted to implement were recognised as vital”.

How can education meet the new generation’s call for action? This project’s partner organisations believe that education for sustainability and resilience needs to foster student’s agency. Schools need to incorporate innovative teaching approaches to tackle the complexity of sustainability.

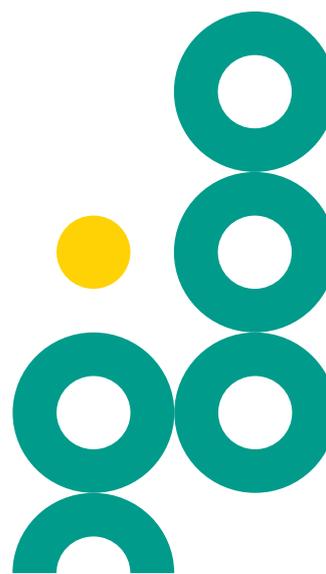
One of the answers to this challenge might be through storyline, an inquiry-based approach of learning through a narrative. This pedagogical tool, available since the 1960s, can be applied for better learning

for sustainability. It can be effectively used to inspire students and teacher practitioners to view themselves as agents of change.

### Creation of tools available for teachers all over Europe

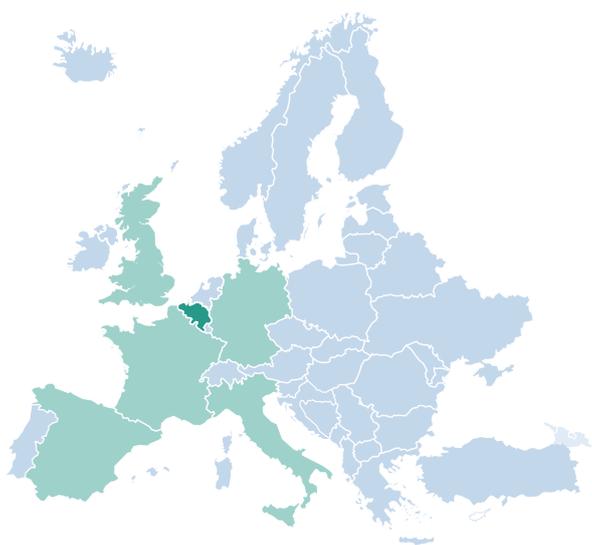
Thanks in part to six physical three days long activities, the partnership reach to create a lot of resources and tools available on the project website. Among others, they created seven films about storyline work in the participating schools, they developed an evaluation and planning tool that can be used within schools when working with the 12 competences in the GreenComp. They produced video films and presentations to broadcast lectures of several researchers, lecturers, doctors of philosophy in education field, storyline consultants, etc.

### More Informations



# Sustainable Tourism: Training for Tomorrow

Distance Learning



## PROJECT REFERENCE

2018-1-BE02-KA202-046876

## ACTION TYPE

Strategic Partnerships for vocational education and training

## PROJECT DURATION

36 months

## EU GRANT

349 589,44 €

## LEADING ORGANISATION

Belgium (Universiteit Hasselt)

## PARTNERS

Spain (Asociación De Ecoturismo En España), Italy (Ente Di Gestione Per I Parchi E La Biodiversità Emilia Occidentale), Germany (Federation Der Natur-Und Nationalparke Europas (Federation Europarc) Ev), France (Syndicat Mixte Du Parc Naturel Régional De La Montagne De Reims), United Kingdom (University Of Hull)

## Answering the call of the nature

Sustainable tourism is now considered the desirable model for tourism development. In protected natural areas, it has become “the new normal”. According to the coordinator of the project, specialized, among other things, in tourism management, “there is a lot of demand for support and training on this topic, both for nature reserve managers as well as for local and regional companies, associations, authorities and other stakeholders. The corona pandemic has increased that need, as more and more people are starting to visit protected nature reserves due of travel restrictions and to avoid overly crowded places. It is obviously a positive thing that many people are (re)discovering these areas. But at the same time, it increases the pressure on nature, making a sustainable approach to tourism more than ever required.”. In view of this, the partnership has decided to pool its knowledge and skills to create a training programme designed to improve the quality, offer and accessibility of European training in sustainable tourism of protected natural areas.

