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„Green and Youth, learning tools“

MANUAL



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Title: **“Green and Youth, learning tools”**

Manual with informal methods and tools in working with young people with fewer opportunities on the topics of environmental protection, sustainable development and social entrepreneurship.

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Printing: Design shop “JOB&FUN”, Sinjska cesta 12, Knin

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Place and year of publication: Knin, 2025

Circulation: 100 pieces

This publication is the result of the “Think Green, Act Local” project, a small partnership in the field of youth KA210, which is implemented within the Erasmus+ program.

Project name: “Think Green, Act Local”

Project coordinator: Ecological association “Krka” Knin, Republic of Croatia

Project partners: “Noi@Europe”, Naples, Italy



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CONTENTS

INTRODUCTION	7
BRIEFLY ABOUT THE PROJECT	8
WHY WAS THE MANUAL CREATED?	10
TARGET GROUP	11
YOUNG PEOPLE WITH FEWER OPPORTUNITIES	12
INFORMAL METHODS AND TOOLS IN WORKING WITH YOUTH WITH FEWER OPPORTUNITIES	13
DIGITAL TOOLS	16
OUTCOMES	17
EFFECTS	19
ADVICE ON PLANNING AND IMPLEMENTING ACTIVITIES IN WORKING WITH YOUTH WITH FEWER OPPORTUNITIES	20
METHODS, ACTIVITIES AND TOOLS IN WORKING WITH YOUTH WITH FEWER OPPORTUNITIES	28
Y.A.1. INFOR(me)	28
Method 1: Envelope Opportunity	29
Method 2: Wall of wishes	31
Method 3: Treasure Map Information	32
Y.A.2. MAKE A CHANGE	34
Method 1: Mapping problems and needs	35
Method 2: Development of soft skills	37
Tool 1: Communication skills	37
Tool 2: Time Management	38
Method 3: Employment and professional skills	39
Tool 1: Writing a CV and Motivation Letter	40
Tool 2: Personal Development and Professional Goals	40
Tool 3: Preparing for the Interview	42
Method 4: "Problem and solution"	43
Method 5: "Challenge the changes"	45
Y.A.3. SCHOOL OF DEMOCRACY	46
Method 1: Civil law	46
Method 2: Civic activism and volunteering	47
Method 3: Quiz "EU and youth"	49
Method 4: Debates on current social issues	50
Method 5: Simulation of elections	52
Y.A.4. SHARE YOUR STORY	54
Method 1: Circular story	54
Method 2: Digital storytelling	56

Method 3: Stories from other people's shoes	57
Method 4: Telling stories through role-playing	58
Method 5: Stories from the future	60
Y.A.5. ART TOOLBOX	63
Method 1: Creating visual content	63
Method 2: Art and engagement	65
Method 3: Street art	66
Method 4: Creativity challenges	68
Method 5: Art Festival "Express yourself!"	69
EXAMPLES OF GOOD PRACTICE "SOCIETY WITHOUT WASTE" IN WORKING WITH YOUTH	71
METHODS, ACTIVITIES AND TOOLS IN WORKING WITH YOUTH WITH FEWER OPPORTUNITIES ON THE SUBJECTS OF ENVIRONMENTAL PROTECTION, SUSTAINABLE DEVELOPMENT AND SOCIAL ENTREPRENEURSHIP	78
G.A.1. ENVIRONMENTAL PROTECTION	79
Method 1: Eco Triathlon	80
Method 2: Eco Detective	83
Method 3: SHARE IT	84
Method 4: Re and Up Cycling Art	86
Method 5: Green volunteering	87
G.A.2. SUSTAINABLE DEVELOPMENT	91
Method 1: Sustainable steps	92
Method 2: Sustainable fashion	94
Method 3: Green City	96
Method 4: Product life cycle	97
Method 5: Eco Market	98
G.A.3. SOCIAL ENTREPRENEURSHIP	100
Method 1: Introduction to Entrepreneurship	101
Method 2: HAC4SOCIETY	103
Method 3: How to manage a social enterprise?	105
Method 4: Resource Management	106
Method 5: I, the Entrepreneur	107
INSTEAD OF CONCLUSION	110
ABOUT PARTNER ORGANIZATIONS	111
EDUCATIONAL AND VIDEO MATERIALS	114

INTRODUCTION

Working with young people with lesser opportunities, environmental protection, sustainable development and social entrepreneurship are topics that shape the future of our communities and societies. In a world full of challenges, from social exclusion and unequal opportunities to climate change and the need for sustainable economic practices - educating and empowering young people becomes a key task for creating a resilient, tolerant and sustainable society.

This manual is designed as a tool for anyone working with young people, especially those from vulnerable groups. Its aim is to provide practical methods, tools and inspiration for developing key skills and values that enable young people to become active citizens, innovators and drivers of positive change. The key is to involve young people in processes that promote inclusion, environmental awareness, a sustainable way of life and an entrepreneurial spirit aimed at the common good.

Through various activities and examples of good practice, this manual offers concrete steps for empowering young people, creating opportunities for their development and encouraging their involvement in the community so that they become more active, more aware of their opportunities and recognize the importance of inclusion in society.

One of the main ways to create positive change is through volunteering, which provides young people with the opportunity to gain new skills, work on personal development and make a positive impact on the community. By volunteering, young people not only contribute to the improvement of society, but also build values such as solidarity, responsibility and empathy, which are key to shaping a sustainable and inclusive society.

Whether it is environmental, social, sustainable or youth, the content of this manual encourages practical action, inclusiveness, solidarity and working together towards a more sustainable future.

We hope that this manual will serve as a valuable tool and source of inspiration for working with young people and as an incentive to create positive changes in your communities!

BRIEFLY ABOUT THE PROJECT

By implementing this project, we want to strengthen the capacities of partner organizations in the field of work with young people with fewer opportunities, sustainable development, nature and environmental protection, and social entrepreneurship. Our goal is to achieve that by using innovative and interdisciplinary approaches and informal learning methods in order to increase both the active involvement of young people with fewer opportunities and youth awareness of important social topics. Another aim of this project is to strengthen the position of young people in society through the exchange of knowledge, skills and good practices.

Specific goals of the project:

- Contribute to the awareness of young people about socially important topics and strengthen their position in society,
- Contribute to the networking of young people and provide equal opportunities to young people with fewer opportunities and young people from rural areas,
- Strengthen the capacities of young people and encourage them to actively participate in the development of the communities in which they operate through education, exchange of knowledge and skills,
- Improve work with young people in rural areas by strengthening the capacity of partner organizations in the field of work with young people, social entrepreneurship, sustainable development and protection of the environment and nature.

Project activities:

- The initial and final conference of the project together with two partner meetings in Italy and Croatia,
- Education for work with young people, sustainable development, environmental and nature protection, and social entrepreneurship for representatives of organizations in Italy and Croatia,
- Local activities for young people in Italy and Croatia,
- Manual “Green and Youth, learning tools”,
- Online platform “Learn, Exchange, Act and Apply”,
- Mentor and monitoring the work of partner organizations,

- Activities of promotion and visibility and dissemination of results.

Results:

- Increased staff knowledge and capacities of partner organizations in the field of work with young people with fewer opportunities, sustainable development, nature and environmental protection and social entrepreneurship,
- 4 people from the partner organization developed knowledge and skills, adopted informal methods and approaches in the thematic area through mentoring activities
- Prepared manual “Green and Youth, learning tools”,
- Developed online platform “Learn, Exchange, Act and Apply”,
- 150 young people actively involved in local youth activities in Italy and Croatia,
- The Youth Club in Lukara was founded with the aim of actively involving young people with fewer opportunities in the social life of the community from the rural area of Šibenik-Knin County,
- Made a video about the project, conducted activities and the achieved results of the project,
- Made and installed 3 bookcases with the aim of encouraging the reuse of things in the local community,
- Increased awareness of the public about the importance of working with young people with fewer opportunities
- The sustainability of the project was achieved with the opening of the Youth Club and the installation of Eco-houses for books, as they will continue to operate even after the end of the project.

“Green and Youth, learning tools”

WHY WAS THE MANUAL CREATED?

The idea for creating this manual arose from the need to respond to specific challenges and obstacles faced by young people with fewer opportunities, as well as due to insufficient information among young people about opportunities for their personal and professional development. Nowadays, it is increasingly recognized that young people are not sufficiently active or involved in the community and social activities. The reasons for this can be numerous: lack of motivation, support, self-confidence, sense of belonging in the community, as well as a stimulating environment for young people. They often feel unaccepted, insecure, or marginalized, which makes it even more difficult for them to participate in social processes.

This manual is the result of action, experience, work, mutual learning, cooperation and a joint project of the Ecological Association "Krka" Knin and Noi@Europe from Naples. The topics dealt with in the manual are: work with young people with fewer opportunities, sustainable development, environmental protection and social entrepreneurship, as these are key areas that can significantly contribute to social inclusion, environmental awareness and youth empowerment. When creating this manual, we used the results and conclusions of the research conducted through an online survey for young people from the area of Šibenik-Knin County and the Province of Naples.

The manual consists of examples of good practice in working with young people from Italy and examples of good practice of a waste-free society from Croatia. Furthermore, we offered methods, tools, activities and approaches that will help working with young people with fewer opportunities and contribute to the sustainable development of the local community. And precisely, the focus of the manual is on empowering young people, giving them the opportunity to get involved in social processes, acquire important life skills, and build a better future, despite the challenges they face.

Young people with fewer opportunities often face barriers to accessing resources, education and opportunities for personal development. By working on these topics and using an informal approach, we want to help them recognize their own potential and acquire the skills and knowledge they need for active participation in society.

The above-mentioned informal methods and tools represent the key that enables a better, more inclusive, and adapted approach in working with young people with fewer opportunities, in order to provide them with support in overcoming obstacles and developing their potential. The goal of using informal methods is to create equal opportunities for all young people, enable them to participate in various activities

and encourage them to play an active role in the community.

Through concrete methods, ideas and tools, the aim is to provide space for growth and development, provide support and inspiration to young people, build a sense of belonging and trust in their own abilities, and create a society that recognizes the potential of all its members, empowering them to become active participants in change.

TARGET GROUP

The target group are people, educators, representatives of organizations and institutions who work with young people with fewer opportunities and operate in the field of environmental protection, sustainable development and social entrepreneurship, and all those who want to deal with this topic in their future work and act, either locally or on international level. The manual provides access to knowledge, methods, tools, and offers examples of good practices in order to apply them in work and actions, to create creative and quality content in the local community for young people, but also for the sustainable development of the community. These informal methods enable all those who work with young people and in the mentioned topics to empower young people, recognize these obstacles and find ways to overcome them, offering them information and opportunities for the development of personal and professional skills and active participation in personal, social, and environmental changes.

This manual is also intended for the users themselves, young people with fewer opportunities between the ages of 15 and 30 who face different types of obstacles in their daily lives. Many young people face various challenges such as lack of financial resources, limited access to quality education, social exclusion, cultural differences, geographical isolation, which makes them unequal and excluded from numerous opportunities. Such obstacles hinder their personal, educational, and professional development, reduce access to resources and create feelings of insecurity and marginalization. By using informal approaches, we try to provide young people with equal opportunities for development, active participation and inclusion, recognition of their own potential and strengthening of competences and skills.

The use of informal methods in working with young people with fewer opportunities

reflects the priorities of European youth-oriented policies, such as the European Union's youth goals, which emphasize the importance of empowering, including, and engaging young people in all aspects of society.

YOUNG PEOPLE WITH FEWER OPPORTUNITIES

According to the European Commission, young people with fewer opportunities are defined as a group of young people who, due to certain obstacles (poverty, traffic isolation of the place where they live, intellectual abilities, growing up without parents, health problems, etc.), including those who can lead to discrimination from Article 21 of the Charter of Fundamental Rights of the European Union cannot realize its potential.

In the regulations establishing the Erasmus+ and European Solidarity Corps programs, “[youth] with fewer opportunities” are defined as young people who “for economic, social, cultural, geographical or health reasons, because of their migrant origin, or for reasons such as disability or learning difficulties or for any other reasons, including those that may lead to discrimination from Article 21 of the European Union Charter of Fundamental Rights, encounter obstacles that prevent them from effectively accessing opportunities within the Program”¹⁶.

Disability - Disability includes physical, mental, intellectual, or sensory difficulties which, in interaction with various obstacles, may prevent an individual from fully participating in society on an equal basis with others (United Nations Convention on the Rights of Persons with Disabilities).

Health problems - obstacles can arise from health problems, such as serious or chronic diseases or any other physical or mental health-related condition.

Obstacles related to education and training systems - learning difficulties, people who left education and training early, young people who do not work, are not in the regular education system or in the adult education system (NEET group) and adult participants with a lower level of skills.

Cultural differences - such differences can constitute significant obstacles to learning, especially for people of migrant or refugee origin, especially if they are newly arrived migrants, members of national or ethnic minorities, people who use sign language, people who have difficulties with language adaptation and cultural inclusion etc.

Social barriers - Difficulties in social adaptation can be a barrier, such as limited social competences, antisocial or high-risk behavior, (former) criminals, (former) drug or alcohol addicts, children of single parents, growing up without parents, a person who is a (single) parent. etc.
Economic obstacles - Obstacles can arise from an unfavorable economic position, such as a low standard of living, low income, people who are in education and have to work to support themselves, dependence on the social welfare system, long-term unemployment, difficult situations or poverty, homelessness, indebtedness or other financial problems, etc.

Barriers related to discrimination - barriers may be the result of discrimination based on gender (gender identity, gender expression, etc.), age, ethnic origin, religion, belief, sexual orientation, disability or intersectional factors (a combination of two or more of the above barriers related to discrimination).

Geographical barriers - living in remote or rural areas, on small islands or in peripheral/outlying regions, in suburbs, in areas with fewer services (limited public transport, poor infrastructure) or in less developed areas can be a barrier.

INFORMAL METHODS AND TOOLS IN WORKING WITH YOUTH WITH FEWER OPPORTUNITIES

The manual contains various informal methods, tools and activities in working with young people with fewer opportunities that encourage young people to actively participate, acquire knowledge, competences and skills for their personal and professional development. The application of these methods contributes to increasing the quality of work with young people, empowering young people, creating a stimulating environment that enables their growth and development. Through this approach, equal opportunities are created for all young people, regardless of their obstacles and challenges, thus contributing to inclusion and equality.

Informal methods and approaches represent a valuable resource for people who work with young people/leaders because they direct their work towards clearly defined goals and needs of young people. In this way, managers can better support the development of young people, promote their social inclusion, and empower them to face the challenges and opportunities that are offered to them.

Workshops and group work - Workshops are structured activities where young

people can exchange ideas, experiences, and knowledge. Group work allows young people to learn from each other, develop teamwork and solve problems together.

Role-playing - Through role-playing, young people are put in different situations where they can take on separate roles and face challenges from those perspectives. Through this method, young people can understand the feelings of others and how to communicate in different situations better.

Discussions and debates - These methods encourage young people to express their opinions, actively listen and understand different perspectives, as well as learn to argue and respect the opinions of the interlocutors. The participation of young people enables them to express their own points of view and recognize the importance of listening to others.

Simulation activities - This method includes simulation of real situations (e.g. simulation of job interviews or elections) through which young people practice decision-making and coping in various life situations.

Interactive technologies - Using digital tools and applications can help engage youth with fewer opportunities. For example, through social networks or online platforms, young people can participate in educational activities and use educational materials in informal learning.

Project learning - Through projects, young people plan, research, analyze, think critically, solve problems, collaborate, and carry out certain activities, which enables them to acquire practical knowledge and skills and develop key competencies for personal and professional development.

Artistic and creative activities - Artistic and creative activities play a key role in the development of young people, enabling them to express their feelings, opinions, and attitudes in different ways. These activities not only encourage creativity, but also help build self-confidence, social skills, and emotional intelligence.

Experiential learning - This way of learning puts young people at the center of the activity, enabling them to actively participate, explore, collaborate, and apply what they have learned in real situations. This way allows young people to explore, collaborate and acquire new knowledge and skills.

Field work – Field work offers learning and development opportunities through research and observation in their community and nature in order to have a better perspective of real needs and problems. In this way, young people become more active and get involved in the creation of initiatives and activities, which contributes to the acquisition of knowledge and skills and the empowerment of young people.

Reflection and evaluation - conducting reflection activities after the main activity allows young people to evaluate their own experience, share feelings, and

understand the lessons better. The evaluation also enables monitoring the progress of young people and the impact of the implemented activities, as well as identifying opportunities for improvement in future activities.

****Before each activity, ask the participants to write down their expectations in 3 words on one piece of paper, and after the activity, on another piece of paper, write down in 3 words what they liked the most about the activity!!*

Brainstorming is a creative method used to generate new ideas in groups. This method encourages free expression of opinions and creative thinking, without fear of criticism. For working with young people with fewer opportunities, brainstorming can be highly effective because it allows the involvement of all participants, encouraging them to contribute their ideas, regardless of their prior knowledge or previous experience.

Presentation is the process of conveying information or ideas to the audience in a clear, effective, and engaging way. This method allows participants to develop their communication and presentation skills, learn how to structure information and convey it in a way that arouses interest and understanding in others. (Method Pitching: preparation and presentation of an idea in a brief time).

Planning is a systematic approach in which goals are set, resources and options are considered, and strategies and action plans are developed to achieve those goals. Planning allows young people to clearly define the direction and strategies for achieving their goals, taking into account available resources, possible obstacles and uncertainties in the environment. The planning method is used in different contexts, including business, social initiatives, personal development, and even to solve specific problems in the community, such as social entrepreneurship. (SMART methods, SWOT Design Thinking).

*** The methods, tools, approaches, and activities mentioned in this manual should be adapted to the needs and capabilities of the young people with whom we work.*

DIGITAL TOOLS

When working with young people with fewer opportunities, digital tools can significantly facilitate the process of education, communication, cooperation, and creativity. Their proper application can reduce differences in access to information and enable young people to acquire new skills. These tools enable activity leaders and youth to collaborate, develop skills and participate in engaging and educational experiences, regardless of the barriers they face. Here are additional tools that can be used:

- **Padlet** - For group exchange of ideas and collaboration
- **Canva** - Creation of visual materials for campaigns or projects
- **Trello** - Management of project tasks in a visual and intuitive way
- **Quizizz/Kahoot** - Organization of quizzes for interactive learning about environmental protection, sustainable development and social entrepreneurship
- **Microsoft PowerPoint** - For creating presentations, quizzes and other content
- **Google Slides** - For creating presentations and facilitating joint work in a group
- **Visme** - Enables a combination of texts, graphs, infographics and animations
- **Powtoon** - Creating animated video presentations
- **Mentimeter** - Used to create interactive polls, quizzes and collect live feedback
- **Google Forms** - A simple tool for creating surveys and evaluation questionnaires.
- **Miro** - An interactive whiteboard that enables real-time drawing, diagramming and collaboration
- **DaVinci Resolve** - Professional video editing with advanced options for color, sound and effects
- **Fotor** - Simple photo editing and design
- **GIMP** - Advanced photo editing and graphic design
- **Cup Cut** - Simple editing of video content with various tools for adding effects and text
- **Storyboardthat** - is a digital tool designed for creating visual representations such as storyboards, diagrams, comics and educational illustrations

The use of # (hashtags) in projects, activities, actions and campaigns like can significantly increase visibility and engagement on social networks.

OUTCOMES

By participating in various activities, young people acquire a number of skills, competences and knowledge. The use of informal methods and tools in working with young people with fewer opportunities contributes to the creation of a space of equal opportunities and active participation of young people. This has long-term, positive effects on young people because they become stronger, more responsible, more active and feel accepted, which gives them the necessary support for further growth and development. By using informal methods and tools in working with young people with fewer opportunities, opportunities are created for the inclusion and participation of all young people, which contributes to building a healthier and better society. All this contributes to numerous positive outcomes that include the personal, social and professional development of young people:

Strengthening self-confidence and self-awareness - Young people develop a more positive self-image, understand their strengths and weaknesses better, feel more confident in expressing their own attitudes and identities, and are encouraged to participate more actively in the community and take initiative.

Development of social and communication skills - Through interactive activities, project tasks, and teamwork, young people learn to communicate effectively, listen to others, respect different opinions, and express their own views in a constructive way. These skills are essential for success in all social and work environments.

Increased empathy and understanding of diversity - Participation in activities such as discussions, debates, role-playing games, etc., help young people develop empathy and understand different perspectives, which contributes to tolerance and reduces prejudice. Also, young people learn how to deal with different opinions, create dialogues and respect cultural and social diversity.