## Innovative learning and training materials

According to the project coordinator, “it’s the first time that learning and training materials regarding sustainable tourism of protected natural areas are developed and brought together on one platform. From the beginning, it was our priority to do it online, even before the coronavirus pandemic. This allows us

to reach the largest group of people all over Europe”.

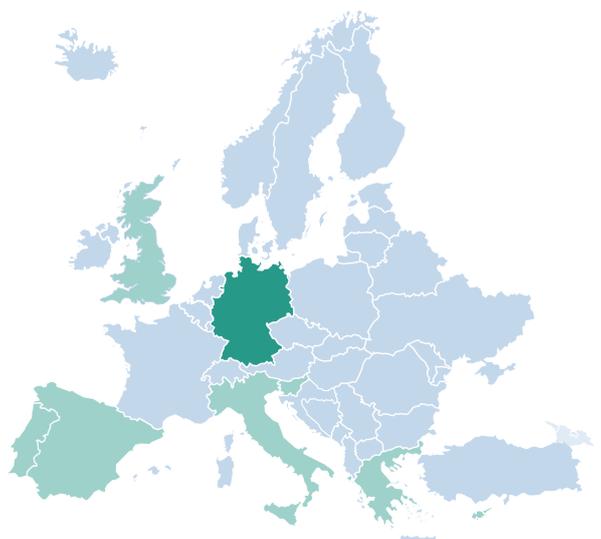
The online platform is accessible for free (website of the project) and people just have to register to have access to the course material. The training kit is available in four languages (English, French, Spanish and Italian). It offers support material for those who want to build on the content of the platform and want to give workshops about it. Those who want to will find the necessary information on, among other things, pedagogical skills and transferring information to others. Throughout the project, the various stakeholders were closely involved. “In the beginning, we made an analysis of their needs and during the project they were given the opportunity to give feedback about the platform. This allowed us to fine-tune and optimize. We are convinced that the platform and the learning materials are a great added value for all parties involved. There are many users already and we hear nothing but good reactions”.

## More Informations



# Ecological sustainability in project management (Think Twice!)

Environment and Climate Change // Social Responsibility of Educational Institutions



## PROJECT REFERENCE

2020-1-DE02-KA202-007458

## ACTION TYPE

Strategic Partnerships for vocational education and training

## PROJECT DURATION

24 months

## EU GRANT

230 974,00 €

## LEADING ORGANISATION

Germany (Wisamar Bildungsgesellschaft Gemeinnützige GMBH)

## PARTNERS

Cyprus (G.g. Eurosuccess Consulting Limited), Greece (C.m. Skoulidi & Sia E.e), Italy (Taste Roots Società Cooperativa), Portugal (Universidade De Aveiro), Slovenia (Gospodarska Zbornica Slovenije), Spain (Associacio Programes Educatius Open Europe), United Kingdom (Edeucation Ltd)

## “How green is the management of my project?”

How green is the management of my project? Is it okay to travel to project meetings by plane? And what is the ecological footprint of using online tools? These are some of the questions that the partnership tried to approach in this project. Achieving sustainability of business activities, intertwining social, economic, and environmental perspectives, is one of the most challenging objectives for organisations and companies all over the world. What sometimes seems like a daunting and overwhelming mission can also be approached starting with small steps. Therefore, to support project managers across Europe, the *Think Twice!* project is here to share knowledge, experience and good practice examples of working and managing projects in a more ecologically sustainable way. The specific objectives of this project were:

- › enhancing ecological sustainability in European-funded projects
- › raising awareness of the possibilities of green project management
- › establishing good practices for ecologically sustainable project management
- › enabling project managers to make more conscious decisions thinking about the environment

## Creation of available outputs to help project managers

The outputs of *Think Twice!* support project managers in the planning, management and control of the resources

assigned to a project, considering the economic, social, and environmental impacts of the project life cycle and by this enabling high-quality project results without harming either the society or the environment. The partnership wanted to signpost the opportunities and show the pros and cons of decisions regarding the management of a project. In this way, *Think Twice!* enables project managers to take on an exemplary function within the field of education in Europe.