Development of critical thinking and decision-making - Young people are encouraged to analyze information, research and think critically. These skills help them to recognize, form their own attitudes, take responsibility for their decisions and make thoughtful decisions.

Increased resilience and adaptability - By participating in various challenges, simulations and reflective activities, young people develop resistance to stress, tolerate failures better and adapt to new situations more easily. This makes them more resistant to life's challenges.

Developing creativity and innovation - Through methods such as artistic expression, brainstorming and practical projects, young people have the opportunity

to use their imagination and develop creative ways for problem solving. Creativity is a key skill in the modern world because it contributes to adaptability and innovation.

Development of professional and technical skills - Through project learning, workshops, practical activities, simulations, etc. young people develop work habits, learn planning and organization, and acquire basic technical skills, teamwork skills, and time management skills that help them in their professional development. This increases their employability and prepares them for the labor market.

Increased engagement in the community and civic awareness - Activities that encourage young people to actively participate and get involved in the local community contribute to greater awareness of civic participation, the role and connection of young people with the local community, as well as their understanding of their role in social processes and contribution to society.

Envisioning the future and setting goals - Young people who participate in non-formal education activities develop the ability to set personal and professional goals, which makes it easier for them to make decisions about education, career and personal development. Thus, they become more aware of their possibilities and create a clearer vision of the future.

Increasing environmental awareness - Education centered on sustainability, social entrepreneurship and environmental protection encourages young people to adopt responsible habits and become aware of the environmental issues concerning the community and nature, which motivates them to contribute to environmental protection and sustainable development in their community.



EFFECTS

The long-term effects of applying informal methods and activities in working with young people with fewer opportunities can be significant, both for the young people themselves and for the wider community. Some of the key long-term effects include:

Youth Empowerment: Young people are enabled to develop skills, confidence and abilities that help them successfully face challenges in their personal, educational and professional lives. Through active participation in social processes, young people become responsible and engaged citizens.

Increasing social inclusion: Activities that promote the participation and integration of young people help to reduce social exclusion. Young people with fewer opportunities are given the opportunity to get involved in social activities, thereby creating a sense of belonging to the community.

Professional skills development: Through volunteer activities, workshops and projects, young people acquire skills that increase their employability and competitiveness on the labor market. These skills include communication, teamwork, organizational skills and entrepreneurial skills.

Promotion of sustainable development and environmental awareness: Working with young people on the issues of sustainable development and environmental protection contributes to the development of environmental awareness and responsible behavior. Young people become aware of their role in environmental protection and can contribute to a more sustainable society in the long term.

Increasing social cohesion and joint engagement: Through joint activities, young people from different social and cultural backgrounds can connect and cooperate, thus strengthening social cohesion within the community. Developing common values, such as solidarity, respect, and mutual understanding, contributes to building better interpersonal relationships.

Long-term impact on the community: Youth activities through volunteering, social entrepreneurship and environmental initiatives can have long-term benefits for the community. These activities often lead to sustainable changes in society, creating new opportunities and innovations that improve quality of life and inclusion.

ADVICE ON PLANNING AND IMPLEMENTING ACTIVITIES IN WORKING WITH YOUTH WITH FEWER OPPORTUNITIES

Planning and implementing activities for young people with fewer opportunities requires a special approach because these young people are often faced with challenges that can limit them in realizing their potential. Using different approaches, methods and activities will ensure the creation of a stimulating environment for young people in which they will feel safe, accepted, motivated, and empowered for more active participation. An approach based on assessed real needs can help young people with fewer opportunities build confidence in their abilities, increase self-confidence and make progress in their personal and professional lives. The above tips help in ensuring quality and efficient implementation of activities for young people with fewer opportunities in the local community, as well as in creating an inclusive environment.

Researching the needs, challenges and interests of young people - Before planning activities, research the specific needs and challenges that young people face. The collected information will help you plan activities that are necessary, relevant and attractive for young people.

Creation of a stimulating environment - after researching the needs, problems and challenges faced by young people, a key element in working with young people is the creation of a stimulating environment that will contribute to their involvement, personal development and realizing their potential.

Involvement of youth in the process of planning and implementation - Motivate young people and involve them in the process of planning and implementation of activities by accepting their ideas, needs and challenges to create change and overcome obstacles. In this way, they feel included, recognized, and motivated, because by participating in the creation process, young people feel equal, accepted and safe. Also, their ideas can enrich planning and adapt activities to their real needs and challenges.

Focus on concrete, achievable goals - Set clear goals for activities that are related to empowering young people, developing their skills or improving the quality of life. These goals may include social integration, boosting self-confidence, professional development, or raising awareness of important topics.

Creating inclusive and adaptive activities - Think about activities that are adaptive, direct and interactive. Ensure that young people can participate regardless of their abilities and previous experience. Access the activities with flexibility that allows you to adjust the pace and content according to individual needs.

Cooperation with local organizations and institutions - Connect with local schools, non-governmental organizations, social services, and sports and cultural institutions. Cooperation with these stakeholders can provide additional support, expertise and resources, as well as a better approach in working with young people.

Preparation of resources and materials - Ensure that all necessary resources, such as workshop materials, educational tools, space, and technical support, are available before the activity begins. If possible, provide additional materials that can facilitate the inclusion of youth with specific needs and abilities.

Organization of motivational and stimulating activities - Start the activities with motivational workshops, games or icebreaker activities to create a relaxed and stimulating atmosphere. Praise their efforts and achievements, since that can increase their confidence and motivation for further participation.

Developing team and peer activities - Activities in which young people collaborate, such as group projects, sports events or volunteer actions, help build team spirit and mutual support. At the same time, these activities enable them to acquire social skills and a sense of belonging to the community.

Encouraging creativity - Give young people the opportunity to express themselves through art, music, sports or digital media. Creative activities help develop their imagination and sense of achievement and enable young people to express themselves and develop their interests.

Developing professional and life skills - Organize workshops that teach them the basics of financial planning, job searching skills, job interview preparation, time management and other useful skills. These skills increase their employability and prepare them for independent living.

Promoting events and activities - continuously promote activities that young people with fewer opportunities carry out or participate in in order to increase the visibility of their achievements, motivate others to participate, raise awareness of the importance of their inclusion, promote the importance of inclusion and present their work and increase cooperation.

Evaluation and Reflection - At the end of each activity, carry out an evaluation and reflection to determine the extent to which the goals were achieved or what could be improved, so that young people share their experiences and evaluate what they have learned, and collect feedback from the participants.

EXAMPLES OF GOOD PRACTICE IN WORKING WITH YOUTH WITH LESS OPPORTUNITIES, ITALY

The association “Noi@Europe” from Naples, Italy, has developed numerous good practices in working with young people with fewer opportunities, relying on its many years of experience and adapting the program to the specific needs of the community.

These examples of good practice include a number of activities and methods that are adapted to the specific needs of young people, both in the local community and beyond. The activities are structured in several thematic groups that have proven to be particularly effective over the years in working with young people with fewer opportunities in the province of Naples. Each group of activities reflects targeted support, empowerment and encouragement for the active participation of young people in society, overcoming obstacles and developing key competencies.

P.1. YOUTH INFO ACTIVITIES

Association “Noi@Europe” has been carrying out numerous activities and organizing various events for many years to inform young people in the community and beyond. In this way, young people are continuously given access to information that is significant for further motivation, work and encouragement of young people, as well as guidance towards international, national and local programs and opportunities for young people.

In Naples, three Info desks have been set up as central places for informing young people, while additional activities are also carried out in rural areas so that as many young people as possible have the opportunity to get the necessary information. In the implementation of the activities, digital tools, social networks, platforms, publications and video materials are used, which enables a simple and modern approach to important topics. The association conducts online social campaigns and manages several social media channels, such as Noi@Europe Facebook profile, Europe Direct Napoli Facebook page and Europe Direct Twitter profile. They also cooperate with schools, organizations and institutions to inform as many young people as possible about existing opportunities. Through workshops, projects and campaigns, young people get the opportunity to participate in diverse initiatives that educate them about rights, responsibilities, opportunities and methods, therefore providing them with tools for active citizenship.

The association organizes events, initiatives and campaigns (online) to strengthen the sense of European citizenship among young people, promotes EU values, policies,

programs and opportunities for young people and explains ways of participating in democratic processes. Young international and local volunteers who participated in various activities and projects as part of the Erasmus+ program and the European Solidarity Corps are included in their information providing activities. This approach and cooperation with different stakeholders empower young people to recognize the opportunities available to them and use them for personal and community development.

Goal: Empowering young people through continuous encouragement to participate and information about European values, opportunities and programs for personal and professional development.

Methods: Consultations, discussions, debates, workshops, Info desks, campaigns, field activities, cooperation with institutions and schools, evaluation and reflection.

Materials: Multimedia content, publications and brochures, digital tools and platforms, posters and infographics.

P.2. STIMULATING ENVIRONMENT

Creating a stimulating environment for young people contributes to the continuous development of programs and activities for young people, involving young people, providing various services for young people, providing information, providing support for young people, etc., and becomes a place/platform for the exchange of knowledge, informal learning, culture and socialization.

Association “Noi@Europe” manages several youth centers where it continuously implements various programs and activities (educations, workshops, events, information activities, debates, etc.) to create a stimulating environment for young people, promoting inclusion, tolerance and diversity. These spaces are also used by other organizations in order to create the necessary contents for young people according to their needs and interests, because we were talking about environments where there is a high crime rate, where young people drop out of school and there are no places or activities for them. Numerous activities such as dance, art, informal learning, education, promotion of reading among children and young people, music workshops, podcasts and similar are carried out in these centers, and they are equipped with audio-visual, IT and other equipment necessary for their implementation.

There are a lot of abandoned public spaces in the Naples area, mostly school buildings that schools or the Municipality have given to associations so that these spaces can become libraries, cultural and educational places for young people or simply places to spend free time and work. The association “Noi@Europe” also uses these spaces

for the implementation of projects and activities for young people and cooperates with other organizations and institutions in order to achieve common goals in working with young people with fewer opportunities. The association also opened a new office in the “Joint Gallery” youth center, which shares space with other local associations for empowering and creating opportunities for young people. Positive environments for young people with fewer opportunities are of key importance for their personal, social and professional development.

Goal: The goal is to create spaces and opportunities where young people will feel safe, included and supported, regardless of their economic, social, educational or other differences.

Methods: Workshops, competitions, exhibitions, campaigns, presentations, debates, individual consultations, cultural events, evaluation and reflection, cooperation with institutions and schools.

Materials: Equipment for workshops and activities, IT and technical equipment, informative and promotional materials, audio-visual equipment, digital tools and platforms.

P.3. VALORIZATION OF PUBLIC LIBRARIES

Public libraries play a key role in supporting young people because they are much more than a place to read and borrow books. They are centers of education, culture and innovation that enable young people to explore their potential and develop creative, intellectual and social skills.

As dynamic and inclusive spaces, libraries encourage creative expression, critical thinking and socialization of young people, providing them with the opportunity for informal learning and active participation in social initiatives.

The association “Noi@Europe” actively works to improve the services of public libraries and their valorization so that they become dynamic places that respond to the needs of young people. The goal is to transform libraries into spaces where young people can participate in educational workshops, cultural events or simply spend their free time socializing and learning. There is a lack of libraries in Naples, especially in schools, which is why the Association, in cooperation with educational institutions, is trying to start libraries in school premises. To equip school libraries, the Association creatively used existing school furniture, such as benches and chairs, turning them into functional shelves. In addition, by implementing additional content and organizing various activities, it was ensured that libraries become centers for promoting the culture of reading, education, social interaction and

knowledge exchange among young people.

The association works independently and in cooperation with other organizations and institutions to improve libraries or start them in abandoned public spaces in the outskirts of Naples to create spaces for young people and organize various contents for young people. Through targeted programs and adaptation of library services, libraries become centers of creativity, learning and social connection for young people. The association works in the management of libraries; The European Library of the Europe Direct Center and the “Grazia Deledda” Public Library.

The importance of libraries lies in their ability to provide a safe and free environment where all young people, regardless of their social status, have the opportunity to access knowledge, tools and resources that encourage their personal and professional development.

Goal: Active development and recognition of libraries as a space that meets the specific needs of young people, providing them with resources, support and activities that encourage their personal, educational and social development.

Methods: Workshops, exhibitions, book promotions, interactive activities, projects, youth involvement, evaluation and reflection, cooperation with institutions and schools.

Materials: Book fund, creative materials, digital tools and platforms, multimedia tools, informative and promotional materials.

P. 4. URBAN REGENERATION IN THE COMMUNITY

Urban regeneration in the community in the context of working with youth includes projects and activities that encourage young people to actively participate in the renovation and improvement of public spaces and surfaces. This approach includes the revitalization of abandoned or neglected spaces, the creation of safe and attractive places for young people, and the strengthening of a sense of belonging and responsibility towards the community. Regeneration activities provide young people with the opportunity to engage in change, develop new skills and take an active role in shaping their environment.

The association “Noi@Europe” uses the methodology of tactical urbanism to involve young people in active participation in the design and transformation of public spaces and surfaces.

This approach to planning and intervention is based on community and youth needs, making public spaces more beautiful, useful and efficient. By providing support to young people in all phases – from planning to implementation – the Association

encourages their participation in creating initiatives, mapping community needs and devising practical solutions. The association has been actively involving young people in these actions for many years through various projects and initiatives, encouraging various forms and techniques of creativity and art. Since 2019, the Association has been promoting “self-building” workshops for young people based on the principles of “tactical urbanism”. With this action, the association built a space for work and study in the public library “Grazia Deledda” and a “school library” in the elementary school “A. Bordiga”.

In this way, young people not only get the opportunity to learn and apply practical skills, but also develop a sense of belonging and responsibility towards their community. Through urban regeneration in the community, young people learn how small changes can have a significant impact, strengthening their creativity, self-confidence and sense of community.

Goal: To involve young people in the process of shaping public spaces using the methodology of tactical urbanism, which encourages their creativity, cooperation and awareness of the importance of active participation in the community.

Methods: individual and team work, planning, presentation, brainstorming, fieldwork, photography, mapping, cooperation with institutions and schools, evaluation and reflection.

Materials: necessary tools and materials for work, plant and flower seedlings, paints and brushes, old tires, etc.

P.5. YOUTH EMPOWERMENT

The “Noi@Europe” association, through its numerous projects, has been trying to reduce the obstacles faced by young people for many years and encourage them to participate in social, cultural and educational activities. Many young people face obstacles that can exclude them from society, such as economic inequality, social stigmas, discrimination or physical barriers. Youth empowerment refers to a process that includes tools and approaches to eliminate these obstacles and provide equal opportunities for young people to realize their potential.

Through numerous projects, activities and initiatives, the association provides tools, knowledge, skills and opportunities for young people to develop their full potential, recognize their own value, gain confidence in their abilities and become active. The association promotes intercultural dialogue and integration of migrants through Italian language courses for foreigners and the organization of an intercultural laboratory based on informal methodologies inspired by the works of Margalit

Cohen-Emerique - a French psychologist and trainer - called "Laboratorio Meticcio". It also works to promote knowledge of foreign languages through the organization of language courses and language exchanges (Arabic, Turkish, French, English). In addition, the association, in cooperation with partners, organized cultural evenings, exhibitions and thematic events that promoted intercultural dialogue and integration, creating opportunities for young people from different cultural and linguistic circles to meet and have meaningful conversations. The aim of these activities was to encourage multicultural understanding, strengthen communication skills and reduce language barriers among young people, with a special emphasis on migrants and refugees.

Numerous activities aimed at empowering young people and developing their skills and competencies (business, cultural, language, digital skills, cultural and artistic events, etc.) were carried out, independently and in partnership with local schools and institutions, in order to ensure wider availability and inclusion of young people from different socio-economic backgrounds. These activities not only provided the youth with a better understanding of other cultures, but also helped in the development of social skills, self-confidence and mutual respect. By providing support, empowering and involving young people in all aspects of society, the quality of life of young people is improved, and it contributes to the strengthening of social cohesion and solidarity.

Goal: To provide young people with tools, knowledge and skills that will enable them to develop their potential, build self-confidence and become active, responsible members of the community.

Methods: Workshops, education, evaluation, reflection, individual and group work, campaigns, information, brainstorming, fairs, cooperation with institutions and schools.

Materials: IT and technical equipment, materials for workshops, educational and promotional materials, digital tools.

**The recommendation to organizations for the empowerment and inclusion of young people is the participation and implementation of projects within the Erasmus+ program and the European Solidarity Corps.*

METHODS, ACTIVITIES AND TOOLS IN WORKING WITH YOUTH WITH FEWER OPPORTUNITIES

Y.A.1. INFOR(ME)

Youth information activities can include various approaches and methods to provide relevant information to young people in a way that is accessible and interesting to them. Informational activities allow young people to connect with each other, but also with various organizations and institutions in the community, which contributes to the creation of a support network and creates new opportunities for youth development. In this way, young people are encouraged to be more active in their community, which can ultimately have positive effects on community development. Young people are becoming more aware of the importance of taking care of themselves and their needs, which contributes to their general well-being and personal satisfaction.

The continuous implementation of information activities contributes to the empowerment of young people, the development of their potential and active inclusion in society, which contributes to their personal growth and success and encourages the development of the community. In this way, young people are provided with access to useful, reliable and timely information about topics important for their development and events in their environment.

Objective of the activity: To provide young people with accurate and timely information on topics that are crucial for their personal, professional and social development and to provide them with access to resources and opportunities.

Materials: Promotional materials (brochures, flyers), online digital materials, papers, posters, pens, Info desks, laptop/computer, printer, camera, mobile phone.

Method: Information, dialogue, individual conversations, Info desk, field work, fair, campaigns, presentation, discussion, workshop, group work, individual tasks, evaluation, reflection.

Description of the activity:

There are numerous activities and approaches in informing young people. When planning activities, it is necessary to determine which target group of young people we want to inform and what type of information we want to bring to them (educational, social, business, volunteer opportunities, etc.) community and beyond.

- Young ambassadors who share information among peers in schools, colleges, organizations or through social networks. Ambassadors serve as contact points for young people who want to learn more about certain topics, such as the Erasmus+ program and the European Solidarity Corps, opportunities for informal learning, youth mobility, volunteering, active involvement, local projects, etc. Young ambassadors are people who have participated in some activities and projects and want to share their experience with young people.
- Organizing information days in the community and in cooperation with other organizations, schools, etc. where young people are presented with important topics such as possibilities and opportunities for participation, learning, education and social engagement, etc. INFOHUB
- Creation and distribution of informative materials such as brochures, leaflets, etc. Materials may be available in physical or digital form and posted on social media and website. The content of the information material depends on the type of information you want to convey to young people. When creating materials, you also use QR codes in order to provide young people with as much necessary information as possible (QR codes can be placed on brochures, flyers, posters, presentations, etc.) and provide them with easier access to information.
- Creating campaigns through popular social networks (Instagram, TikTok, Facebook) where young people are provided with information about current issues, topics, events, projects, volunteering, education, learning, mobility, etc. through attractive visual content, videos and stories.
- Setting up information desks in public places where young people often spend time (e.g. shopping centers, sports centers, cultural events, schools, etc.) where they can get information about participation in projects, activities, events, EU policies and programs for young people, etc.
- Information fairs bring together young people, organizations, institutions and other important stakeholders so that young people can get information in one place about different opportunities for learning, acquiring skills, mobility, events, projects and social engagement.
- Information workshops for young people provide greater opportunities for information due to the longer duration of the activity. Workshop topics depend on the target group and the type of information you want to provide to young people. Workshops can be organized in the premises of organizations, schools, at an event, etc. Through this activity, you can combine several activities and methods, such as Young Ambassadors, Opportunity Envelopes, etc.).

Method 1: Envelope Opportunity

Description: This is a method that helps young people recognize and take advantage of the opportunities available to them in their community, education, career and personal development. The activity consists of the symbolic opening of “envelopes” that contain information, resources, links and inspiration for specific opportunities - such as scholarships, volunteering, training, employment or social initiatives.

Through this method, young people are encouraged to think about their own possibilities and develop skills to actively seek and use opportunities that can help them achieve their goals. The method also includes elements of information, empowerment and motivation, providing young people with concrete steps to improve their future.

Goal: Encouraging, informing and empowering young people to recognize and use the opportunities available to them.

Method of implementation:

Preparation: The leader prepares envelopes containing various information about opportunities for young people (eg volunteer programs, workshops, courses, competitions, projects, civic initiatives).

Envelopes can be divided into categories (eg “Career”, “Volunteering”, “Education”) or themed (e.g. “Green opportunities”, “Creative opportunities”). Each envelope can also contain a puzzle, task or challenge related to the opportunity inside.

Introduction: The presenter explains to the participants how the “Opportunity Envelope” provides access to information and opportunities that can help in their personal and professional development. Through this activity, participants will learn to recognize important opportunities that they can take advantage of in education, career and social engagement.

Groups: Participants are divided into smaller groups (2-4 people), and each group receives one envelope. Inside the envelope is a variety of information about opportunities and resources (e.g. scholarships, volunteering programs, education, youth projects, competitions for financial support, etc.).

Discussion: Participants open the envelope, read the contents and discuss within the group the opportunities they have found. It is important that each group focuses on content analysis, considering how these opportunities can be used and how they can help in their personal or professional development.

Presentation: Each group presents the contents of its envelope and conclusions to the rest of the group. The presentation may include:

- What they learned about different opportunities.
- Which opportunity they liked the most and why.
- How this opportunity can be used for further development.

Additional Materials: The facilitator distributes additional materials or resources to participants, such as flyers, brochures, QR codes with information or links to specific opportunities in their local community, national or international level. These materials allow participants to become better informed and receive concrete steps to fulfill their goals.

Evaluation and reflection: At the end of the activity, the leader and the participants exchange impressions and consider what they have learned. They discuss which opportunity was the most attractive to them, why, and how they could use the resources they found in their personal or professional plans.

Method 2: Wall of wishes

Description: This is an interactive method that allows young people to physically or digitally share their suggestions, ideas and wishes to achieve their goals. Through this activity, young people have the opportunity to share their thoughts on life's challenges, needs and ambitions, and to learn about the possibilities and opportunities that they can use to achieve them. The wall of wishes encourages young people to reflect, take personal responsibility and actively participate in the decision-making process, creating space for open communication and exchange of ideas, and helps them identify the resources and support available to them.

Goal: To encourage creativity and empower young people to recognize and use permanent opportunities to realize their personal desires for development.

Method of implementation:

Introduction: The leader explains the activity and the tasks to the participants, elaborates on how the Wall of Wishes will reveal various possibilities that can help them realize their wishes and how they can participate in them. In the introductory part, encourage participants to think about personal preferences.

Creating a Wall of Wishes: The wall can be real (use a poster and post-it papers) or digital (use tools like Padlet, Miro). Write on one poster opportunities for young people, such as volunteering, education, mobility, travel, acquiring skills, etc.

- Participants write their wishes on post-it papers and place them on another poster.

- On the third poster, participants write ideas and ways to make their wishes come true.
- The leader and participants connect their wishes with the mentioned opportunities for young people that are written on the first poster and explain to them the ways in which they can participate in the opportunities and make their wishes come true.

Discussion: Talk about their possibilities to realize their wishes, explain to them more about the EU possibilities and opportunities for young people. You can prepare a short presentation and use the website about EU programs for young people.

Evaluation and reflection: The leader and the participants discuss the participation in the activity and the opportunities they met, and what opportunities they recognized for themselves and what they learned.

Questions for the activity:

What do you want to achieve in the next 5 years?; What motivates or inspires you?; What steps can you take today to make your wish come true?

Method 3: Treasure Map Information

Description: The interactive map with the necessary information for young people is an innovative tool that provides access to various resources, programs and opportunities relevant to young people. This folder can contain information about educational opportunities, jobs, skills that are on the rise, as well as various events and activities in the community. Creating a folder brochure with QR codes to inform young people can be a very effective strategy for providing information in an interactive way. QR codes enable quick access to digital content, and their integration into physical materials such as brochures or folders can significantly improve the user experience.

Nowadays, interactive maps using technology such as QR codes can be used to provide information on a variety of topics, including cultural treasures or historical locations. These folders allow users to scan QR codes and get additional information via their mobile devices. Each of these treasure map interpretations offers a unique approach to information and can be useful in different contexts, from education to research and planning. Therefore, the topics of this map depend on the type of information we want to bring to young people.

Goal: To provide young people with easier and faster access to key information, resources and opportunities relevant to their personal and professional development through interactive tools.

How to create?

- Determine what information you want to include in the brochure. This can be information about events, projects, opportunities for youth resources, contact information or links to websites.
- Make sure the text is clear and concise, and the design is attractive. To create them, you can use various digital tools, e.g. Canva.
- Enter the required information and generate QR codes. You can use free digital tools to create QR codes, e.g. Canva.
- If you use dynamic QR codes, you can track how many times they have been scanned and analyze the data to improve future campaigns.
- If you are putting detailed information about locations or events, each location on the map should include:
 - Brief description of events, programs or activities, links to platforms
 - Contact information (phone, e-mail, website)
 - Activity duration, application deadline, etc.
 - Information about upcoming events or free workshops
- Try your folder before using it!
- You can use the created QR codes on other informative and promotional materials and you can place them in popular places visited by young people (e.g. in schools, youth centers, at public events). In this way, the youth will have easy access to the map by scanning the code on the spot.

Additionally:

- On the website, you can create a digital folder where you can mark important dates, events, programs, etc.
- You can organize a scavenger hunt where participants search for key information about youth opportunities, using QR codes.

Results of Infor(me) activities and methods:

- Young people now have greater access to various sources and methods of information, which enables them to find the necessary information more easily.
- Young people are better informed about education, mobility, volunteering and similar opportunities, which helps them make decisions and achieve personal and professional goals.
- Increased activity of young people in the community contributes to their socialization, development of social skills and sense of belonging.
- A support network for young people has been developed, which provides access

to relevant information and helps them in their empowerment.

- Informed young people become more active participants in the community, getting involved in workshops, events and joint projects, which connects them with peers and the community.
- Access to information allows young people to understand the consequences of different choices, thus gaining confidence in making decisions about education, career, health and personal goals.
- Increased awareness among young people about the importance of participation and development and knowledge about their opportunities and rights.

Questions for planning Infor(me) activities:

What are the main goals of this informative activity? ; What are the specific needs of young people in our community (e.g. employment, education, mental health, social engagement)?; Which channels and formats of information are most suitable for the target group?; How will we ensure that young people with fewer opportunities are informed and involved?; How can we include digital tools to make information more accessible and adapted to young people? (e.g. websites, social networks, interactive maps); What information formats will we use? (E.g. presentations, workshops, panel discussions, interactive maps, QR codes); What methods will we use to collect feedback from participants? (e.g. surveys, interviews, evaluation forms); How can we make this informative activity accessible or relevant in the future?

Y.A.2. MAKE A CHANGE

This activity contains several methods, ways and activities in working with young people that encourage young people to recognize the need for further personal development and problems in their community, consequently coming up with creative solutions for positive changes. The mentioned methods and activities enable young people to develop their own ideas, critical thinking skills, communication skills and social engagement through teamwork, planning and active participation, and to become active participants in social changes. Through the process of identifying problems and needs, researching and searching for solutions, and working in a group, young people develop skills that are useful for their future activities, and at the same time create real changes in their community. Through these activities, young people are guided through their personal development, with focus on their

strengths and weaknesses in order to motivate themselves for further personal and professional development.

The goal of these activities is to provide equal opportunities to young people in the community, regardless of their preparation and capabilities. Through support, education and motivation, these activities encourage young people to develop personally, increase their involvement and enable them to make a positive change in their lives and community.

Furthermore, by participating in these activities, young people not only acquire new knowledge and skills, but also develop a sense of responsibility and belonging, which motivates them to become active participants in creating changes in their environment.

Goal: To empower and encourage young people to be actively involved in the process of personal development and community improvement through identifying problems, developing critical thinking and devising creative solutions for positive changes.

Materials: laptop, computer/laptop, printer, paper, pencils, camera, cell phone, post-it papers, cards.

Method: brainstorming, creation of CV and motivation letter, creation of maps, SWOT analysis, SMART method, creation of a plan, presentation, group work, Design Thinking individual work, role plays, simulation, discussion, evaluation and reflection.

Method 1: Mapping problems and needs

Description: Mapping the needs and problems of young people aims to collect and analyze information about the specific needs, challenges and priorities of young people in the community. This activity helps in designing effective strategies and programs that will respond to the identified problems and enable young people to be active participants in the decision-making process. It is important that young people participate because their experience and opinions provide key insights into the real challenges they face, allowing for the creation of programs that will help them in the most useful way. It encourages them to think and communicate about everyday challenges, helping them to understand their own needs better and to understand how to address them. Also, their participation contributes to their personal empowerment, strengthening their social responsibility and enabling them to become active participants in shaping their communities and society as a whole. Through this activity, young people can take responsibility, develop their skills and positively influence their future.

Goal: To empower young people to identify and analyze their needs and problems in the community, encouraging them to actively participate and create effective solutions that meet their real challenges.

Method of implementation:

Introduction: The leader starts the activity with a short introduction about the importance of civic responsibility and encouraging change; he introduces the participants to the way the activity will be conducted. Participants are then encouraged to think about specific problems and needs in their local community that they would like to change.

Examples of problems: Lack of cultural content, space for young people, education, workshops or similar.

Group work: Participants are divided into groups where they work on identifying problems/needs in the community according to their personal thoughts and needs.

Mapping needs/problems: Each group identifies specific problems/needs that they encounter in everyday life (e.g. places for young people to gather, parks, events, etc.) and writes them down on different colored papers to distinguish them.

Community needs (e.g. sports facilities, employment opportunities) - use blue.

Community issues (e.g. poor environmental conditions, lack of youth events) - use red.

Creating a map: Draw a map of the community on a large piece of paper (or a digital platform). You can include parks, homes, organizations, etc. On the map, participants mark key places, resources, problems/needs with printed colored papers.

Pyramid of needs/problems: Participants create a pyramid of needs/problems according to community priorities and compare marked maps and pyramids.

Discussion: Participants discuss the created maps and pyramids

- *Questions: What is the biggest problem you have identified? What community need is most important for young people right now? What are the conclusions of the created maps? What could you as a group do to contribute to the solution of the most important issues for young people?*

Take the initiative: Each group discusses the ideas, taking into account the creativity, feasibility and impact of the proposed solutions, and together they explore possible ways to improve. Participants can design actions and projects for the realization of proposed problems/needs.

Evaluation and reflection: The workshop leader and participants discuss the activity together, share experiences and give feedback on what they have learned.

Additionally: In this activity, digital tools can be used to create a map of needs/problems in the community, and the obtained results can be used for the actual development of actions, writing projects and implementing the necessary activities for young people.

Questions for the activity: Why is it important to involve young people in solving problems in the community? What are the challenges in your community? What are the good elements in the community? What are the key problems of young people in the community? What activities or contents do young people miss? What community need is most important for young people right now? Who could help solve these problems?

***SCAN the QR CODE to access the educational material!**

Method 2: Development of soft skills

Skills development activities include different approaches, methods and activities to develop soft skills according to the needs of young people. Soft skills refer to personal qualities that enable young people to successfully integrate into society and the work environment. These skills include emotional intelligence, the ability to collaborate, communication, conflict resolution, time management and creativity.

The topics and methods of the workshops are adapted and focused on a certain skill or need of the young people. Through active participation, practical tasks, simulations and interactivity, young people gain new skills and experiences, self-confidence and motivation for personal development.

Tool 1: Communication skills

Description: Young people learn how to communicate effectively, how to listen to others and how to clearly express their thoughts and feelings in different situations through exercises to improve communication skills.

Goal: To empower young people in expressing themselves, actively listening and improving verbal and non-verbal communication in order to develop self-confidence.

Method of implementation:

Introduction: The leader talks to the participants about the importance of communication, types of communication, verbal and non-verbal communication, the basics of good communication, active listening, etc. and explains the exercises to them so that they can continue with the interactive part of the activity. The leader prepares cards for the exercises in advance, but the participants can also suggest specific topics for the exercises during the activity.

Active listening exercise: Participants work in pairs, alternating the roles of listener and speaker to improve understanding. The topic of the conversation can be predetermined, or the participants themselves choose the topic of the conversation. After that, they recount to the group a summary of what they heard from the interlocutor.

Practicing public speaking: Participants prepare short speeches about themselves or choose a topic of their choice and present it in front of the group to develop confidence. They have 60 seconds to present the topic, practicing brevity and clarity.

Expressing emotions exercise: Each participant has the task of expressing a certain emotion without words, using only facial expressions and body language, while the other participants guess which emotion it is.

Eye contact practice: Participants work in pairs and practice maintaining eye contact during the conversation, which contributes to a sense of security and trust.

Evaluation and reflection: The workshop leader and participants together comment on the activities, share experiences and give feedback on participation, experience and learning.

Tool 2: Time Management

Description: Young people learn to manage time using the SMART method to improve productivity and reduce stress when completing obligations.

Goal: Improving planning and organization skills, increasing efficiency and reducing stress. Developing awareness of the importance of setting priorities and helping young people set realistic goals in line with their capabilities.

Method of implementation:

Introduction: The leader explains to the participants the topics and objectives of the activity, the way off performing the activity, the SMART method and the exercises in which they will participate.

Goal setting: An exercise in which participants work independently to define short-term and long-term goals they want to achieve and create a map using the SMART method.

Task planning: Participants create personal plans for a certain period of time using task lists.

Identification of “time stealers”: Each participant writes down the activities that most often interfere with his time and estimates how much time they take.

“Pyramid of priorities”: Participants create a personal pyramid of priorities where they rank their obligations from the most important to the least important.

Setting up “blocks of time”: A planning technique where young people allocate time into blocks to carry out specific tasks or goals.

Discussion: Participants discuss identified time stealers and priorities and ways to reduce them (such as social media).

Evaluation and reflection: Participants talk about this method and approach

to solving problems, what they learned, how it was for them to participate, etc. The workshop leader and participants comment on the activities together, share experiences and give feedback on what they have learned.

Method 3: Employment and professional skills

Through various modules, exercises and methods, participants learn the skills necessary for successful presentation to employers, as well as those necessary for long-term career advancement. Employment and professional skills workshops include practical tasks, interactive exercises and simulations that help young people to prepare for the labor market better and assessment of their skills and areas for improvement.

Description: Each activity covers specific aspects of the employment process, from compiling CVs and motivational letters to preparing for a job interview and provides young people with the support and tools they need to successfully enter the labor market. In addition to enabling them to understand the employment process, the activity develops their social and organizational skills, which are key to professional development, thus facilitating the beginning of their career path and ensuring long-term career preparation.

Goal: To develop young people's awareness of their skills and areas for improvement and empower them through the acquisition of key professional skills, boost self-confidence and facilitate the job search process.

Examples: Finding a job ad, writing a resume and cover letter, preparing for a job interview, professional conduct, and creating a personal plan and setting goals. Through these methods and activities, interactive parts should be included in working with young people, such as: examples and templates for better insight into good practices in creating resumes and motivational letters, simulating interviews through role-play and recording them, exercises for creating personal plans and simulation of the work environment.

Method of implementation:

Introduction: The leader explains to the participants the topic of the activity, exercises, methods and the importance of the activity for improving professional skills.

Working in small groups and individual tasks: Each module includes exercises in groups and individual tasks, e.g. writing a CV using Europass, writing a motivational letter or simulating an interview, researching employment opportunities, etc.

Simulations and interactive role-plays: Participants prepare for real situations in the labor market through interview simulations and role-playing in the work

environment. Let each participant play a different role.

Presentations and feedback: After each exercise, participants share their experiences and receive feedback from the facilitator and other participants, allowing them to learn more and improve their skills.

Final guidelines: At the end of the activity, participants receive advice for further improving their professional skills and recommendations for additional resources (e.g. online platforms for further education).

Evaluation and reflection: The leader and participants exchange impressions about participating in the activity and evaluate what they have learned.

Tool 1: Writing a CV and Motivation Letter

Description: In this module, young people learn how to write a professional resume (CV) and a motivational letter that will successfully present them to employers.

Goal: To teach young people how to present themselves professionally through documents that will set them apart in the employment process.

Method of implementation:

Introduction: The leader introduces the participants to the exercise and the goal of the activity and how to participate in it.

Creative exercises to emphasize skills and interests: Participants work out their strengths and qualities that they can emphasize in their CV.

Creating a resume: The leader shows the participants a simple resume template and introduces them to the important elements - contact information, education, work experience and skills. Then he introduces them to the possibilities of creating a CV (Europass) using digital platforms and tools.

Writing a motivational letter: Participants learn how to write a motivational letter for a specific position.

Presentation and discussion: Participants can present their work to the group and can ask questions and discuss.

Evaluation and reflection: Leader and participants discuss and share impressions and evaluate what they have learned.

Tool 2: Personal Development and Professional Goals

Description: In this part of the activity, participants will focus on defining and achieving their professional goals, with special emphasis on the importance of continuous training and professional development. Using tools such as personal SWOT analysis and SMART goals, participants will analyze their current capabilities, identify areas for improvement, and devise concrete steps to achieve their goals. The activity includes the evaluation of knowledge and skills so that the participants better understand their own potentials and ways to improve them.

Goal: Helping young people set and achieve their goals and encouraging them to develop a continuous process of personal and professional growth.

Method of implementation:

Introduction: The leader introduces the participants to the exercise, the method of participation, methods and goals of the activity.

Making a personal SWOT analysis: Participants will analyze their strengths, weaknesses, opportunities and threats in order to understand their opportunities and challenges better.

Short-term and long-term goals: Participants define personal and professional goals that they want to achieve in the next six months, one year or five years using the SMART method (Specific, Measurable, Achievable, Relevant, Time-bound), in order to define clear and achievable goals.

Presentation and discussion: Participants share their goals with the group for feedback and creation of a personal plan and discuss challenges and ways to achieve them.

Identification of obstacles and solutions: Participants work independently with the help of a mind map or some other technique to visualize goals, challenges they may face and ways to achieve them.

Creation of a development plan: Participants create a personal development plan for acquiring the necessary skills and knowledge to achieve the set goals.

Evaluation and reflection: The leader and participants share their impressions of the participation, the activity itself, the importance of defining goals, obstacles and ways to achieve them, and evaluate what they have learned.

****SCAN the QR CODE to access the educational material!***

Tool 3: Preparing for the Interview

Description: This exercise helps young people prepare for a job interview, develops communication and presentation skills as well as self-confidence. Through interview simulations, examples of best practices and analysis of common questions, participants prepare for real situations that await them on the labor market.

Goal: To help young people develop self-confidence and effectiveness in interviews, highlighting their strengths in front of potential employers for successful entry into the labor market and employment.

Method of implementation:

Introduction: The leader introduces the participants to the goals and purpose of the exercise. He explains the importance of preparing for a job interview and the key elements that make up a successful interview, including the importance of communication skills, self-presentation and confidence.

Interview simulation: Participants participate in interview simulations, where they are faced with questions that are common in real interviews (e.g., “What are your main strengths?”, “Why are you interested in this job?”). The facilitator and other participants provide feedback on how the participants responded and how they can improve their responses and non-verbal communication.

Presentation exercise: Young people prepare a short presentation about themselves (“elevator pitch”) in which they can describe their skills, experience and goals. This exercise helps participants to concisely and effectively present themselves to potential employers, emphasizing the key qualities and strengths they can bring to the workplace.

Analysis and discussion: Participants analyze examples of successful and unsuccessful interviews, where the facilitator presents real examples of good and bad practice during interviews. In the following, they discuss what was good and what could be better, focusing on verbal and non-verbal skills.

Evaluation and reflection: Participants reflect on their experience, share their thoughts on what they have learned and how they will apply it. The facilitator provides feedback and talks to the participants about the challenges they encountered during the activity.

Method 4: “Problem and solution”

is an interactive activity in which participants work in small teams to analyze specific problems in the community and propose concrete, creative solutions. This method allows young people to learn about problem-solving processes and to use their creative abilities to create real solutions. It also empowers young people to identify and understand problems, to take an active role in improving their community, and to develop a sense of responsibility and civic engagement.

Description: Through this exercise, young people are encouraged to devise concrete actions and creative solutions that can contribute to positive changes in the community.

Examples of problems in activities: What activities or supports would help young people in the community? How could young people create or adapt space for their activities? Real-life examples to stimulate analysis (e.g. articles, photos, etc.).

Goal: To empower young people to recognize their role in the community and to develop the ability to think critically and have a creative approach in solving problems that young people face in their everyday environment.