Three major outputs have been developed:

- › an online stress step that allow the learner to be directed to a bespoke Learning Pathway
- › a step to step bank of resources for the implementation of sustainable practices in projects
- › compilation of examples of good practices for sustainable project management

## More Informations



# Consume better - consume differently

Social Responsibility of Educational Institutions



## PROJECT REFERENCE

2020-1-FR01-KA229-080245

## ACTION TYPE

School Exchange Partnerships

## PROJECT DURATION

36 months

## EU GRANT

28 346,31 €

## LEADING ORGANISATION

France (Lycée Pierre Mechain)

## PARTNERS

France (College Les Freres Le Nain And Ecole Primaire V. Schoelcher) ; Slovenia (I. Gimnazija V Celju And Osnovna Sola Franceta Preserna)



## Key role of education in sustainable transition

To achieve changes in our attitude towards the environment, schools and education are vital and crucial. We need to change our habits, consume less, recycle, and produce less garbage. We believe that this is possible, but people need to be educated and sometimes we only need to be reminded of the old practices or our cultural heritage. The project – titled “Consume better - consume differently” – includes several different generations of children from pre-school, through elementary, and finally to secondary levels of education in France and Slovenia. This project has included 50 students who have actively participated in the planned activities. “This way we believe we can make a difference”. This project combines both the development of a change of attitude (our responsibility as citizens) and practical tools to change our lifestyle.

## A variety of activities from Lab to field work

On the first visit to Slovenia, students learnt about recycling clothes that can still be used. An exchange of used clothes among students was organized. They have collected old, worn-out cotton shirts and jeans and came up with a plan of how to recycle them.

In the school lab, students have experimented with natural dyeing processes with dyes from leftover food, such as red onion, red cabbage, and the like. Students undertook a trip to the Solčava region in the Alps and they have learnt about the production of wool and its usage. They have crafted simple products out of wool by means of felting, and they also have tried out knitting and crocheting.

On the second visit to Slovenia, students have learnt about the health effects of herbs that are grown in the high school’s raised herb garden. The students have planted herbs, taken care of them, and picked them. Later on, they have dried them and learnt how to preserve them. In the classroom, a debate organized with the title “Natural Medicines and Cosmetics in Comparison with Synthetic Ones” took place. Students have also carried out steam distillation of lavender, sage, and other herbs. This has led into production of soap, relaxation drops and other objects use in daily hygiene.

In both of the visits, the activities varied from field work, lab work, assessing knowledge before and after the project, learning how to make useful products, seeing where things come from, and learning about cultural heritage.

This project was built over a period of 3 years, around a theme of growth and topicality: consuming better, consuming differently. Each action was designed according to the age, knowledge and skills of the students and was presented with a focus on exchanges between peers. These different activities and actions focused on the awareness of the need to change lifestyle around “homemade”, reuse, recycling, local consumption and eco-mobility.

## More Informations



# Make Environment Great Again (MEGA)

Environment And Climate Change // Labour Market Issues Incl. Career Guidance / Youth Unemployment // Teaching and Learning of Foreign Languages



## PROJECT REFERENCE

2019-1-LU01-KA229-050097

## ACTION TYPE

School Exchange Partnerships

## PROJECT DURATION

24 months

## EU GRANT

100 242,00 €

## LEADING ORGANISATION

Luxembourg (Lycée Michel-Rodange)

## PARTNERS

Belgium (Enseignement Fondamental Et Secondaire De La Providence À Champion), Slovakia (Gymnázium Bilingválne), Poland (I Liceum Ogólnokształcące Im.m.kopernika W Toruniu), Spain (Instituto De Educación Secundaria Miguel Catalán), Germany (Wittekind-Gymnasium Lübbecke)

## Students as key actors of the project

The original idea for the MEGA project was born at an international meeting of member schools of the Europroject "Education without frontiers" network in 2018, before Greta Thunberg started her campaign that should later have a global impact and inspired pupils at the beginning of the project period in 2019. The involved schools had cooperated before in previous Comenius as well as Erasmus+ projects. Six participating schools from 6 different countries gathered interested pupils aged 15-18 on a voluntary basis in youth clubs, the so-called MEGA clubs, which met on a regularly or weekly basis. They came up with projects and carried out multiple local activities in the context of sustainability. The objective of the project was to foster high-quality skills and "green competence" in school in a strategic partnership. After the project, these clubs changed their name to MEEGA (Make Environment and Europe Great Again) and they continued to cooperate and take actions towards environment and cultural matters.

## Concrete actions and practical tools

The concept was to install youth clubs (group of 8 to 20 students) at each school, coached by committed teachers to debate environmental issues in international MUN (Model United Nation) conferences. Participants developed guidelines for sustainability teaching. They found alternative waste disposal concepts, newly opened greenhouses and planted vegetables in school yards or raised numbers of students using bikes, public transport or at least share car rides to school. They also organised clothes swap, campus clean-up and many more ideas available on the website.

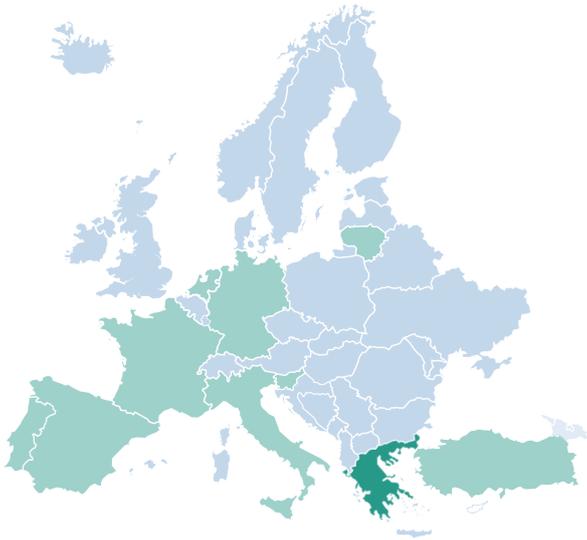
The MEGA project created long-term benefits for individuals as well as for the community.

## More Informations



## Exploring tools to create Sustainable, Resilient and Democratic communities in the 21<sup>st</sup> century, Europe

Creativity and Culture, Environment and Climate Change // Civic Engagement / Responsible Citizenship



### PROJECT REFERENCE

2020-2-EL02-KA105-005986

### ACTION TYPE

Learning Mobility of Individuals - Youth mobility

### PROJECT DURATION

17 months

### EU GRANT

40 220,00€

### LEADING ORGANISATION

Greece (Stagones Social Cooperative)

### PARTNERS

Octopus (France), Wurzel.bildung E.v. Verein Für Angewandte Nachhaltigkeitsbildung (Germany), Associazione Regen Ets (Italy), Vsi "Umunthu" (Lithuania), Ecobosch (Netherlands), Ecoaldeia Silvertó, Crl (Portugal), Društvo Nega Zemlje In Duha (Slovenia), Viaje A La Sostenibilidad S.coop Pequeña (Spain), Toplumla Destek Derneği (Turkey)

### Building a resilient and sustainable community

The training "Community Toolset" involved 30 youth workers and leaders from 10 countries. They are aspiring change makers and team workers motivated to acquire skills and to develop professionally.

The project served as a starting point for creating a network of resilient, sustainable and democratic communities around Europe. Youth workers participating explored the fundamentals of Social Permaculture, bioclimatic design and natural building techniques, and energy responsibility. The course allowed participants to develop their knowledge and critical thinking, learn from multiple actor, develop decisive soft skills, get empowered to create, and built international networks.

### Empowering outcomes through engaging initiatives

This project, rooted in the observation that poor human relations often lead to the failure of social/eco ventures, prioritized social permaculture to foster constructive relations. Establishing a temporary micro-community, emphasized collaborative decision-making, showcasing its impact on motivation. Participants gained practical experience by constructing an 8-meter yurt, highlighting their expertise in natural building techniques. The project also promoted sustainable practices, introducing innovations like a solar dehydrator and a pedal bike washing machine, emphasizing accessible, eco-friendly alternatives. A pilot perma-garden demonstrated regenerative soil practices and permaculture principles,

fostering effective adaptation in rocky and drought conditions.