Method of implementation:

Introduction: The leader explains the activity and the objectives of the activity to the participants and introduces them to the implementation of the activity. He then has each team draw a card with the specified community problem. The leader introduces the participants to the activities, introduces them to the purpose of the activities, explains the importance of recognizing problems in the community and the process of solving them, encouraging them to think creatively and work as a team.

Division into teams: Participants are divided into teams and draw cards with a specific problem, then they must come up with at least three solutions and present them to the rest of the group. The leader can suggest topics such as cultural events, education, social inclusion or public infrastructure, depending on the interests of the group.

Brainstorming and problem analysis: Teams start discussing their problem, looking for causes and thinking about different approaches and possible solutions. They can use methods like brainstorming, mind mapping or SWOT analysis to get a deeper insight.

Elaboration of solutions: Each team elaborates on their ideas, including required resources, possible obstacles and potential collaborations in the community.

Solution presentation: Teams present their ideas to the rest of the group and explain why they think their solutions are viable and useful. This allows sharing ideas and getting additional feedback from other participants.

Evaluation and reflection: The group provides feedback on participation in the activity, jointly discusses the presented problems and solutions, and evaluates what has been learned. The presenter emphasizes the importance of civic involvement in the community and solving problems and highlights the possibilities of youth participation in projects.

****SCAN the QR CODE to access the educational material!***

Method 5: “Challenge the changes”

is an interactive and dynamic activity that includes a series of tasks and challenges aimed at identifying and facing challenges that bring about change on a personal level. The emphasis is on empowering young people through various activities and discussions that help them develop adaptability skills, critical thinking and personal resilience.

Description: This method enables young people to investigate real situations from everyday life. Each team is given a challenge (e.g. personal development) and together they have to come up with creative solutions. This activity helps young people develop creativity, teamwork and problem-solving skills.

Goal: Encouraging young people to recognize and face the challenges that accompany change, developing their adaptability and critical thinking skills and empowering young people.

Method of implementation:

Introduction: The leader introduces the participants to the implementation methods and exercises in the activity.

Discussion: The leader and the youth discuss “What is change and why does it cause resistance?” What does change mean for each participant and why it they often cause feelings of discomfort or resistance?

Challenge cards: Each participant writes one personal challenge on the card.

Division into teams: Participants are divided into smaller teams and each team draws one challenge card.

Challenge Solving: Teams use creative thinking methods and brainstorm to come up with concrete steps to solve their challenge.

Presentation: Each team presents its ideas to the rest of the group, and participants can ask questions or make suggestions on the presented challenge.

Circle of changes: Each participant shares experiences about changes in his life and talks about how the change affected him. They then share advice on how they successfully overcame their fear or insecurities about change.

Evaluation and reflection: The leader of the activity and the participants comment on the activity together, share experiences and give feedback on the participation, and evaluate what has been learned.

Results of Make a Change activities and methods:

- Developing problem-solving and teamwork skills among young people, enabling them to effectively cooperate and adapt in different situations.
- Increased level of specific skills such as communication, organizational and creative skills essential for personal and professional development.
- Strengthened self-confidence and independence in young people through the application of learned techniques and participation in practical tasks.
- Better preparedness for everyday and professional situations thanks to the acquisition of practical knowledge and experience during the activities.
- Developing cooperation and mutual understanding among participants, promoting team spirit and empathy through interactive work and sharing of experiences.
- Developed time management and goal-setting skills, which is very useful for organizing professional and personal development.
- Young people acquire communication skills, including active listening and expressing thoughts.
- Creating a professional resume and motivational letter that participants can use and adapt for job applications or educational programs.
- Strengthened interview skills and increased confidence in professional presentation to potential employers.
- Young people develop the skills of analysis and problem solving, critical reflection and teamwork.
- Increased awareness of challenges in the community and the importance of active participation in solving problems.

“Green and Youth, learning tools”

Y.A.3. SCHOOL OF DEMOCRACY

The activities and methods of the “Democracy School” in working with young people are designed to familiarize young people with the concepts of democracy, civil rights and responsibilities, opportunities as citizens of the European Union, as well as decision-making processes in a democratic society. This activity includes a series of educational and interactive approaches that enable young people to develop an understanding of democratic values through practical experience and become active and responsible citizens. The methods used contribute to the awareness of young people about the importance of participation in society, EU institutions, cultural diversity, human rights and democratic values. They also provide them with the opportunity to better understand their rights and role, the European Union, its institutions, values and opportunities that EU citizenship provides them through practical and interactive work. By participating, young people become aware of the importance of democratic processes and learn about ways of inclusion in society in order to become motivated to be active citizens. This activity provides young people with useful information, creates active and responsible citizens, increases understanding of the importance of voting and active participation in democratic processes, and empowers them to make a positive contribution to the society which they live in.

Goal: To empower young people to become informed, responsible and active citizens who understand how democracy and democratic processes work and how they can influence decisions that affect them and their community.

Materials: presentations, laptop/computer, digital quiz, practical materials for activities, printer, papers, box, use of available online resources and tools for preparing and implementing activities (Citizen app; www.europarl.europa.eu/at-your-service/en/stay-informed/citizens-app)

Method: group work, research, individual work, simulation, conversation, workshops and debates, quiz, evaluation, discussion, reflection.

Method 1: Civil law

Description: Educational activities that clarify the basic concepts of democracy, processes, rights and responsibilities of citizens, the right to vote and participation in decision-making, EU citizens, approaches to EU youth programs, etc. As part of these activities, you can also organize a practical part to encourage young people to actively participate. Choose the topic of the workshop in advance so that you can plan the practical part as well. Activities organized in this way provide young people

with the opportunity to learn about democracy and civil rights in an interactive way, connecting theoretical knowledge with practical experience.

Goal: To provide young people with an understanding of the basic concepts of democracy, civil rights and responsibilities and social processes, and to strengthen young people's awareness of the importance of civic engagement.

Method of implementation:

Introduction: The leader explains the goals and rules of the activity and gives a short introduction to the topic of civil rights and democracy.

Teams: Divide the youth into smaller groups and the leader gives them cards.

Cards: Each team takes one card with one civil right written on it (e.g. right to free speech, right to education, right to privacy).

Research: Each group researches their right and prepares a brief account of a real situation in which that right was violated (an example from real life, the media or history) or protected (an example of legal protection or a successful fight for the right).

Presentation: Each group has 10 minutes to present their right, using creative formats (posters, acting improvisations, stories, discussions).

Discussion: After all the presentations, the presenter moderates the discussion on the importance of rights, the role of democracy in the protection of civil rights and ways of active participation of young people in the promotion and defense of these rights.

Evaluation and reflection: Activity leader and participants comment on activities together, share experiences and give feedback on participation and learning.

Method 2: Civic activism and volunteering

Description: Young people participate in activities on civic activism and volunteering, learn about possible ways to get involved in society, the importance and values of volunteering, how to be an active citizen, and learn about examples of successful social projects in their community. Through participation, young people will gain practical experiences that empower them to actively participate in social initiatives and motivate them to recognize their own role in the development of the local and wider community.

By participating, young people will acquire certain knowledge and skills, develop a deeper understanding of civic activism and volunteering, develop empathy, teamwork, and strengthen the sense of belonging, which contributes to the personal and social development of young people.

Goal: Encouraging young people to take an active role in the community through civic activism and volunteering.

Method of implementation:

Introduction: The leader starts the activity with a short introduction about the concepts of civic activism and volunteering. He explains how these activities contribute to social and personal development and why youth engagement is important for building the community and society as a whole. The presenter can use a short presentation or video that shows the importance of activism and volunteering and the positive impact on society and the individual.

Presentation on activism and volunteering: The presenter leads an interactive presentation in which he explains what it means to be active in the community, what volunteering is and lists the different volunteering opportunities available to young people. He also highlights the skills and values that young people can acquire by participating in volunteering. The presentation may include specific examples of volunteering opportunities, including local initiatives, national and international projects.

Trees of values: Participants each write down the skills they want to acquire through volunteering for their personal and professional development on paper in 2 categories. Each of these categories should be clearly marked. They stick the papers on the prepared value trees. The goal is for participants to understand the value of volunteering and how it can positively affect them and the community.

Examples of social projects: The presenter presents examples of successful social projects and highlights how these projects have impacted the community, improved the environment and helped individuals in need. It can also show the results of these projects, including the concrete changes that have occurred, showing the real value of engagement to young people.

Social Detective: Participants are divided into groups and have to research good examples from their community to present to the group. Each group chooses one example of a good initiative/activity/project and must present the goal of the project, its implementation and the positive changes it caused in 10 sentences. At the end, each group shares its example with the rest of the participants.

Discussion on the importance of engagement: An open discussion by participants on the presented examples of projects, written skills and values on the trees as they share their thoughts on how activism and volunteering help them and society.

Evaluation and Reflection: The leader of the activity and the participants together comment on the activity, share experiences and give feedback on participation, challenges and lessons learned.

Method 3: Quiz “EU and youth”

Description: This method is fun and educational; it brings the diversity, common values and opportunities within the European Union closer to young people, enables them to get to know the European Union better, feel the cultural richness and learn how EU programs can directly affect their lives. In this way, the quiz becomes a fun, but also an educational tool that helps young people understand the EU better (not only as a political organization but also as a community that offers numerous opportunities). Through the quiz, participants will learn about different member countries, their specificities, cultural diversity, but also about the opportunities that the EU offers to young people, such as the Erasmus+ program, volunteer opportunities and other initiatives. The quiz also enables participants to recognize common EU values, such as solidarity, democracy, human rights and sustainable development.

Goal: To provide young people with a fun and interactive way to get to know the European Union, its cultural and historical heritage, and the programs and initiatives that the EU offers to young people.

Method of implementation:

Quiz preparation:

Selection of thematic categories in the quiz: The quiz can be divided into several categories in order to be diverse and cover different aspects of the European Union.

Preparation of questions and quiz formats: prepare different question formats, for example true/false, picture/symbol recognition, multiple choice questions, audio tracks, etc. To create a quiz, you can use various tools such as Kahoot, Power Point, etc. If you choose Kahoot, it allows interactive answering and real-time scoring. If you choose Power Point, you must create a scoring system for the answers.

Examples of quiz categories and questions:

Culture and tradition: questions about famous cultural symbols, customs, food and languages in the EU.

History and geography: questions about key historical events, the foundations of the EU and geographical distribution.

EU programs and opportunities: questions about the different opportunities the EU offers to young people, such as scholarships, volunteer programs and mobility.

Common values of the EU: questions that help understand the fundamental values and principles of the EU, as well as the importance of cooperation between member states.

Organization and implementation of the quiz:

Split into teams: Youth can be split into teams to encourage cooperation and teamwork and have to come up with a team name.

Quiz leader: The person who will read the questions, monitor the results and maintain the dynamics of the game.

Use of digital tools: If the quiz is organized online, use platforms like Kahoot, Quizz or similar, which allow interactive answering and scoring in real time, and you can also create a quiz in Power Point.

Scoring and Awards: Prepare additional questions if there are teams with tied points. Also organize some symbolic prizes with the first three achieved placements.

Conclusion and evaluation: At the end of the quiz, the leader invites the participants to consider what they have learned about the European Union, how they can personally take advantage of EU opportunities and participate in them. Evaluation can be done through a short survey or discussion about what was most interesting, what they would like to learn more about and how the quiz helped them to understand the European Union better.

Additionally:

You can also include your international volunteers in this activity to add an interactive part of the activity:

- Presentation on Erasmus+ and ESS programs: International volunteers talk about their personal experience of participating in one of the Erasmus+ or European Solidarity Corps programs.
- Presentations on cultural wealth: Participants can present different cultural aspects of their/some country (traditional dishes, customs, music) in teams.
- You can introduce symbolic prizes for quiz participants and different scoring systems for answers, for example some more difficult questions can be bonus points.

Method 4: Debates on current social issues

Description: The organization of debates enables young people to become more familiar with important social topics, develop their communication and argumentation skills and become informed and engaged citizens with developed critical thinking. In this way, young people acquire practical knowledge about important topics and become more motivated for their contribution to society. Through debate, young people have the opportunity to exchange opinions, discuss different perspectives and learn how to constructively express their views, which contributes to their personal and social development.

Goal: Encouraging young people to actively think about important social issues, develop their communication, argumentation and critical skills, and strengthen their ability to inform themselves and engage in society.

Method of implementation:

Before starting the implementation of this activity, it is important to prepare and familiarize the participants with the rules and structure of the debate. The first step is to choose topics: environmental protection, youth, education and youth employment or some current and interesting topics for young people. In order to prepare themselves for the chosen topic better, participants can research more about it using videos, internet searches, books and the like to prepare their arguments. Each topic can be further elaborated with several questions to help participants understand the challenges and different aspects of the topic better.

Structure of the debate:

- Moderator’s introduction (5 minutes): Explanation of the rules and presentation of the topic.
- Opening statements by each side (5-7 minutes per side): Each side presents its main arguments.
- Counter-arguments (5 minutes per side): Each side has the opportunity to respond to the opposing side’s presentations.
- Discussion between the parties (10 minutes): Free discussion, where moderators can ask additional questions.
- Closing statements (5 minutes per side): Each side gives a final summary of their arguments.

Evaluation and reflection: After the end of the debate, it is important to provide space for the participants’ reflection and the collection of feedback on the activity, impressions, experience and lessons learned.

For reflection, you can use various tools such as oral answers, filling out surveys, creating an impression map, or similar. It also encourages them to reconsider their own positions and consider the arguments they have presented to opposing teams. It is an opportunity to analyze the arguments that were persuasive and to think about ways to become better informed about current social issues.

Additionally:

- Ensure that moderators or debate leaders are trained to lead the debate. They should ask questions, guide the discussion and keep track of time.
- If the participants do not have much experience with debate, organize short workshops where they will learn how to build arguments, develop counterarguments and communicate their views clearly.

Method 5: Simulation of elections

Organizing an election simulation allows young people to experience the process of electing political representatives or making important decisions through role play, which helps them better understand political processes and the importance of participating in democratic elections. Through this activity, young people will understand how electoral processes work, how political campaigns are developed, how decisions are made, and they will gain awareness of the importance of democratic participation and responsibility in electoral processes. This activity also develops their argumentation, communication and teamwork skills, while encouraging them to think about elections, political views and their social engagement.

Goal: To enable young people to understand the process of voting, candidacy and decision-making, and understand the importance of participating in elections.

Method of implementation:

Introduction: The leader introduces the participants to the goals and ways of participating in the activity. The presenter chooses the type of election to simulate. These can be Elections for a political body (e.g. president, members of parliament, city councils) or Elections for leaders in organizations or communities (e.g. elections for the leader of a student organization or association).

Division of roles: Participants are divided into different roles: Candidates who will represent their political parties or themselves as individuals; Voters who will participate in the election process, or Electoral Commissions who will monitor the regularity of the election (conduct voting, count votes).

Teams: Divide the youth into groups and ask them to choose “candidates” who will represent different views on a topic that is important to them. Each group represents a “party” or “team” that will develop ideas and programs related to the chosen topic and election campaign (posters, flyers, video materials).

Programs and presentation: Candidates and their groups should create an election program, stating the main goals they want to achieve if elected. Candidates should present their programs (5-10 min).

Organization of the voting process: Prepare the ballots and the voting box. Each participant receives one ballot and places it in the ballot box.

Results: After the voting process is completed, organize a vote count, allowing participants to attend the count to understand the process of verifying the results. The committee reads the results and the winner of the election.

Discussion: After the election, discuss the experience and importance of going to the polls in real life and how voting affects democratic processes, and discuss the reasons why the winner received the most votes.

Evaluation and Reflection - The leader of the activity and the participants together comment on the activities, share experiences and give feedback on participation and learning.

Discussion questions:

What have you learned about electoral processes?; How did you feel as a voter and as a candidate?; What were the challenges during the campaign and voting?; Which arguments were the most effective?; How did they decide who to support?; How did the candidates experience the campaign process?; What did they learn about elections and democracy?

Additionally:

If you organize a simulation of the elections of the EU Parliament, you can use the content on the website of the EU Parliament for research and preparation of simulations at the following link:

www.multimedia.euoparl.europa.eu/hr/video/program-za-mlade-europskog-parlamenta-povezite-se-ucite-i-zauzmite-se-za-demokraciju_N01_AFPS_231129_HIW11

www.euoparl.europa.eu/at-your-service/en/stay-informed/citizens-app

Finally, you can also organize awards for the best campaign, speech, slogan or similar.

Results of the “School of Democracy” activities and methods:

- Young people become more informed about their rights and responsibilities as citizens,
- Young people acquire numerous skills, such as critical thinking, communication, public speaking and argumentation, which help them express their own opinions and ideas.
- Young people improve their teamwork, negotiation and conflict resolution skills, enabling them to work more successfully in different social situations.
- Youth gained a deeper understanding of democratic processes, including voting rights, participation in decision-making and the importance of inclusiveness.
- Young people understand the decision-making process and the functioning of democratic institutions.
- Young people understand the importance of activism and volunteering and their impact on personal and social development.
- Young people gain a deeper understanding of social issues.
- Young people become more informed about the European Union and gain a better understanding of its value, history and geographical specificities of the member countries.
- Young people better understand EU youth programs and opportunities for

education, volunteering, employment and mobility.

- Young people recognize the cultural diversity and common values of the EU.
- Young people become motivated to actively participate in EU projects, programs and initiatives, recognizing the opportunities that the EU offers for their personal and professional development.

Y.A.4. SHARE YOUR STORY

Storytelling is a powerful tool in working with young people with fewer opportunities because it encourages expression, reflection and the development of self-confidence, and it also encourages young people to talk and communicate. Through stories, young people explore their experiences, share feelings and shape their identity, which increases their connection with the community and reduces the feeling of isolation. These activities can use different forms – from oral storytelling and story writing to the creation of digital content (video, podcast) and art projects. The use of storytelling activities is an effective method in working with young people with fewer opportunities because it enables them to express their own experiences, emotions and identity, which encourages the development of self-awareness, self-confidence and social skills. This method helps young people connect with others, articulate their needs and solve life's challenges through creative ways of communication. They achieve this by using technology to create personal stories through videos, blogs or similar. This helps young people express themselves and connect with others as well as motivate others. These activities provide young people with a wide range of creative and social skills that help them understand themselves better, develop empathy for others and become more engaged members of the community.

Description: Storytelling activities have a great impact on the development of young people, providing them with tools for creative expression, strengthening self-confidence and helping them understand social issues. Such activities also contribute to strengthening social cohesion and understanding in the community, which ultimately results in positive changes both at the individual and societal level. Here are some methods that can be used in working with young people to stimulate and encourage them to talk about certain topics. Furthermore, these methods can be used as an activity or a preparatory/introductory activity depending on the needs **of the participants or the project.**

Goal: To enable young people to develop creativity, communication skills and

emotional intelligence through the process of creating and sharing stories and to explore their own thoughts, experiences and emotions and convey them in a way that promotes understanding and connection with others.

Materials: camera, cell phone, laptop/computer, projector, digital tools, cards, paper, pen.

Methods: group work, independent work, discussion, improvisation, learning, visual expression, presentation, photography, storytelling, role playing, evaluation, reflection, story.

Method 1: Circular story

Description: The circular story is a fun and interactive storytelling method in which participants create a story together, and each participant contributes to its course. This activity encourages creativity, critical thinking, expression, spontaneity and teamwork among young people. The circular story is ideal for stimulating imagination and co-creation and can be adapted to different age groups and skill levels. In addition, this method can be used as a preparatory or introductory activity that can also be stimulating for discussions on certain topics among young people. Through this activity, young people develop creativity, communication skills and teamwork, learning how a story is built spontaneously and how different ideas can be combined into a unique whole.

Goal: To encourage creativity, teamwork and communication skills in young people through the joint creation of a story, developing the ability to spontaneously express and connect different ideas into a unique whole.

Method of implementation:

Introduction: The leader explains the rules of the game and the concept of a circular story to the participants. At the beginning, a basic topic or question should be given around which the story will revolve.

Beginning of the story: The leader starts the story with a sentence, e.g. "One day, in a small village, people decided..."

Creating a story: Each participant has the opportunity to continue the story started by the previous participant and adds one sentence. The goal is to create an interesting and connected story, but without a preconceived plan.

Adding new elements: When all participants in the circle have contributed their sentence, the story returns to the beginning. The facilitator may occasionally ask new questions or challenge the group to add a new element to the story (e.g. a new obstacle, an unexpected character, or a change in the plot).