To share knowledge, the project produced a 32-minute documentary and four podcasts in seven languages, serving as comprehensive resources for broader awareness.

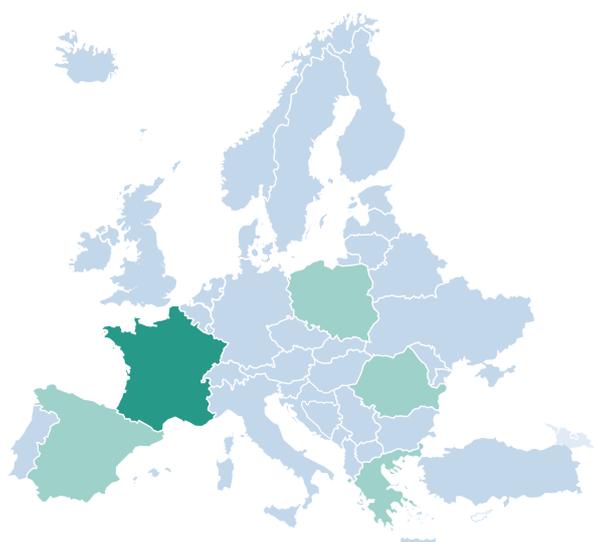
Beyond tangible outputs, the project empowered participants through hands-on experiences and collaborative learning. Essential skills were developed, critical thinking honed, and international networks created, contributing significantly to professional growth. Embedded in social permaculture principles, the project aimed for a long-term cultural impact. Focused on fostering healthy human relations, it aspired to contribute to a culture prioritizing resilience and sustainability, with lasting influence beyond the project's duration.

### More Informations



# Don't eat your planet, eat your doggy bag

Environment And Climate Change // Health And Wellbeing



## PROJECT REFERENCE

2020-1-FR02-KA105-017298

## ACTION TYPE

Learning Mobility of Individuals - Youth mobility

## PROJECT DURATION

20 months

## EU GRANT

13 195€

## LEADING ORGANISATION

France (3PA)

## PARTNERS

Spain (Asociacion Mundus - Un Mundo A Tus Pies), Romania (Asociatia Centrul Educational De Resurse Si Training), Greece (Institute Of Social And Economic Development Of Laconia), Poland (Fundacja Sempre A Frente)

## Food as a European issue

In an age of climate change and growing health concerns, food plays a crucial role all over Europe. The agricultural sector represents 13% of EU's greenhouse gas emissions, but it is also at the source of multiple paradoxes. In the EU, around 88 million tonnes of food waste are generated annually even though we face the global challenge of resource depletion. At the same time some 43 million people in the EU cannot afford a quality meal every second day, less and less people cook their meals for themselves leading to a European overweight rate as high as 51.6%. Due to these observations, we want to add a European and intercultural dimension to this year's version of our festival "Agitaterre" which is dedicated to the topic of responsible and healthy food. The 100 exponents present during the festival have made it their goal to display that producing and consuming healthy, environmentally friendly and locally is possible.

The activities organised as part of the youth exchange aim to raise awareness of food-related issues, including a reflection on our individual consumption patterns and their impact, as well as sharing and pooling the knowledge and skills contributed by the participants.

## From a local Festival to an international opening

By integrating an Erasmus+ dimension to the festival, the association wanted to add a European dimension to Agitaterre and to offer the possibility of an intercultural encounter to all participants and visitors. During the week, the participants has the opportunity to develop projects in an autonomous but assisted way around the issue of food which they have presented on the day of the festival.

Split up in four international groups, we offer them the opportunity to develop and shoot two short-movies with a professional team of cinematographers and to prepare other activities, which can according to their liking take various forms such as an exhibition, a theatre piece or a participatory workshop. These self-managed activities have provided skills in project management, development of pedagogical tools and collective and collaborative work. The goal of the project is to equip participants to become resourceful actors of a transition by practicing eco-responsible gestures, to give them the means to raise awareness in turn, or to create their own project around healthy and eco-responsible food.