Characters in the story: Given the goal and depth of the story, participants can

consider the topic from the perspective of different characters or situations (e.g. what might a teacher, artist or young person do in this situation?).

Evaluation and reflection: Participants can share their experiences, thoughts on the development of the story, their contribution, how they felt during the process and what they learned. Reflection can also include connections to the topics covered.

Additionally:

The duration of the activity depends on the number of participants and the topic of the activity itself. The topics of the stories can be agreed in advance between the participants and the leader, depending on the topic and the goal of the planned activity.

Encourage young people to be open to new ideas, even if the plot of the story changes unexpectedly.

Method 2: Digital storytelling

Description: Digital storytelling is a method that combines traditional storytelling with digital tools such as video, photos, audio and graphic design. This method allows young people to use technology to tell a story in an innovative way, combining creativity with technical skills. Digital storytelling helps young people develop technical skills, creativity and media literacy and encourages them to use technology in a positive and expressive way and to connect with the audience through visual and sound elements. Young people choose a personal experience that they want to share with others (participation in project activities or Erasmus+ and European Solidarity Forces programs), which motivates them to recognize opportunities for personal and professional development, active involvement and participation, either in the local community or at the international level. Goal: To enable young people to use digital tools to express their thoughts, emotions and personal experience and to encourage others to recognize opportunities for their personal and professional development through multimedia stories.

Method of implementation:

Introduction: The facilitator starts the activity by explaining the basic concepts of digital storytelling and how the participants will use digital tools to create their stories.

Choosing a topic and developing an idea: Participants choose the topic of their story (personal experiences, volunteering experiences, international cooperation, youth challenges, etc.) and develop basic guidelines. The facilitator helps structure the story and ensures that the story has a clear beginning, middle and end.

Choice of materials and tools: Participants choose materials (photos, music, video clips, texts) to use in their story. The leader directs them to digital tools such as PowerPoint, Canva, Windows Movie Maker, or other programs that enable the creation of multimedia content.

Creating a digital story: Participants create their own digital story using selected tools and materials (photos, music, etc.). The presenter helps to design the structure of the story and provides technical support and guides them through the process of editing and harmonizing all elements in order to convey the desired message to the public.

Presentation of works: When the stories are finished, the participants together with the leader work on a plan of how to present the story to the public. Stories can also be used for the needs of other activities, e.g. in schools, at public events or can be published on the website and social networks of the organization for the implementation of online campaigns.

Evaluation and reflection: After the presentation, the leader organizes an evaluation where the participants reflect on their work. They discuss the process of creating a story, learning new skills, and how they felt while expressing their personal experiences and messages. They also consider how their stories might influence others and inspire them to take action or change.

Method 3: Stories from other people's shoes

Description: This method allows young people to take on other people's perspectives through storytelling, explore different life situations, challenges and feelings that may be different from their own. Through this activity, young people develop empathy, understanding of different experiences and improve their communication skills. This storytelling technique allows young people to "put on someone else's shoes" and see the world from someone else's perspective, which contributes to building tolerance, social sensitivity and creating inclusion.

The roles in this activity can be determined on the basis of the topics the young people want to talk about, difficulties/problems they personally face, people they know, etc. Role cards can be written anonymously before the activity begins.

Goal: To enable young people to understand different life situations and challenges and improve their communication skills in the process of creating more inclusive and tolerant communities.

Method of implementation:

Introduction: The leader explains the goal of the activity to the participants, emphasizing the importance of understanding different perspectives and developing empathy towards others. Participants draw "role" cards that represent

different characters (e.g. unemployed person, disabled person, elderly person, etc.). Roles can be written in advance, and question cards can be used to help think about the characters.

Performance of activities:

Storytelling: Participants assume the role of their character and tell the story from their perspective, trying to portray their thoughts, feelings and everyday challenges.

Facilitator's help: The facilitator asks questions to guide the participants: "How does your character see himself?"; "What does he face every day?"; "What makes him happy and what worries him?"

Completion of the story and discussion: When all participants have told their stories, the group discusses the impressions, feelings and experiences that arose during the storytelling.

Evaluation and reflection: Participants can share what they learned about the characters they portrayed and how the experience of telling stories from someone else's perspective influenced their thinking.

The facilitator can also ask questions like "How did you feel in the other person's shoes?"; "What surprised you about the perspective you took?"; and "Did it help you better understand the differences between people?". At the end, the participants evaluate the activity and what they have learned.

Method 4: Telling stories through role-playing

Description: Role play is a powerful tool in working with young people that is very dynamic and engages all participants, allowing them to freely express their ideas in a creative way. Through this activity, participants can immerse themselves in different perspectives, develop empathy and communication skills, and explore their own emotions through interaction with others. Role play not only helps young people learn how to communicate and cooperate, but also provides them with an opportunity to consider and evaluate their own values, attitudes and beliefs in a safe environment. This method enables young people to assume the role of fictional characters, objects, etc., and create a joint story through improvised dialogues and actions. Storytelling through role-playing allows young people to explore different characters in a fun and engaging way, develop their communication skills and build a deeper understanding of different perspectives. The activity is useful for developing social skills, empathy and conflict resolution skills, which can help young people in everyday interactions and building relationships with others.

Goal: To encourage young people to develop empathy, communication skills and creativity by taking on different roles, exploring different perspectives and evaluating

their own attitudes and beliefs.

Method of implementation:

Preparation: In this activity, you can also use cards with predetermined characters, objects, etc., and the duration depends on the number of participants and topics. The topics of this activity can be devised by the participants with the Facilitator. *E.g. you can focus on social challenges, such as conflicts between friends, community problem, environmental issues, social activism, etc. You can also use topics related to important life issues such as tolerance, respect, cooperation and democracy.

Introduction: The leader explains the basic principles of the role-playing game to the participants, emphasizing that each participant will take on the role of a certain character, object or situation, and will shape a common story through their game. Participants are introduced to the topics they will be researching and can design their own characters or use cards with predetermined characters, objects and challenges.

Choosing story characters: Each participant gets the role of a character in the story. Characters can be real or unreal, positive or negative characters, and each of them should have their own goals, traits and personal challenges.

Story development: Participants assume their roles and develop the story through dialogue, action and reactions to other characters. It is important to allow participants the freedom to shape the further course of the story with their decisions, reacting to challenges and mutual interactions.

Discussion and reflection: After the end of the game, a reflection is held where the participants share their experiences. They discuss the situations that arose, the reactions of the characters, the decisions made and their consequences on the course of the story. The exchange of ideas helps participants understand how different perspectives shape their actions and decisions.

Discussion Questions: *What did you learn about your decisions? How would you act differently in real life? How did you feel in the role of that character?*

***Examples of scenarios:** *Crisis in the community, Youth activism, Intercultural differences, pollution in the community, Climate change, etc.*

Scenario: Role play in a crisis situation

Roles: Rescuers, crisis team leader, volunteers, journalists, accident victims, citizens

Description: Young people are put in the role of different people in a crisis situation, such as a natural disaster (earthquake, flood) or a social crisis (demonstrations, strikes). Their task is to make quick decisions that will help solve problems and reduce damage.

Additionally:

- Encourage young people to stay in their roles and use creative ways to resolve conflicts, make decisions and build solutions.
- Prepare a basic scenario with an initial situation

Method 5: Stories from the future

Description: Stories from the future is a creative storytelling method that encourages young people to imagine and describe their visions of the future. Through this activity, participants explore their hopes, fears and ideas about the world as it could become. This type of imaginative storytelling allows young people to use their imaginations and critical thinking to see possibilities that could shape their lives and society in the future.

The activity helps young people think about what kind of future they want to create, either in their personal life or in a wider social context. Through this activity, young people learn how to recognize and analyze social challenges and how they can actively participate in building a better future for themselves and their community.

The duration of the activity depends on the number of participants and the topic of conversation. If the participants want to be encouraged to think about themselves, their possibilities and the goals they want to achieve, the activity can be carried out independently. On the other hand, if one wants to discuss youth problems, the community or important social issues, participants can work in groups. This method also allows for flexibility in how the activity is conducted – it can be adapted to different topics and needs of the participants.

Goal: To enable young people to use their imagination and creativity to design and share their ideas about the future and develop critical thinking and awareness of how their decisions today can shape the world they will live in.

Method of implementation:

Introduction: The leader of the activity begins with a short presentation on the topic “Stories from the future” and explains how imagining the future can help in thinking about creating positive changes in society. It emphasizes the importance of thinking critically about how one’s own decisions and visions can shape the future.

Story Topic: Participants choose a topic for their story, such as ecology, social relations, education, culture, personal goals, employment, travel, or can focus on a personal perspective, such as where they see themselves in the future. Also, the participants themselves determine the time period in the future in which the action of their story will take place.

Story development: Participants imagine the context of their story and create the basic elements of the future world: time of action, social conditions, technology

and nature. They then come up with the main characters, their motivations, and the conflict or challenge they face in that world.

Writing a story: Participants write their own stories, describing life, challenges and situations from the future. The activity can be individual or group, depending on the chosen topic and the number of participants. Participants write their stories in which they describe life, challenges and situations from the future.

Presentation: Each participant presents his story to the group. That way, everyone has a chance to share their visions and get feedback from others.

Discussion: After each presentation, group members can ask questions or share their impressions, which encourages discussion about different visions of the future. In this way, participants are encouraged to think about what particularly motivates them in their own stories and how they could act in the direction of creating a positive future.

Evaluation and reflection: At the end of the activity, the leader organizes a short reflection. Participants share their thoughts on what they learned from the activity, how they experienced the process of creating the story, and what they would like to do to make positive changes in the future. Through this reflection, participants can reflect on the importance of their ideas in shaping a better society and evaluate what they have learned.

Questions for reflection: *What kind of future do you want for your community?; What would an ideal society look like in your eyes?; What changes would you like to see in your environment in 10, 20, 30 years?; What technologies and innovations could help create a better future?; What ideas inspired them the most?; What do they think about the possible changes they described?; How do they feel about their role in shaping the future?;*

What do you think is the most important step in creating a better future?; How do you feel when you imagine a positive future, and how can you contribute to that change?

Additionally:

Encourage young people to highlight emotions and values through the story, showing what they have learned or how they cope with change. In a story, they can include dialogue, action, or internal monologues to make the story more vivid.

Results of the SHARE YOUR STORY activity and method:

- Increased self-confidence in expressing one's own ideas and values of young people.
- Young people develop creative, technical, communication and expressive skills.
- Improving team skills and collaboration through co-creation of stories and interaction.

- Developing critical thinking, empathy and the ability to see from the perspective of others.
- Strengthening mutual trust and connection in the group through sharing personal stories
- Developing digital competencies through the use of tools for storytelling and presentation.
- Increased awareness among young people about social challenges and the importance of social responsibility.
- Enabled young people to explore personal experiences or thoughts through creative form.
- Developed ability to express through structured storytelling.
- Strengthening self-confidence through storytelling and showing a personal perspective.
- Increased tolerance and appreciation of different cultural and social backgrounds.
- Developing the ability to listen and understand others through active participation.
- Strengthening the ability to recognize problems and creatively find solutions.



Y.A.5. ART TOOLBOX

This method offers young people a flexible space for learning and growth outside of formal frameworks and plays an important role in the personal and social development of young people. It was designed to encourage young people to express themselves creatively, develop skills and connect with their community through art, design and innovative media. Activities and methods are based on a combination of educational workshops, practical tasks and collaborative projects, where young people develop creative, technical and social skills through art, while also exploring their own interests. This approach enables young people to use digital tools and techniques to engage in the processes of creation and production according to the interests and needs of the community. It also enables young people to explore their values, attitudes and feelings through artistic work and strengthen their identity.

As part of these methods, it is important to encourage young people to explore their own expression and creativity in order to encourage them to participate and be actively involved. It is necessary to provide the necessary IT equipment, introduce them to digital tools and techniques in order to discover their interests and be motivated to participate in various tasks and activities. Designed activities such as photo, video and digital content creation will enable young people to independently manage projects, learn the basics of digital creation and design, and how to connect art with social issues. Through art, young people explore themselves and the world around them, developing awareness of their own talents and possibilities, which empowers them for further personal and professional development.

Description: Through different art forms, young people get to know different cultures, social issues and challenges, which enables them to think critically and encourages activism.

Goal: Using art as a tool for personal development, better understanding of social issues and encouraging social engagement.

Materials: laptop/computer, camera, cell phone, presentation/exhibition materials, digital tools for photo and video processing, painting activity materials, projector.

Method: digital tools and technologies, exhibitions, games, practical works, field work, discussions, independent work, group work, creative research, evaluation, reflection.

Method 1: Creating visual content

Description: Through this activity, young people will explore different media as tools for expressing creativity, while dealing with topics that are important to their

community, thereby encouraging activism and responsibility towards social issues. By using digital tools to create videos, illustrations, photos and other materials, young people will acquire new skills, develop creativity and actively participate in projects. Activities can be individual or group, with leaders guiding participants through the entire process.

The created materials can be used for the promotion of other projects, publication on social networks, online campaigns or various forms of community information. Through this process, young people will learn how to use digital tools for creation, creative expression and promotion, which will help them develop new skills and knowledge. Creating visual content is key to engaging young people, especially those with fewer opportunities. By using simple tools and creative approaches, young people can develop their digital skills, communicate with a wider audience, raise awareness of important issues and actively participate in social change. With the right guidance and support, visual content becomes a powerful tool for personal development, social inclusion and professional advancement.

Goal: To enable young people to develop digital skills through the creation of visual content, and to encourage them to creatively express themselves, engage in social issues and actively participate in social changes.

Method of implementation:

Introduction: The facilitator introduces the participants to the activity by explaining the importance of visual content in today's digital society and how young people can use it to express their views and engage in social issues. Different media (video, illustrations, photos) are presented as tools for creativity and communication. In this activity, participants can work independently or in groups.

Choice of topic: Participants choose a topic that interests them or is important to their community. Through brainstorming or group discussion, they agree on what they want to show with their work and what messages they want to send.

Choice of tools: Based on the topics and objectives of the activity, young people choose the appropriate tool for creating visual content. It can be a tool for design, video editing or photo editing.

Content creation: Participants spend time creating their visual content (video, photos, illustrations, posters) using digital tools to process it. The leader provides support in the use of tools, provides guidance for the creation process and ensures **that all materials are ready for further use.**

Sharing and promotion: The visual content created can be used for various purposes, such as online campaigns, posting on social networks, creating promotional materials or informing the community about important topics. Participants learn how to use these materials to communicate with a wider audience.

Evaluation and reflection: At the end of the activity, participants discuss their experience of creating visual content, how they felt during the work and what they learned. This can also be an opportunity to evaluate the impact of their work, whether it is awareness raising or community engagement.

Method 2: Art and engagement

Description: Art not only offers a powerful tool for expressing attitudes, but at the same time enables young people to develop their creativity, critical thinking and community engagement. Through this activity, young people explore how art can be used to express social, cultural, environmental and other issues. Art and engagement serve as a powerful method that allows young people to express their opinions, strengthen their creative skills, and become active participants in social change. This method provides them with a platform to exchange ideas, think critically, and provides an opportunity to influence the community and wider society. Using art as a tool for social engagement not only helps them develop their own skills, but also contributes to raising awareness of important issues and encourages positive change.

Goal: To enable young people to use art as a tool to express their views, develop creative skills and critical thinking, and become active participants in social change and raising awareness of important social, cultural and environmental issues.

Method of implementation:

Introduction: The leader introduces the participants to the basic objectives of the activity, explaining how art can be a powerful tool for expressing attitudes and opinions and contributing to social change. It emphasizes the importance of creative engagement in exploring social, environmental and cultural issues, and how art can raise awareness of important issues and inspire others to action. Participants are explained the process of choosing a topic, creating works of art and using different tools for creation, and are motivated to actively participate and cooperate in groups.

Choosing a topic: Participants choose a topic they want to explore through art, such as environmental issues, social issues, cultural heritage, or any topic that is important to them. Through brainstorming or group discussion, they discuss what motivates them and what they want to achieve with their artistic work.

Fieldwork: Participants walk through the city or nature, recording moments of everyday life or elements related to the chosen topic. They photograph or record video materials that reflect their view of the city, community or certain social problems. Here they can use cell phones, cameras or camcorders, and later they can use digital tools to process and create their works.

Creation of work: Participants spend time creating their artwork (photos, videos,

posters, etc.). They can use different digital tools to process and create their works. Depending on the type of project, work can be individual or group, with focus on collaboration and sharing of ideas among participants.

Evaluation and reflection: After completing the project, the youth should discuss what they learned during the process, how they felt while working on their art project, and how art can influence change in consciousness and behavior in society. Evaluation also includes analyzing the impact their work has had on the community, for example, raising awareness of important issues or inspiring others to take action.

Additionally:

After the works are completed, public events can be organized, such as photo exhibitions, etc. so that young people could present their works to the public. It can be a physical exhibition, an event on social networks.

Method 3: Street art

Description: This method involves the creative engagement of young people in painting public spaces, where young people create art that reflects ideas and attitudes important to their community. Activities such as creating murals, graffiti, posters and other forms of street art allow young people to learn the technical aspects of art, while at the same time raising awareness of social issues through visual expression. Painting public spaces helps young people to develop skills of public expression and cooperation and strengthens unity in the local community. This method not only encourages creative engagement but also enables young people to actively participate in shaping their urban space and contribute to the cultural wealth of the community. Through street art, young people can express their thoughts, engage in social issues and create visual beauty in their communities, thereby contributing to social change.

Goal: To encourage young people to express themselves creatively, develop artistic skills and engage in social issues through the painting of public spaces, thus contributing to the cultural richness and strengthening of the community.

Method of implementation:

Choosing a location in the community and obtaining a permit for the use of public space

Defining the topic: Through workshops or group discussions with young people, the topic that will be presented through street art is determined. Topics can be of a social, ecological, political or cultural nature, related to the needs and attitudes of young people.

Preparation of materials: Prepare the necessary materials such as paints, sprays,

brushes, canvas or wooden panels, according to the type of artistic expression you plan to use. Ensure safety measures, such as gloves and eye protection, if you use sprays or the like.

Idea development: Youth will work together to create a visual representation of their ideas, and sketch paper or digital tools can be used to create the design. All participants can contribute with various ideas, motifs and colors to be used.

Painting: After finalizing the sketches, the young people start painting the public areas. The activity includes creative collaboration among young people where they will learn street art techniques, coloring, drawing and painting.

Public event: After the work is finished, an event can be organized where the young people present their artwork. Here they can talk about the topics they worked on, inspiration and work process, thus encouraging discussion and dialogue within the community. This is a good way to promote youth work in the community.

Promotion and visibility: You can document the activity through photos, video materials or through social networks. This will create a visual record of the activity and enable young people to share their work with the wider public.

Evaluation and reflection: Discussion about artistic techniques, themes and messages that the works carry and encouraging participants to reflect on how street art affects them and the community.

Additionally:

- The activity can also serve as an opportunity for young people to educate themselves about social, ecological and cultural topics and thus integrate them into their artistic expressions.
- When painting and decorating public areas and spaces, it is important to secure the necessary permission from the competent authorities or the owner of the space.

“Green and Youth,
learning
tools”

Method 4: Creativity challenges

Description: This method is a series of games and creative challenges (like “10-minute drawing” or “unusual art technique”) designed to encourage imagination, cooperation and innovative thinking among young people. The activity includes various games and tasks based on creative expression, in which participants have a limited time to create their works using various objects, techniques and materials (books, paper, cardboard, objects, pencils, etc.). This activity not only encourages creative expression, teamwork and the development of problem-solving skills, but also strengthens a sense of community and support among young people and provides young people with the opportunity to explore their imaginations and develop their artistic abilities through fun and interactive games.

Goal: To develop the creative and artistic skills of young people, to encourage teamwork and cooperation, and the self-confidence of young people through quickly coming up with creative solutions.

Method of implementation:

The activity “Challenges of creativity” can be organized as a one-day event or as a series of workshops over a certain period, depending on the needs of the participants or the project.

Introduction: The leader prepares and writes the challenges on the cards and introduces the rules to the participants. He explains by giving examples of challenges, such as making objects from existing objects found in the room, devising a story, solution or invention, etc.

Work: Each participant chooses one challenge on which a task is determined; to design, devise or create a useful object, solution or invention. The task is to create a picture, story, sculpture, installation or other form of work within the given time. Examples of challenges: arrange space in the Youth Center, create a logo for an activity, promote a cultural event, etc.

Duration of the activity: The time to complete the tasks also depends on the set challenges, for example, if the participants have to express themselves with a picture, the required time is 10 min.

After finishing, the participants present their works and explain the choice of materials and technique.

Discussion and reflection: Everyone talks about the activity, explaining how they coped with the challenges and what they have learned.

Additional: This activity can be adapted and used for other topics, such as developing communication and presentation skills or similar.

Method 5: Art Festival “Express yourself!”

Description: An event that brings together young people to present their artworks and projects, encouraging creativity, fellowship and engagement within the community. This method provides young people with a unique opportunity to express themselves creatively, learn about different tools in art and participate in creating a positive social environment. Through diverse activities, the festival not only enriches the cultural scene, but also encourages dialogue and togetherness within the local community. This is a good way of promoting the work of young people in the community and encouraging young people to actively participate.

Goal: Promoting art in the community, strengthening skills, self-confidence and the sense of belonging among young people.

Method of implementation:

Planning: When planning the festival, involve young people in all phases of this activity; planning, ideas, implementation, promotion, etc. This phase begins in a given period of time before the festival takes place, and regular team and communication meetings should be held in the planning phase.

Choosing a theme year: The theme can be focused on youth, dance, environmental protection, inclusion or culture of expression.

Organization: First, the date, location and target group of the festival should be defined. It is necessary to design different artistic categories (painting, music, dance, drama, etc.) and open applications for participation. Organize the space for exhibitions, shows and performances and provide the necessary resources and materials.

Forming the team: A team of young people, volunteers, managers and organizers who will help in the coordination of activities, promotion of the festival and provision of resources, division of tasks according to the needs of the organization.

Registration of participants: Open applications for the participation of young people and their works and use different media channels to inform the general public about the planned event.

Preparation of activities: As part of the festival, numerous activities can be organized, such as workshops, discussions, video screenings, exhibitions, challenges, awards, etc., depending on the theme of the festival. A festival program and schedule of activities should also be drawn up.

Festival promotion: Social media, local media, posters, flyers and partnerships with other organizations are used to promote the festival and encourage participation. Using digital tools to promote events, including websites, social networks, video content, etc.

Evaluation and reflection: After the event, talk to the participants about the activity, their impressions, experience, challenges and lessons learned.

Additionally: The Art Festival can be organized as a one-day or multi-day event, depending on resources and planning. The festival can be held outdoors (e.g. in a park, square) or indoors (e.g. in schools, cultural centers).

Results of ART TOOLBOX activities and methods:

- Young people develop artistic skills and confidence in creative expression.
- Young people develop an understanding of social problems and the skills to interpret them through artistic expression.
- Young people acquire technical competences in digital creation and better understand the process of visual communication. Young people acquire knowledge and skills in digital production, which prepares them for further creative expression in the digital world.
- Young people acquire skills in taking and editing photos that they can use for personal projects, social networks or documenting events.
- Encouraging the creative engagement of young people in the community, developing teamwork and understanding art as a public expression.
- Young people are familiar with various ways of creative expression and have a clearer picture of how art influences society.
- By participating in activities, young people explore themselves and the world around them, gain self-confidence, numerous skills and knowledge that contribute to the personal and professional development of young people.
- Strengthening the sense of community and social inclusion as young people connect with peers and the local community, thereby reducing social isolation and developing a sense of belonging and contributing to community development.
- Through various art forms, young people discover their own talents, explore new media and shape new ways to interact within the community.

EXAMPLES OF GOOD PRACTICE “SOCIETY WITHOUT WASTE” IN WORKING WITH YOUTH

Examples of good practice “A waste-free society” includes a presentation of successful projects and initiatives implemented by the Ecological Association “Krka” Knin for many years in the area of the city of Knin and beyond. The above examples deal with the topics of waste reduction, recycling, reuse, environmental protection, social entrepreneurship and sustainable development. Through the mentioned examples, young people learn concrete practices that they can apply in their daily lives and are given the tools to start similar initiatives in their community.

The stated examples of good practice aim to increase young people’s awareness of the importance of preserving the environment through waste reduction, to encourage them to adopt habits and knowledge for a sustainable way of life, and to inspire young people through examples of successful initiatives that contribute to a waste-free society.

“Eco library for toys” - represents an innovative project that allows children and young people to borrow toys free of charge, reducing the need to buy them and encouraging sustainable habits. Parents enroll their children for free and receive a membership card for access to a rich selection of various toys. The library functions according to the principle of free membership, with the symbolic condition of bringing one old toy when registering. Each child can borrow up to three toys for a period of one month. This concept not only reduces the unnecessary accumulation of objects, but actively contributes to the preservation of the environment by promoting reuse and waste reduction. The library organizes additional content for children and young people, such as ecological, educational and creative workshops, collecting toys and books. Furthermore, many projects are carried out in cooperation with schools and associations.

Through this project, children and young people learn about a sustainable way of life and develop awareness of the values of reuse and environmentally conscious behavior. Parents and citizens become active members of the community who, by donating toys, adopt sustainable habits and contribute to the preservation of the environment.

The eco toy library encourages togetherness, inclusion, solidarity and responsibility towards resources. The activity contributes to reducing consumerism, educates about the importance of preserving natural resources and provides a practical example of sustainable solutions for the community. Also, users develop a sense of responsibility, empathy and care for the environment, and it offers parents

an economically acceptable and environmentally beneficial way to meet their toy needs. The Eco Toy Library is therefore a place of equal opportunities for play, learning and development, encouraging sustainable practices and positive values in the community.

Goal: To encourage a sustainable way of life through the reuse of toys; to educate children and young people about environmental protection, and to promote equality, responsibility and solidarity in the community.

Methods: Educational, ecological and creative workshops, cooperation with the local community, membership cards, loaning toys, active participation of the community, records of toys and members.

Materials: Educational and creative materials, technical equipment, papers, pencils, crayons, recycled materials for workshops, membership cards, various toys for loan.

On the following links you can watch videos about the Eco Toy Library in Knin and Šibenik:

Knin: www.youtube.com/watch?v=xzXAYIa_mEE

Šibenik: www.youtube.com/watch?v=r0bcOfXBICE&t=142s

Houses for toys and books - represent a unique initiative of placing small houses with the inscription: TAKE, RETURN, DONATE, PLAY, KEEP, in public places where children and adults can borrow or leave toys and books in the area of the city of Knin and beyond. This initiative encourages the exchange and reuse of items, thereby reducing waste, active participation, strengthening togetherness in the local community and promoting sustainable habits.

The inspiration for this project comes from the world movement Little Free Library, which works on the principle of free exchange of books (“you take one, you give one”) and promotes reading among children and adults. The project “Eco houses for toys and books” is a combination and superstructure of this initiative and the Eco library of toys.

As part of the Eco-houses for players project, ecological-educational workshops for children of kindergarten age, creation and distribution of promotional materials and videos were also carried out. Houses for toys and books are set up in public areas, such as kindergartens, schools, associations, parks in the area of the city of Knin, Šibenik-Knin County and beyond, making them available to the wider community. Local and international volunteers and employees of the Ecological Association “Krka” Knin replenish the contents of the houses. Through this project, children and young people learn about sustainable practices, responsible treatment of toys and books, and promote the development of awareness of environmental responsibility, the importance of preserving the environment and adopting green habits. At the

same time, the culture of reading and playing is encouraged, which contributes to the development of their creativity, imagination and social skills.

Goal: Through an innovative approach, the project aims to raise environmental awareness among children and adults, encourage more responsible behavior towards toys and books, and promote reuse as a sustainable way of life.

Methods: Educational, ecological and creative workshops, cooperation with the local community, membership cards, loaning toys, active participation of the community, volunteer work, records of toys and members.

Materials: Educational and creative materials, technical equipment, papers, pencils, crayons, recycled materials for workshops, membership cards, various toys for loan.

On the following link you can watch a video about Eco toy houses in Knin:

www.youtube.com/watch?v=_0t1jPjdPSE&t=43s

Object exchange fair - this initiative was created based on the community's need to encourage the exchange and reuse of objects as one of the ways to reduce waste and preserve the environment.

The activity is organized as an interactive event that can include educational and creative workshops on ecological topics such as composting, reuse, ways to reduce waste generation, recycling, and in which participants can learn to apply what they have learned through the practical part, making new objects using some of the sustainable techniques. Through additional activities, reusing, waste reduction, sustainable habits, extending the life of objects and responsible behavior towards the environment are promoted.

The swap fair allows community members to bring their used items, such as clothes, books, toys, household items and other items, and exchange them for other participants' items. This activity combines education, environmental responsibility and creativity, while promoting sustainable living practices and creating an opportunity to exchange experiences, knowledge and ideas.

Goal: Developing awareness among citizens about the importance of recycling objects, that is, about the importance of preventing waste and reuse.

Methods: Education, information, workshops, fair, volunteer work, promotion.

Materials: Publications, workshop materials, computer equipment, projector, educational materials.

Facebook group “Druškanići” - created with the aim of encouraging citizens to reuse and reduce waste generation. The group allows members to donate, trade or search for a variety of items, including clothes, shoes, toys, baby gear, small household items, books, furniture and other useful items. Citizens also donate certain things to the Association for children and adults, which are published daily on the Druškanići Facebook page and displayed in front of the Association's office. In this activity, local and international volunteer employees of the Association participate by examining and sorting donated items, clothes, shoes, toys, etc.

Through this platform, community members actively participate in the circular economy, promoting a sustainable way of life and contributing to the preservation of the environment.

“Druškanići” is an example of how a simple online initiative can have a positive impact on the community and the environment, while educating young people and adults about the importance of sustainable practices. As part of this activity, numerous activity projects, educational and creative workshops for children, children's equipment exchange fair, book and notebook collection campaigns and solidarity campaigns for the community and beyond were organized.

Goal: Encouraging citizens to exchange and reuse items, reduce waste generation and adopt sustainable habits to preserve the environment.

Methods: Publication, exchange, Facebook page, workshops, fair, information, volunteer work, collection campaigns, active community participation.

Materials: Photos, miscellaneous items, promotional materials, laptop, Internet, collection boxes.

You can see more about the Druškanići Facebook group at the following link: www.novoruho.com/naslov

Public faucets - installed five public taps with free drinking water for all citizens with the aim of reducing the use, collection, deposit, transportation and recovery of plastic packaging, as well as environmental pollution with plastic waste. As part of the project, educational and informative campaigns were conducted for citizens and elementary school students about the harmful effects of plastic on the environment and human health, environmental problems caused by plastic, reducing the use of plastic and plastic bottles, and encouraging the use of reusable bottles.

Goal: Reducing the use of plastic bottles, which contributes to reducing plastic waste, preserving the environment and promoting sustainable habits among citizens, especially by encouraging the use of reusable bottles.

Methods: education, workshops, information, cooperation with competent institutions, campaigns, promotions.

Materials: educational materials, presentation, computer equipment, projector, announcements, public decks.

Seed exchange fair - is an educational one-day fair for the exchange of autochthonous seeds (vegetables, fruits, flowers, medicinal and aromatic plants). As part of the fair, in addition to the free exchange of seeds, expert lectures are also held on the topics: "How to increase biodiversity on agricultural land"; "Permaculture and regenerative agriculture"; "How to have food available all year round in the garden", and workshops: "How to collect vegetable seeds?" and "From seed to table".

The goals of the project are the exchange of seeds and the spread and preservation of vegetable, fruit and other medicinal and aromatic plant species and varieties in the area of Šibenik-Knin County, familiarization of residents with ways of nurturing biodiversity in the garden and with the concepts of permaculture and regenerative agriculture. The project is also intended to encourage agricultural activity and raise awareness of the importance of seed conservation. Through this project, participants not only learn about plants and seeds, but also about the importance of preserving plant diversity, organic farming, and sustainability in agriculture and gardening. It also enables them to understand the importance of preserving plant diversity, encourages them to use environmentally friendly cultivation methods and helps them learn about sustainability in the food chain.

Goal: To promote the exchange of indigenous and introduced seeds, the preservation of biological diversity, the encouragement of ecological farming and the raising of awareness of sustainable methods of agriculture and gardening.

Methods: exchange fair, education, information, workshops, cooperation, promotion, volunteer work, presentation.

Materials: computer equipment, projector, educational and informative materials, publications, seeds, workshop materials, seed bags.

Community Center Promina - was created through the implementation of a project co-financed by the European Social Fund with the aim of establishing a Community Center through a model of public-civil partnership in the area of the Municipality of Promina, in partnership with the Ecological Association "Krka" Knin, the Municipality of Promina and the Marko Marulić Polytechnic Knin.

As part of the project, a Community Center was established, providing a coworking space for numerous associations to carry out activities, numerous activities were carried out for children, young people and citizens, 2 volunteer programs were developed and implemented, an Eco toy library was opened in order to increase the facilities for the local population and improve the quality of life. After the end of the

project, the cooperation between the Municipality of Promina and the Ecological Association “Krka” Knin continued, and numerous projects, activities, workshops, as well as the work of the Eco Toy Library, are still being carried out today. This center offers young people the opportunity to actively participate in the social life of the community through various activities and programs, provides space for creative expression, education and volunteer work, which contributes to their personal and professional development. One of the activities carried out in the center is the Youth Club of the “Think Green, Act Local” project with the aim of empowering young people and providing support to young people from rural areas in order to provide equal opportunities and opportunities for participation and development.

Goal: By establishing the Promina Community Center, through the public-civil partnership model, the range of services and capacity of civil society organizations (CSOs) will increase and the quality of life of citizens in the local community will be improved. Designing, developing and introducing modern initiatives for citizen participation in the process of managing publicly owned spaces in the local community and/or at the regional level.

Methods: education, information, workshops, info campaigns, Eco toy library, lectures, cultural events, exhibitions, promotion, volunteer work, learning.

Materials: computer and technical equipment, papers, markers, materials for workshops, educational and informative materials, calendar of events, announcements, presentations, photos, Info desk.

Social enterprise Marunuša was founded by the Ecological Association “Krka” Knin in 2013 with the aim of self-financing the association. In 2018, the social enterprise MARUNUŠA j.d.o.o. was chosen among the five best Croatian social enterprises, thanks to the innovative project of starting a tourist agency that focuses on the promotion of the natural and cultural heritage of the city of Knin. In 2020, the Association was granted EU funds for the implementation of the project “Eco social entrepreneurs” and MARUNUŠA j.d.o.o. includes the criteria of doing business according to social-entrepreneurial principles.

The goal of the project was to create preconditions for the sustainable development of rural areas in Šibenik-Knin County and to improve socially responsible economic activities by strengthening the capacity and increasing the knowledge and skills of employed and unemployed members of the association “Krka” and MARUNUŠA j.d.o.o. for performing social and entrepreneurial activities. Through the project, a business and marketing plan was created, 4 packages of tourist services were designed; employed and unemployed members of the association “Krka” and MARUNUŠA j.d.o.o. increased knowledge and skills and strengthened the capacities of legal entities Workshops; info campaigns and promotional materials were

distributed for the purpose of informing the concept of social entrepreneurship. This project enabled the transformation of Marunuša j.d.o.o. into a social enterprise that supports sustainable development and socially responsible business. The example of the social enterprise Marunuša shows how associations can use socially responsible business models to achieve multiple benefits for the community and the environment.

Goal: To create preconditions for the sustainable development of rural areas in the area of Šibenik-Knin County and to promote socially responsible economic activities by strengthening the capacity and improving the knowledge and skills of employees and unemployed members/associates for the performance of social-entrepreneurial activities.

Methods: education, project, workshops, info campaigns, cooperation, field work, cooperation in the community, promotion, provision of services.

Materials: computer equipment, promotional and educational materials, equipment for tourist offers, web platform, office equipment.

“Green
and Youth,
learning
tools”

METHODS, ACTIVITIES AND TOOLS IN WORKING WITH YOUTH WITH FEWER OPPORTUNITIES ON THE SUBJECTS OF ENVIRONMENTAL PROTECTION, SUSTAINABLE DEVELOPMENT AND SOCIAL ENTREPRENEURSHIP

Working with young people with fewer opportunities requires an adapted and empowering approach that encourages their inclusion, active participation and development of competences. The following methods, activities and tools are focused on the topics of environmental protection, sustainable development and social entrepreneurship, with a special emphasis on creating equal opportunities for all young people.

By applying these methods, activities and tools, work with young people with fewer opportunities becomes inclusive and productive. Not only do young people acquire new skills and knowledge, but they also develop as active participants in society and environmental protection, while at the same time cultivating an entrepreneurial spirit that contributes to the sustainable development of their communities.

Working with young people on the mentioned topics is crucial for empowering new generations to become active agents of change and builders of a more sustainable and just society. These topics are extremely important because they directly affect the future of communities and our planet. Through activities, young people develop environmental awareness, acquire practical skills and green habits, becoming active citizens and initiators of change that shape a world in which future generations will live more responsibly towards nature and people.

Environmental protection

- Young people are the guardians of the future and have the opportunity to become leaders in the fight against climate change, biodiversity loss and pollution.
- Teaching young people about responsible behavior towards the environment (e.g. recycling, waste reduction, energy efficiency) develops environmental awareness and creates lasting positive habits.
- Environmental protection activities encourage young people to get involved in local and global initiatives, contributing to the creation of sustainable communities.

Sustainable development

Young people learn how to balance economic, social and environmental interests, which is the basis of sustainable development.

The inclusion of young people in sustainable development projects strengthens their role of responsibility in the preservation of natural resources, encourages them to actively participate and provides them with the opportunity to apply creative and innovative solutions to social challenges and sustain community development.

Understanding sustainable development helps young people become conscious consumers and responsible citizens who know how to make decisions with long-term positive impact.

Social Entrepreneurship

Encouraging young people to engage in social entrepreneurship allows them to combine innovation and business models to solve social and environmental problems.

Social entrepreneurship offers young people the opportunity to empower and create careers that are not only focused on profit, but also on a positive impact on the community.

•they develop key skills, such as teamwork, leadership, critical thinking and creativity, which make them competitive in the labor market.

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G.A.1. ENVIRONMENTAL PROTECTION

Environmental protection refers to the preservation of natural resources and the reduction of the negative impact of human activities on ecosystems. Young people are future decision makers. Their understanding of the importance of conserving natural resources is key to maintaining ecological balance. Through environmental protection education, young people develop a sense of responsibility and awareness of the importance of reducing the negative impact on nature. Working with young people on the topic of environmental protection is key to ensuring a sustainable future, as young people represent the generation that will face the consequences of today's environmental challenges. Informal learning and involving young people in activities related to environmental protection have multiple benefits for them, their

communities and wider society. Investing in their skills, knowledge and awareness is not only an investment in their development, but also in the preservation of the planet for all.

Objective: Encouraging environmental awareness, responsible behavior towards nature and active participation in the preservation of the environment among young people through educational and practical approaches.

Methods: workshops, education, practical activities, discussion, brainstorming, fieldwork, evaluation, reflection, creative work, work in groups, presentation, analysis, cleaning actions, photography.

Materials: Paper, pencils, laptop, projector, internet for research, presentations, biodegradable waste bags, cleaning gloves, informative and educational materials, workshop materials, cell phone, cameras, cards, recycled materials.

Method 1: Eco Triathlon

By combining physical activity (walking), concrete environmental contributions (waste collection) and creative expression (photography), young people develop environmental awareness, teamwork skills and creativity. Eco Triathlon is not only an activity, but also an experience that gives participants a sense of achievement and awareness of their role in preserving the environment. This method is designed to involve young people in solving environmental challenges through practical, fun and educational methods. Through this activity, young people connect with nature, develop a sense of responsibility and adopt new habits. By participating in this activity, young people get the opportunity to become aware of the problem of pollution, but also to directly contribute to the solution, through a joint effort for a cleaner environment and a healthier life.

Objective: To encourage young people to environmental awareness and physical activity through walking, taking photos and collecting waste in the environment or nature.

Methods: learning through practical experience, working in groups, reflection, education, being in nature, walking, waste collection, photography, field work, promotion, evaluation, reflection.

Materials: gloves and biodegradable bags for waste collection, refreshments for participants, cell phone, camera, photo, announcements.

****SCAN QR CODE to access educational and video materials!***

Components of Eco Triathlon:

1. A walk in nature:
 - Young people explore local natural beauty, learn about biodiversity and connect with the environment.
 - Walking also serves as an opportunity for physical activity, which contributes to their health and well-being.
2. Waste collection:
 - The focus is on identifying and removing waste from nature. Young people learn to distinguish types of waste and the importance of recycling.
 - This experience helps them understand the impact of human activities on the environment and motivates them to behave more responsibly.
3. Photographing:
 - Young people document the moments from the walk and the results of their work. Through the lens of the camera, they learn to recognize the beauty of nature and the importance of preserving the environment.
 - Photos can be used to promote environmental actions and spread awareness among the wider community.