## More Informations



## Easy2Nature

Generational exchange // Sustainable workshop // Environment and Climate Change // Climate Action, Environment and Nature Protection



### PROJECT REFERENCE

2019-1-AT02-ESC31-002408

### ACTION TYPE

Solidarity Projects

### PROJECT DURATION

10 months

### EU GRANT

4 000,00€

### LEADING ORGANISATION

Austria (Easy2Nature), Group of young people active in youth work

### Introduce their friends and family to sustainability in a very practical, everyday way

This project wanted to bring the term sustainability to different kinds of people in a practical way. Via workshops the coordinator was able to show the participants, how to make their own cost-efficient and environmentally-friendly alternative products for the household.

A total of 9 projects was organised, six of them were workshops and one of them took place in an elementary school. The participants made cosmetics, cleaning agents and beeswax cloths and showed them how to store food for a long time even without cooling. During the workshops, dialogue with and between the participants was very important to learn more about the others.

Another project was carried out through interviews available online in which people between the ages of 60 and 90 were asked about their everyday life and sustainability in the past or their youth. The respondents come from different places in Europe. In this way, the aim was to learn about everyday life at that time, gain experience or wisdom and learn about sustainability from a different perspective.

The coordinator also connected with an elementary school in Maribor (Slovenia), where the children did their first little research as part of their online school. At home they have observed and documented what they need in one day. They continued their observations by considering their own "Green Rules for Life". The results have been recorded in drawings, videos or voice memos.

### Hand-on activities for all ages

Knowledge sharing with kids and students without asking for a lot of money for it (only donation for the material costs) showed them how easy it can be to make some things by ourselves and how important it is to ask ourselves: "where this product came from, how it was produced and how it has to be disposed".

The project has also created an information and recipes booklet available on the website.

### More Informations



# Young Sustainable Fashion - do it yourself!

Culture // Climate Action, Environment and Nature Protection  
// Skills Development



## PROJECT REFERENCE

2020-1-DE04-ESC31-019238

## ACTION TYPE

Solidarity Projects

## PROJECT DURATION

17 months

## EU GRANT

8 568,00€

## LEADING ORGANISATION

Germany (JANUN e.V. Region Hannover)

### Creating a fashion “make it possible space”

The project goal was to raise awareness for the topic of sustainability in fashion clothes. Young people should move from knowledge to action using fashion as an example. The project wanted to work its way from the global challenge to concrete local “DIY” projects.

The doors of the creative space were meant to be open once a week. Together with the participants, the coordinator has sewn, repaired and inspired each other, to deal jointly with fashion in a creative and sustainable way. In addition, ten workshops were held up, where coordinators wanted to provide practical tips on how each individual can contribute to fair and ecological fashion. Concretely, it was “showing the background of clothing production, learning/practicing sewing, finding your own style and thereby avoiding mis purchase/waste production, and much more”. The project combined educational units with personal advantages.

### A mobile fashion opportunity

Through two excursions the participants explored how fair fashion is produced in their own countries. “With a mobile offer, we wanted to get to the young people with fewer opportunities in youth centres, who maybe do not see our open door”, said the project coordinator. The point was to exchange ideas internationally with like-minded people. “What is Europe wearing?” was intended to be a research into cultural clothing habits. But it was also supposed to show, that we are all Europe and we all “carry” responsibility for Europe (in German the word “wear” is the same as “carry”, so the sense is ambiguous).

During a large public event at the end of the project, the results were presented, shared and accompanied with a clothing exchange party. It was an opportunity for networking and exchange of like-minded people in Hannover. The project results have been shared locally, regionally and internationally. The project wanted to give young people the opportunity to further their education, to acquire sustainable behaviors and to implement directly what they have learned. It also wanted to offer information, experience and tools that might otherwise not be affordable or available. Through international cooperation the participants had the opportunity to get to know better themselves and their European neighbors.