Method of implementation:

Introduction: The leader introduces the participants to the activities, route, rules and method of implementation and the concept of the Eco Triathlon: walking, waste collection and photography.

Preparing the route and marking the stops:

Organizers set up a route that includes cycling and running sections and mark points where participants stop to pick up litter. Points can be specially marked to make it easier for participants to find waste.

Division of participants into teams:

Participants are divided into smaller groups (or participate individually), with the aim of collecting as much waste as possible. Each team receives collection equipment (gloves and waste bags).

Eco Triathlon:

Walk: The activity starts with a walk along a pre-defined route, passing through areas with potential pollution.

Waste collection: Participants collect waste and separate it into prepared bags according to the type of waste.

Photography: Participants capture key moments: before/after locations, natural beauty and environmental action in action.

Completion of the Eco Triathlon and evaluation of the results: Upon arrival at the finish line, all teams hand over collected waste that can be measured (e.g. by weight or number of bags). The team that collected the most waste can be declared winners, and participants can receive symbolic prizes for their contribution to environmental protection.

Setting up an eco-corner: Set up an “eco-corner” where the best photos, interesting finds or stories from the walk will be highlighted.

Discussion and review: Analyse the results with the participants: How much waste was collected? What is the most interesting finding?

Evaluation and reflection: The leader and participants discuss the activity, experience and challenges and evaluate what they have learned.

Additionally:

- In this activity, elements of games and competitions can be added, which can increase the motivation and engagement of participants, such as a scoring system, etc.
- Competition: Teams compete in categories such as “most trash collected,” “best photo,” or “best teamwork.”
- Making a photo collage: After the walk, the teams together make a collage of their photos to illustrate their adventure and results.
- Triathlon can be organized in natural areas such as parks, forests, or along the coast, in order to reduce the impact of waste in these areas and improve their cleanliness.
- Educational part: At the end of the Eco Triathlon, the organizers can hold a short workshop or discussion about ecological sustainability, the problem of waste in nature and the importance of proper waste disposal.
- Recycling and reuse: It is possible to include a short workshop on sorting waste, with an emphasis on recycling and reducing single-use plastic products, as well as another activity “Upcycling art”.
- Special tasks: Participants can be challenged to find certain types of waste (eg plastic, glass) or focus on cleaning specific paths.
- Environmental education: During the walk, organizers can hold mini-lectures about local ecosystems, endangered species or sustainable practices.

Method 2: Eco Detective

Description: The activity “Eco detectives” includes the investigation of environmental problems in the community, such as waste, pollution or lack of green areas. This method enables young people to become active participants in their community, strengthening social skills, responsibility and self-confidence.

Through a research approach, young people are motivated to actively reflect and participate in local environmental initiatives. They learn to recognize environmental challenges, analyse causes and consequences, and consider sustainable solutions. Through the “Eco detectives” activity, young people develop a deeper understanding of how their actions and the community affect the environment and gain a sense of contribution and engagement in solving real problems.

Young people get the opportunity to see environmental problems firsthand and understand that their involvement can bring about changes, which further increases their responsibility and awareness of the importance of nature conservation.

Goal: Encouraging young people to recognize environmental problems in their immediate environment, develop awareness of the importance of sustainable solutions, and actively participate in environmental protection.

Method of implementation:

Introduction: The leader explains the activity, goal and tasks to the participants and introduces them to the importance of ecological research in the community. He explains the role of “eco detectives” who analyze environmental problems, such as waste, pollution or lack of green spaces, and devise solutions.

Field research: Divide participants into smaller teams. The facilitator hands out task cards to each team to explore a specific part of the community (eg park, school yard, streets). Teams go to the field to document problem areas with photo cameras or mobile phones and record the causes of the problems.

Data analysis: Upon returning from the field, participants share observations and photos and discuss the causes of the problems and their consequences for the environment and the community.

Elaboration of solutions: Each team proposes a solution for the identified problems. Solutions may include educational campaigns, clean-up campaigns, planting greenery, installing recycling bins and similar.

Presentation: Teams create presentations to present their findings and proposed solutions to the problem and present them to the group. Other participants can ask questions, give ideas and suggestions for solving challenges in the community.

Discussion and reflection: Participants discuss the importance of their contribution to the community. At the end of the activity, they discuss what they learned, how they feel, what their challenges and experiences were.

Additionally:

This activity can also be organized as a photo exhibition for the public in order to raise awareness in the community about environmental problems and the importance of its preservation.

Method 3: SHARE IT

Description: This method encourages the reuse of objects in the community and includes the organization of actions to collect objects and their exchange or donation. Young people participate in the planning and implementation of events, come up with creative ways of presenting and promoting events in the community. The goal of the method is to raise awareness of the importance of reusing, waste reduction, sustainable practices and environmental protection. Through participation, young people acquire and develop creative, organizational and communication skills, teamwork and promotion, and acquire habits of reuse, green practices and solidarity. They learn how to manage resources efficiently and responsibly, encouraging creativity in devising sustainable solutions. They also gain awareness of social responsibility, ecology and sustainable use of objects, which positively affects them and their environment.

Through activities such as exchange, recycling, repurposing and sharing, young people learn the value of circular economy and waste reduction. This activity includes various forms of reuse, recycling, including exchange fairs, educational and creative workshops, and making objects from recycled materials. In addition to the above activities, other activities can be combined depending on your project goals and the needs of the community.

Goal: To encourage young people to reuse objects through the exchange and collection of used books and to create a space for promoting the culture of reading and reducing waste.

Method of implementation:

Introduction: The leader introduces the participants to the importance of reuse and the positive impact on reducing waste generation and environmental protection. It additionally clarifies the goal, activities and tasks to be implemented and agrees with the group on the division of tasks and the necessary resources.

Organization of teams: The leader helps the participants to divide into teams according to specific tasks for the organization and implementation of activities. The participants are divided into teams according to interests and personal wishes. The leader explains the tasks to each team.

Organization and preparation: Providing the necessary equipment, materials and space.

Preparation of space for the exchange fair, eco corner and corner for reading and collecting books, including display tables and Eco corner and space for reading books.

Promotion and awareness: Using social media, posters and local media to promote events and raise awareness of sustainable practices within the community. Participants design and promote the event through posters, social networks and local media to invite and inform the public about the event itself.

Collecting materials: Encouraging young people to bring their own books to exchange, collecting materials needed to make bookmarks, such as tools, paints, glues and other recycled materials.

Book exchange: Visitors and participants come with their books, display them on the tables and choose the books they want to take home and exchange with other participants.

Collection of donations: A specially marked corner is used for collection of books where all visitors can donate books. After the end of the event, the collected books are donated to an agreed institution.

Eco corner: Participants and visitors can make unique bookmarks from recycled materials that they will receive as a gift.

Book corner: Designed for visitors to present their favourite book, reading specific quotes from it, and to promote the culture of reading.

Evaluation and reflection: The activity ends with a short conversation or a thank you note for the participants and a photo shoot to promote the importance of this action. After the end of the activity, the leader and the participants discuss the results, the activity, experience, challenges and lessons learned.

Additional: Topics for exchange and collection depend on the need in the community, and some of the suggestions are collecting toys, clothes, etc. through the organization of fairs and interesting eco corners for holding educational and creative activities.

Method 4: Re and Up Cycling Art

Description: This creative method enables young people to create something useful from what would otherwise end up as waste in an innovative and fun way. This approach not only reduces waste, but also promotes sustainability and encourages innovation in art. By involving young people in the art of Re and Up Cycling, they can develop skills in creative thinking, problem solving and environmental responsibility. The goal of this activity is not only to create art, but also to raise awareness about the importance of reducing waste, reusing resources and creative solutions for sustainable living. Participants can make sculptures, paintings, jewelry, ornaments, or even furniture, depending on the materials they are working with. Re and Up Cycling Art is an activity in which participants use waste materials (such as old newspapers, cardboard, pieces of wood, fabric and other materials) to create new works of art, objects or installations. This activity not only allows young people to express themselves creatively, but also gives them the opportunity to actively contribute to **a sustainable society through recycling and upcycling art.**

Goal: To encourage creativity and environmental awareness among young people through art, using waste materials to create new works of art.

Method of implementation:

Introduction: The leader explains to the participants the goal of the activity, ways of participating and tasks, the concept of recycling and upcycling, their importance for reducing the amount of waste and preserving the environment. Participants learn how ordinary waste can become valuable art or a useful object.

Choice of materials: Participants choose the materials they will use for their work. They can choose items such as plastic bottles, cardboard, old t-shirts, wooden pallets, newspapers and other items that would otherwise be discarded or can be used with material that is discarded in nature.

Creative work: Young people start working on their projects, using creative techniques and tools. They can use glue, paints, scissors, needle and thread and other materials they need to shape their works. During the work, participants can: exchange ideas and inspiration; find ways to combine different materials to create unique art objects.

Presentation of works: After finishing the works, the participants have the opportunity to show their works of art to the rest of the group. A small exhibition can be organized here, where each participant presents their work and explains how it was created, what materials were used and what message they want to convey.

Discussion and reflection: At the end of the activity, the leader can lead a discussion about what the participants learned about Re and Up Cycling Art, the importance of

recycling and reuse, what were their challenges, how they felt, and look back on the experiences and lessons learned.

Examples of works of art that can be created through Re and Up Cycling Art:

Sculptures: 3D sculptures can be made from old plastic bottles, boxes, cans or wooden pieces.

Pictures and collages: Collages and pictures can be created by using old paper, newspapers, fabrics and cardboard.

Jewelry and decorations: The memory of discarded items can be used to make jewelry (pendants, earrings) or home decorations (decorative boxes, vases).

Fashion items: Leftover fabric or old clothes can be turned into bags, wallets, or even new clothes.

Additionally:

- Organize an exhibition for the public to promote your activities and encourage other young people to participate.
- Use materials collected in clean-up actions or organize an action to collect materials in nature.
- You can also determine the theme of the activity, such as Nature, Sustainability, Learning, etc. and according to it determine the materials for production.
- Organize symbolic prizes for participants.

Method 5: Green volunteering

Description: The “Green volunteering” method is essential for raising environmental awareness among young people, as it enables direct contact with nature and communities. By participating in volunteer initiatives for environmental protection, young people not only actively contribute to the preservation of the environment, but also develop social responsibility, a sense of community and belonging. Through these activities, young people become ambassadors of sustainability and ecological changes in their community, promoting green initiatives and considering long-term ecological and social goals. This also helps develop environmental habits that young people can apply in their daily lives. They not only enable young people to contribute to the preservation of the environment, but also help them in their personal development.

Through volunteering, young people learn, actively participate, develop environmental awareness, acquire practical skills, become more aware of their influence and better understand the importance of personal responsibility in preserving the environment.

Goal: Involving young people in environmental initiatives and providing them

with the opportunity to acquire skills through active participation in environmental protection and recognition of the importance of volunteering.

Examples of activities in which young people can participate as volunteers:

Landscaping and planting of trees and plants – Participants will participate in planting trees or plants in parks or restoring/arranging green areas, thereby contributing to the improvement of air quality and biodiversity (bee parks).

Environmental cleaning actions – Cleaning activities of parks, rivers, beaches or other public spaces, encouraging young people to preserve the environment and reduce waste generation.

Green practices – Participants will learn, practice and teach the community about green practices (3Rs, composting, waste separation, etc.) through various activities.

Educational and creative activities – Participants will participate in the organization of workshops and activities for the wider community on the importance of environmental protection, waste reduction, reuse, recycling, composting, etc.

Awareness campaigns – Youth will participate in campaigns to raise awareness of environmental issues and promote green initiatives through social media and public actions.

Here are examples of some green volunteering activities and actions that young people can participate in and that you can organize in your communities. You can organize activities to celebrate important environmental dates. Volunteer actions and activities depend on your activity goals and community needs.

Method of implementation:

Preparation:

Planning activities: Defining goals - clearly define what you want to achieve (e.g. cleaning the environment, planting trees, education); Identification of needs - analyze local needs and environmental challenges in order to select relevant activities; Creating a plan - create a detailed plan of activities, including date, location, required resources, tasks and volunteers.

Location selection: Choose a suitable place for the implementation of the activity (parks, rivers, forests, schoolyards). If you organize activities in nature or on public areas, secure the necessary permits for organizing them from the competent institutions.

Introduction: The leader introduces the participants to the concept and importance of volunteering. It explains how engagement in environmental projects positively affects the environment, community and personal development. Participants are informed about the methods of participation, the rights and obligations of volunteers and the acquisition of skills and competences. The leader also introduces them to organized green volunteering activities, goals, tasks and detailed instructions.

Formation of groups: Depending on the need for the activity and the description of the volunteer position, participants can participate in individual tasks or in group work. It is important to divide the tasks and give clear instructions to the participants for their implementation. Each group can have specific tasks, such as planting plants, collecting waste, organizing educational activities, recording and promoting activities or similar.

Preparation of materials and equipment: Prepare and provide the necessary materials and equipment, such as seedlings, shovels, gloves, permits, waste bags, refreshments, cameras, etc. Each group receives instructions on the location, terrain and methods of performing the tasks in order to prepare and dress appropriately for participation.

Volunteer work: Participants actively participate in tasks, such as planting plants in a park, cleaning a river or organizing educational workshops for the community. Support the participants during the activity. Keep records of volunteer participation, work and hours, and don't forget the Certificate of Acquired Competencies. Adjust activities to local needs and environmental challenges.

Evaluation and reflection: After completing the activity, participants come together to share their experiences, challenges and reflections on their participation. Discuss what they learned, how they felt during the activity, and draw conclusions about the activity.

Promotion and sharing of results: During the activity, photograph and record key moments of the activity and publish an article about the success of the activity on social networks, websites or local media to spread awareness and attract new volunteers.

The goal of these activities is to increase awareness of the importance of environmental initiatives and encourage as many young people as possible to actively participate in environmental protection. They are key to ensuring the success and spreading the impact of environmental volunteer activities. Together with the volunteers, design promotion and visibility activities, contents and messages and which media channels you will use (websites, social networks, local media, etc.). You can also start a hashtag campaign (#GreenVolunteering, #EcoAction).

Additionally:

- Awarding symbolic awards as a sign of gratitude for volunteer engagement encourages and motivates young people to become more actively involved in volunteer activities.

**Don't forget the legal obligation as organizers of volunteering towards volunteers and to issue certificates about volunteering and acquired competences (if you have not been*

a volunteer organizer before, check the legal obligations about volunteering in your country).

- In the Republic of Croatia, volunteering organizers are legally obliged to keep records of volunteers, volunteer hours and reporting. You should also familiarize young people with the description of the volunteer position, the tasks and the time required for participation.
- This structured way of implementation enables the efficient organization of green volunteering, ensures a positive experience for participants and maximizes the impact on the environment and the community.

Results of environmental protection activities and methods:

- Young people become more aware of the impact of their daily activities on the preservation of natural resources and the environment.
- Young people understand the importance of preserving natural resources, biodiversity and responsible waste management.
- Youth develop skills such as reuse, recycling and creative problem solving.
- They become active citizens involved in environmental projects and initiatives in their communities.
- Through joint activities, young people strengthen their sense of community and connection.
- Young people learned how to engage in society and recognize the importance of working together in achieving social and environmental goals.
- Young people have adopted informal methods to approach creative solutions to environmental challenges in their community.
- Young people have acquired green skills that they can apply in everyday life.
- Young people have recognized the importance of volunteering as a form of active involvement in the community and acquire a sense of social responsibility.
- Through practical work, young people understood how waste can affect the environment.
- The young people acquired and improved the skills of cooperation, teamwork, problem solving, critical thinking, mutual support, and communication, digital and organizational skills.
- Young people developed creative skills through the innovative use of materials and techniques that were usually considered waste.
- Participants will learn how recycling and reuse contribute to reducing waste generation and protect the environment.

G.A.2. SUSTAINABLE DEVELOPMENT

Sustainable development plays a key role in shaping the future of society and the environment, and young people are the key bearers of these changes. Activities on the topic of sustainable development for young people should be educational, stimulating and enable them to understand global challenges and learn how they can actively contribute to the solution of these problems.

Learning about sustainable development, the ecological footprint and the Sustainable Development Goals (SDGs) enables young people to understand global challenges and to recognize how their everyday behaviors and decisions can be linked to global efforts to preserve the environment, improve social conditions and promote economic balance. Through practical activities and projects, young people acquire concrete skills, such as recycling, responsible management of resources, reduction of carbon dioxide emissions and sustainable consumption, thereby directly contributing to reducing their ecological footprint and creating positive changes in their environment.

Learning about the Sustainable Development Goals (SDGs) is important for young people because it allows them to understand global challenges and encourages them to take steps to contribute to positive change. The Sustainable Development Goals, adopted by the UN in 2015 through the 2030 Agenda, include 17 goals related to environmental, social and economic challenges. Learning about these goals provides young people with the tools, knowledge and motivation to actively participate in building a sustainable society. This approach not only informs them but also empowers them to shape a better society, economy and environment through their daily actions. Understanding the importance of a balanced approach between the environmental, social and economic dimensions is key to developing a sustainable future.

Active participation of young people in activities not only helps them to become informed and responsible citizens but also empowers them to recognize their opportunities to contribute to social, ecological and economic changes. Through sustainable development education, young people develop critical thinking and innovation, which enables them to create sustainable projects and initiatives within their communities. Through engagement in these activities, they become leaders who can encourage their peers, family and community to make changes that make the environment cleaner, the community more equal, and the economy more sustainable.

It is important that young people learn about sustainable development because it allows them to better understand how their decisions and behavior affect the

planet and society. Sustainable development not only teaches responsible resource management and environmental conservation, but also develops awareness of social justice, equality and global solidarity. Learning about sustainable development also encourages young people to think critically, be innovative and creatively solve problems, which are key skills for adapting to a rapidly changing world.

Objective: To increase the awareness and understanding of young people about the concept of sustainable development, its connection with the environment, society and the economy, so that they recognize their own role in contributing to a more sustainable future.

Methods: education, presentation, discussion, research, individual tasks, work in groups, games, brainstorming, case analysis, research, creative work, digital tools, solving challenges, critical thinking, evaluation, reflection.

Materials: online tools, cards, paper, pens, laptop, cell phones, cards, work materials, projector, tables, activity materials, educational and video materials.

Method 1: Sustainable steps

Description: This game helps young people to understand in an interactive and creative way how the global goals can be applied in real life and to understand how different personal decisions and activities affect sustainable development and the environment. Through an interactive game, participants will connect their choices with wider environmental and social consequences. Young people will develop an awareness of global challenges, understand the importance of sustainability in everyday life and joint action, and come up with ideas for personal and local actions that contribute to the achievement of OR goals.

The activity “Sustainable steps” aims to educate young people about the concept of sustainable development and its connection with the ecological footprint. Through an interactive game and practical tasks, participants will understand how their daily decisions and activities affect the environment, and how they can reduce their ecological footprint. The activity includes exploring the 17 goals of sustainable development, the ecological footprint, and discussing sustainable practices and ways to reduce personal impact on the planet. Through the application of the ecological footprint calculator, participants will be able to calculate their own impact on the environment and develop personal action plans to reduce their ecological footprint.

The activity encourages young people to think about how their everyday decisions (consumption, transportation, nutrition) affect the environment and motivates them to make sustainable decisions that can reduce their ecological footprint and contribute to the sustainable development of the community.

Goal: Educate and encourage young people about sustainable development, its

global goals (SDGs) and ecological footprint in order to recognize their own impact on the environment and increase awareness of the importance of sustainable choices in everyday life.

Method of Implementation:

Introduction: The leader presents the concept of sustainable development and introduces the participants to the main elements of sustainable development:

Ecological: Preservation of natural resources and reduction of negative impact on the environment; **Social:** Ensuring equality, rights and well-being for all people; **Economic:** development, economy, innovation. It additionally clarifies basic information about the Sustainable Development Goals, highlighting their importance to the global community and sustainable development, and clarifies the activity, how to participate, and tasks.

Research: The leader explains the tasks and shares the cards with the participants. Each participant receives a card that connects the goals of sustainable development and provides an example of an activity to be completed.