### More Informations



# Intercultural learning in Iceland

Education and Training // Climate Action, Environment and Nature Protection // Culture



## PROJECT REFERENCE

2019-3-IS01-ESC11-065685

## ACTION TYPE

Volunteering Projects

## PROJECT DURATION

12 months

## EU GRANT

61 213,45€

## LEADING ORGANISATION

Iceland (SEEDS - SEE beyond borderS)

## PARTNERS

Italy (Associazione Informagiovani); Estonia (Mtü Noortevahetuse Arengu Ühing Estyes); Poland (Stowarzyszenie Jeden Świat); Portugal (Agoraveiro); Slovakia (Obcianske Zdruzenie Keric); Latvia (Radi Vidi Pats)

## Confronting natural heritage with intercultural exchange

This project has provided a platform for intercultural dialogue, while carrying out practical tasks that benefit the local community, the Icelandic natural heritage, as well as society as a whole. This intercultural exchange, as well as the practical training, have a long-lasting and, in some cases, lifechanging impact on the young people who can do their ESC project with SEEDS.

Some of the main objectives of the project are the non-formal learning of the volunteers, and the tangible results of their voluntary service - their contribution to nature preservation and environmental awareness in the community in Iceland. The project can give young people the opportunity to learn, show initiative, share ideas, and practice problem solving and critical thinking in a multicultural group context.

In the project Intercultural Learning in Iceland, SEEDS offer 10 volunteers from six different countries to experience a non-formal learning program based on leading international groups in workcamps. The camps are developed in cooperation with local hosts with the aim of benefiting the environment, the local community and society as a whole.

## From training courses to leading camps

The project is divided into four parts:

- › project training and language orientation
- › pilot camp with experience leader
- › leading own camps
- › evaluation

Volunteers had the opportunity to join camps all around Iceland during all the year.

The camps outside Reykjavik are related to nature conservation, re-vegetation, recovering walking and hiking paths, reforestation, or outdoor artwork. With these workcamps, the aim of SEEDS is to support Icelandic initiatives that would not thrive without the support of volunteer work.

The winter camps are mostly focused on raising awareness on current societal issues such as: interculturalism, globalization, environmentalism, consumerism, and animal welfare.

The project gives young people the opportunity to show initiative, to share their ideas and to practice problem solving and critical thinking. The main objective was to raise awareness about cultural, environmental, and artistic issues, both with the project participants (short-term volunteers) and the local public, through workcamps and educational/awareness raising camps.

These activities support SEEDS in promoting cultural and environmental awareness through its workcamps and educational/awareness raising camps.

## More Informations



# Solidarity for Green Dalmatia 2020

Youthwork, Climate Action // Environment and Nature Protection



## PROJECT REFERENCE

2020-2-HR01-ESC11-078065

## ACTION TYPE

Volunteering Projects

## PROJECT DURATION

17 months

## EU GRANT

20 401,86€

## LEADING ORGANISATION

Croatia (Udruga za prirodu, okolis i odrzivi razvoj Sunce)

### Promoting the importance of environmental protection and sustainable development in school and kindergarten

Two Macedonian European Solidarity Corps volunteers actively promoted environmental protection and sustainable development, sharing methods with various groups. Engaging in school and kindergarten projects for Earth Day, organizing Green Trips, and hosting beeswax wraps and eco documentary workshops.

They instilled eco-friendly practices and awareness diverse through engaging various aspects of environmental education. Their commitment extended to a lecture on sustainable fisheries, a waste separation quiz, and biodiversity conservation efforts on Lastovo island. Designing communication materials, participating in clean-ups, composting and educating during the 10th Split Bicycle Tour demonstrated their dedication to share sustainable ways of living. One of the volunteer's exhibition added a personal and artistic perspective on the impact of volunteering for environmental causes.

### From training courses to leading camps

Through educational initiatives, local youth and the community gained knowledge and motivation, fostering environmentally responsible behavior.

Volunteers acquired valuable knowledge and skills during the project, which will be formally validated through international and national tools, enhancing their professional development.

Post-project, both volunteers organized meetings with new GoGreen ESC volunteers and national volunteers, fostering collaboration and knowledge-sharing.

Inspired by her experience, one of the volunteers initiated the construction of a composting site in her backyard and plans to educate neighbors on biowaste composting.

The ESC project and program received widespread promotion through radio broadcasts, online platforms, and live information presentations, sharing the volunteers' experiences and raising awareness about green transition in the ESC Programme.

[Ecrire en mode citation] This project is a good example for making an impact with a small project.

### More Informations