Example of cards to connect:

Example of an activity	The related sustainable development goal
Paper recycling	Goal 12: Responsible consumption and production
Planting trees in city environments	Goal 13: Climate action
Organization of education on gender equality	Goal 5: Gender equality
Solar power plants for local schools	Goal 7: Affordable and clean energy
Donate food to local shelters	Goal 2: Eradicate hunger

Ecological imprint: The leader explains the concept of ecological footprint as a measure of human influence on natural resources, why reducing the ecological footprint is crucial for the preservation of the planet and sustainable development, and gives several examples of everyday activities (e.g. energy consumption, food, waste) that increase the ecological footprint. Participants calculate the ecological footprint with the help of an online calculator: www.footprintcalculator.org/home/en

Discussion: The leader asks questions: What did you learn about your ecological footprint? What activities contribute most to increasing your footprint?; Participants exchange opinions and experiences, and discuss possible ways of reducing the ecological footprint.

Exercise: Sustainable choice: **Scan QR Code to access educational and video material!**

How we contribute to the goals: Young people are divided into smaller groups, and each group receives 2-3 sustainable development goals and a task; read basic information about your goals; research additional information through Internet sources or prepared materials; find examples of local or global initiatives related to these goals and opportunities to contribute.

Research and analysis: Each group should research and collect information on certain sustainable development goals and answer the questions: What is meant by that goal? What are the key problems associated with this goal? What are the specific initiatives, actions, or projects in the world dealing with the goal? How does this goal affect the local community or your everyday life? What can be done at the local level to achieve this goal?

Example: If a group is studying Goal 13: Climate action, they can find initiatives to reduce carbon dioxide emissions, renewable energy sources or educational campaigns.

After the research, every group presents research on the basic information of the goal, the most important initiatives related to the goals, and recommendations and suggestions on how young people can contribute to the achievement of these goals at a local or global level.

Discussion and conclusion: After completion, participants discuss the importance of the goals and how they can personally contribute to their achievement and positively impact society and the environment. Each group presents its conclusions on the researched objectives and proposes activities or initiatives that could be implemented in their community. Questions for conclusions: What did you learn through the research?; What goals are the most important for your community?; How can you personally contribute to achieving goals? The leader summarizes important points of activity and collect feedback from the participants.

Evaluation and reflection: At the end of the activity, the leader leads the reflection of what young people have learned about social challenges, sustainable development and goals. Participants share their experience and value learned.

Method 2: Sustainable fashion

Description: Through interactive activities and practical examples, young people will acquire skills that enable them to make more responsible decisions regarding clothing, thereby promoting sustainable consumption and contributing to the global goals of sustainable development. This method aims to educate young people about the principles of ecological and ethical clothing production, and to develop awareness of the importance of sustainability in the fashion industry. Through hands-on activities and discussion, participants will learn how their clothing choices affect the environment, society and economy, and how they can contribute to a

more sustainable lifestyle through sustainable fashion.

Goal: Acquaint young people with the principles of ecological clothing production and create awareness of the importance of sustainability in the fashion industry and responsible consumption.

Method of Implementation:

Introduction: The leader starts the activity with an introductory discussion about fashion, fast fashion and its negative effects on the environment, and presents key concepts about sustainability in the fashion industry. He also points out that the fashion industry often causes a large amount of waste, excessive consumption of resources and pollution due to unsustainable production practices. The importance of making informed decisions when buying clothes is explained to young people. You can also use video materials.

Fashion and brand: Participants are divided into smaller groups and given the task of researching several sustainable fashion brands. Each group will analyze one brand;

- Brand mission (what are the brand's sustainability goals).
- The type of materials used by the brand (organic cotton, recycled materials, sustainable production, etc.).
- Methods of production, transportation and distribution.
- Social responsibility of the brand (such as ethical working conditions, supporting local communities).
- Other features that make the brand sustainable (packaging, carbon footprint reduction, product longevity).

Presentation of research results: After researching the brands, the groups will present their results to the rest of the participants. Each group will present information about sustainable materials used by the brand, interesting information about the brand, explain what surprised or inspired them most about the chosen brand.

Discussion: The leader leads an open discussion on how young people can support sustainable brands, what are the advantages and challenges of buying sustainable products, what are the challenges or obstacles that young people encounter when switching to sustainable consumption, and how these decisions can affect the environment and society.

Evaluation and reflection: At the end of the activity, the leader conducts evaluation and reflection. The conclusions of the research, the impact of fashion on the environment and sustainable development are drawn. The participants provide feedback on the activity and on their participation in the group research and value what they have learned through this activity.

Method 3: Green City

Description: This method allows young people to explore and consider key aspects of sustainable urban living. In groups, the youth will design and create a plan for a “green city” with an emphasis on green spaces, environmentally friendly transportation, reuse, recycling and biodiversity conservation. Through the creative creation of models, drawings or digital representations, participants will visualize ideas about sustainable urbanism and think about ways to implement green initiatives in everyday life. At the end, they will present their projects and discuss possible challenges and solutions for a sustainable city. The activity will help young people develop creative thinking, teamwork and practical problem-solving skills, while at the same time contributing to their awareness of environmental responsibility. This method allows not only to raise awareness of sustainability, but also encourages young people to consider how their cities can become more environmentally responsible, thus creating a better and healthier future for all.

Goal: Educate young people about sustainable urbanism and importance of green initiatives in cities, and encourage them to think about ways of reducing the negative impact of urbanization on the environment.

Method of Implementation:

Introduction: The leader starts the activity by presenting the goal and tasks, explaining the basic concepts of sustainable urbanism, the importance of green cities, sustainable urban development and the importance of preserving biodiversity during urban development. Participants are explained what “green city” means and the main characteristics of sustainable cities are explained, such as reducing pollution, preserving biodiversity, etc.

Work in groups: Divide the participants into smaller groups. Each group has the task of developing ideas and solutions for a “green city” through cooperation and creativity.

Research and planning: Each group researches different aspects of sustainable urban living. Encouraging young people to think;

- What green initiatives can improve city infrastructure?
- How to reduce pollution and energy consumption?
- How to increase green areas and preserve biodiversity?
- Why are bees important?

Creation: Each group uses materials and different simple techniques (cardboard, paints, recycled materials, digital tools) to create a model, drawing or digital presentation of their “green city”.

Presentation and discussion: Each group presents their project and explains how their ideas can improve the city environment. Other participants ask questions and comment on their ideas, allowing for an exchange of opinions and critical thinking.

Evaluation and reflection: The leader talks to the participants about participation, challenges, problems and solutions and collects feedback from the participants about this method, knowledge and learning.

Method 4: Product life cycle

Description: This method directly contributes to the goals of sustainable development, as it allows young people to recognize through practical research how the production, distribution, use and disposal of products affect the environment, society and the economy. Likewise, it enables young people to see the negative environmental and social effects resulting from unconscious consumption and encourages them to consume responsibly and innovate in the creation of sustainable products. This method is a great tool for encouraging young people to recognize how their purchasing and consumption decisions can have a positive impact on the environment and motivates them to actively participate, developing concrete skills needed to apply sustainable practices in everyday life.

Goal: Encouraging young people to become aware of the ecological impacts on the environment, which can be the first step towards the development of more sustainable habits and promoting responsible consumption.

Method of implementation:

Introduction: The leader introduces the participants to the purpose of the activity and explains the tasks.

Preparation and division into groups: Divide the young people into smaller groups and give each group the task of researching the life cycle of a product. Examples of products may include: T-shirt, Plastic bag, Plastic bottle, Glass bottle, Electronic device (e.g. mobile phone, laptop) or similar.

Life cycle research: Each group researches what the life cycle of the chosen product looks like. The group should analyze the following phases of the life cycle:

- Production: How is the product created? What resources are needed? What is the impact on the environment at this stage?
- Distribution: How does the product reach the end user? How important is transport and how does it affect the environment?
- Use: How is the product used? What are the environmental effects during use?
- Disposal / Recycling: How is the product discarded after use? Can it be recycled? How to reduce product waste?

- Alternative options: Are there more environmentally friendly alternatives to this **product?**

Presentation of results: Each group presents the results of their research to the rest of the group. Presentations can be creative, using posters, PowerPoint presentations or similar to show the life cycle of the product and how the product affects the environment.

Reflection and conclusion: After all groups have finished their presentations, organize a short reflection on the topic: What did they learn about the product life cycle?; How could they reduce the negative impact of the product on the environment?; What changes can I implement in my daily life to reduce waste and use more sustainable products?

Additionally: In the introductory part, the presenter can use video materials:

T-shirt life cycle: www.youtube.com/watch?v=BiSYoeqb_VYV

What really happens to the plastic you throw away:

www.youtube.com/watch?v=_6xINyWPpB8

Extremely complex anatomy of a sneaker:

www.youtube.com/watch?v=A_YMOhpyErl

***SCAN the QR CODE to access educational and video material!**

Method 5: Eco Market

Description: The ecological market is an interactive activity in which young people create their own products or design services with an ecological focus using simple materials (such as cardboard, old T-shirts, old jars, etc.). This method encourages young people to think about sustainable practices and ecological solutions, enables young people to develop creativity, teamwork and entrepreneurial skills through designing and making ecological products from recycled materials. Young people learn about the importance of sustainability, responsible consumption and reuse, while strengthening communication, cooperation and practical application of ecological habits. It also strengthens their awareness of environmental protection and encourages them to actively participate in creating sustainable solutions for the future.

Goal: To encourage young people to think creatively about sustainability through the creation and presentation of ecological products from recycled materials.

Method of implementation:

Introduction: The leader explains the concept of an ecological market and the

importance of reusing materials. It gives examples of creative products made from recycled materials, such as storage boxes, bags or decorations.

Division into groups and task: Divide the participants into smaller groups. Each group receives a set of materials (cardboard, recycled paper, T-shirt, scissors, etc.). The task is to design and create a product that has a practical or aesthetic purpose, while respecting ecological principles.

Making products: Each group uses given materials and tools to make their products. During this phase, the leader supports the groups, encourages creativity and advises them.

Setting up stands and presentations: Each group sets up a “stand” at the market and prepares a short description of the product: how it is used, why it is sustainable and what its purpose is. Groups present their products to other participants, and all participants can evaluate ideas according to creativity, practicality and sustainability. You can also provide some symbolic prizes for each group.

Evaluation and reflection: The facilitator encourage a group discussion about what the participants learned, what challenges they faced, what they found easy about the task, what they found difficult about the task and how reuse can become a part of everyday life. At the end, participants share feedback and evaluate what they have learned.

Scan QR code to access ideas for making eco products!

Results of activities and methods of sustainable development:

- Youth acquire concrete skills to implement sustainable solutions, such as entrepreneurial and creative skills, planning, resource management and sustainable living.
- Young people are becoming more aware of the importance of sustainable development, climate change, environmental protection and their role in creating a sustainable future.
- Young people better understand how environmental, economic and social problems are connected and how sustainable development can be the answer to these challenges.
- Young people develop critical thinking and the ability to research, analyze and solve problems.
- Increasing environmental literacy of young people and understanding of environmental challenges.
- Increased youth awareness of a more sustainable way of life through sustainable fashion and more responsible consumption.

- Through practical experience, young people improve social skills, such as cooperation, communication and teamwork, and increase the ability to make joint decisions.
- Young people are introduced to the concepts of reuse, recycling, sustainability and the importance of waste reduction.
- Young people better understand ecological principles and the importance of environmental protection.
- Young people understand how business decisions can affect the environment, society and the economy.
- Young people become more aware of how their own decisions in everyday life affect the environment.
- Young people learned the importance of choosing ecological options, a sustainable lifestyle and reducing the negative impact on the environment.
- Increased awareness of sustainable urbanism and the importance of green initiatives in cities.

G.A.3. SOCIAL ENTREPRENEURSHIP

Social entrepreneurship is an important tool for the development of young people, as it enables them not only to acquire business skills, but also to gain a deeper understanding of the social and environmental problems facing their communities and the world as a whole. Learning about social entrepreneurship has many key advantages and benefits that can positively shape their future, personal development, and social engagement. It is important that young people learn about social entrepreneurship because it encourages the development of social awareness, responsibility and entrepreneurial spirit that are key to creating positive changes in society. Also, it enables young people to acquire concrete entrepreneurial skills, such as project management, financial literacy and communication, while at the same time developing personal qualities such as empathy, teamwork and adaptability. Through practical experience, young people develop skills that are key to their employability and professional success, thus encouraging their independence and confidence in decision-making.

By learning about this concept, young people develop the ability to recognize and analyze social and environmental problems and devise innovative and sustainable solutions that contribute to the community. This process gives them the opportunity to connect their own development with the needs of the wider community, which

motivates them to actively participate in solving global challenges.

Description: Young people research social and environmental problems in their community and in teams come up with an idea for a social enterprise that would solve one of the problems. Through this activity, they develop creativity, teamwork, critical thinking and presentation skills.

Goal: To encourage young people to understand and implement social entrepreneurship as a tool for solving social and environmental problems by developing innovative and sustainable solutions and acquiring key skills for active participation in the community.

Materials: Papers, large posters, markers, felt-tip pens, post-it notes, examples of successful social enterprises (pictures, articles, videos), business model templates (printed or digital), laptops/mobiles for research and making presentations, projector, flashcards, working and video materials.

Methods: research, discussion, group work, role-playing, individual tasks, evaluation, reflection, brainstorming, digital tools, presentation, discussion, example analysis, problem identification and solving, and critical thinking.

Method 1: Introduction to Entrepreneurship

Description: This activity aims to familiarize young people with the basics of social entrepreneurship, its importance for the community and the ways in which innovative ideas can solve social or environmental problems. Through interactive methods, participants explore examples of social entrepreneurs, develop their own ideas and understand the key steps in starting a socially responsible business. The activity includes the analysis of real examples of social enterprises, as well as exercises that allow participants to think about how concrete social and environmental challenges can be answered. Through these activities, participants will learn how to identify community needs, approach their solutions, and develop sustainable models.

Goal: To introduce young people to the concept of social entrepreneurship through an interactive way to develop critical thinking about social and environmental challenges and to understand the difference between entrepreneurship and social entrepreneurship.

Method of implementation:

Introduction: The leader starts the activity by asking questions to familiarize the participants with the concepts of entrepreneurship and social entrepreneurship: "What do you think social entrepreneurship is? What is the difference between a classic and a social enterprise?" How can entrepreneurship solve social and environmental challenges?"

Presentation of basic concepts: What is social entrepreneurship, what problems does it solve, how are they financed, what about profits, sustainable business models and what are its goals (in short, through pictures or simple definitions).

Examples for comparison: Entrepreneurship: Opening a cafe for profit; Social entrepreneurship: Opening a cafe where you employ people with disabilities.

Case study: Participants work in small groups and analyze pre-prepared examples of social enterprises (e.g. recycling companies, helping marginalized groups or offering products with minimal ecological impact).

Each group identifies: What problem does the company solve?; What are its social or ecological goals?; How does the company make money?; What about the company's profit?

Example: Humana Nova (Croatia) - Social cooperative Humana Nova is a social enterprise that is acting in 3 areas: environmental, social and economic.

- **Problem they solve:** Poverty, unemployment and excessive waste disposal.
- **Social goals:** Integration of socially marginalized groups into society, recycling and reuse of clothing, reduction of textile waste, employment of disabled people and other socially excluded
- **How the company makes money:** They make new high-quality and innovative products from discarded textile items, and sustainable products from new materials. Selling donated used clothes through second-hand stores and web shops.
- **Profit:** All profits are used to preserve jobs, create new ones, further development, invest in employees and in business expansion, i.e. for the benefit of the community.
- **Presentation and discussion:** Each group presents its social entrepreneurship, and a discussion develops about how these companies have successfully solved concrete social problems.
- **Evaluation and reflection:** Participants exchange their impressions of the activities, and the leader concludes the topic with questions such as: Why is social entrepreneurship important? How can young people become part of the change through such projects? At the end, the participants give their reviews and experiences and evaluate what they have learned.

Method 2: HAC4SOCIETY

Description: This is an innovative method that provides young people with the opportunity to learn through teamwork, develop ideas and creative and sustainable solutions to social challenges through the concept of social entrepreneurship.

Through this method, young people will develop entrepreneurial skills, learn to solve real social or environmental challenges, and develop teamwork, creativity and presentation skills. A hackathon is a day-long (or multi-day) activity where participants work in teams to design sustainable business models that have a positive social impact. This method enables young people to actively engage in social challenges through social entrepreneurship and acquire valuable skills that they can use to create positive changes in their communities.

Goal: To empower young people for innovative thinking, development of sustainable projects and raising awareness of social entrepreneurship as a tool for solving social challenges.

Method of implementation:

Introduction: The leader introduces the participants to the concept of social entrepreneurship and presents the rules of the hackathon, creation of ideas, work materials, presentations and expected results (business model, presentation, prototype). During the activity, the leader provides support to each group in the elaboration of the social idea, presentation and method of presentation.

Teamwork: Participants are divided into teams, combining skills and knowledge from different fields (technology, design, entrepreneurship, marketing) to develop comprehensive solutions.

Problem Identification: The first step in any hackathon is a detailed analysis of a social problem. Teams receive specific information about the challenge and collaborate with the leader to better understand the context of the problem.

The idea: Through creative thinking techniques and brainstorming, teams develop ideas that can solve a specific problem. Special emphasis is placed on innovative solutions that can be implemented quickly. Participants work not only on innovations that are profitable, but also on those that have a significant positive impact on society, such as projects focused on education, health, inclusion, environmental protection and reducing inequality.

Creating a presentation: Teams make a presentation according to the rules for creating and presenting time. The presentation should contain: Name of the idea/project; the problem which project solves; target group; solution and key activities; Sustainability (how the project contributes to society and the environment); influence; financial model (basic projections).

Pitch presentation: At the end of the hackathon, teams present their projects to the jury/participants, presenting the innovation, technical prototype, business model, sustainability of the solution and expected social impact. (5-10 min). The jury or participants vote for the best ideas that can win prizes.

Evaluation and reflection: After the presentations, the leader and participants discuss all ideas, analyze what was successful and what could be better. Participants also consider what they learned throughout the process, reflect on what they achieved, how they cooperated in teams, what skills they developed the most and how they can continue to work on their entrepreneurial projects.

Additionally:

- Choose the challenges that the participants will deal with.
- Organize ice-breaker activities to put participants at ease.
- Prepare a jury for which they are experts in social entrepreneurship or related fields.
- Organize symbolic awards for ideas, teams, work or presentation.

SCAN THE QR CODE to access educational and video materials!

Method 3: How to manage a social enterprise?

Description: This method provides young people with practical experience in running a social enterprise. The role-playing method allows them to assume different roles in the company, which encourages them to think about the daily challenges and decisions in running a social enterprise. In this way, they will learn how to manage a company that has a social mission, balancing social and economic goals. The activity provides an opportunity for hands-on experience in decision-making, resource management and understanding of the challenges faced by social entrepreneurs.

Goal: To help young people understand the challenges and skills needed to **effectively manage a social enterprise.**

Method of Implementation:

Introduction: The leader explains the activity, tasks and goals and introduces them to the implementation of the activity through the example of a social enterprise.

Division into teams and role distribution: Divide the participants into smaller groups. Each group will represent a team that starts and manages a social enterprise. Each member of the group assumes one of the following roles:

- **Company director** - responsible for the overall management of the company.

- **Financial manager** – manages finances and makes decisions about expenses and income.
- **Marketing specialist**– responsible for promotion and attracting users.
- **Social Impact Manager** – responsible for monitoring and reporting on the company's social and environmental impacts.
- **Human resources person** - responsible for recruitment, employee education and building the company's culture.

Business idea: Each group should come up with a business idea/goal that will address the chosen problem/challenge. The idea should be sustainable and aligned with the social mission. Why has the company started, who is the target group, what problem does it solve and what does it want to achieve?

Business Management Simulation: Teams now have the opportunity to simulate business management. Each group must make decisions regarding:

- **Starting a business:** What is needed to get started? What resources do they need? How will they provide initial capital?
- **Marketing activities:** What marketing activities will they undertake? How will they promote the company? How will it reach its users?
- **Managing employees:** How will they build a team and what skills are they looking for in their employees?
- **Choice of funding sources:** Will they look for investors, use crowdfunding or rely on their own capital?
- **Managing challenges:** What problems will the company have in the initial phase and how will they be solved (e.g.- poor promotion, lack of users, high costs)?

Presentation: Each group presents the company, the idea, explains the roles and how they were divided and why. Other groups can ask questions and give feedback.

Evaluation and reflection: After the presentations, the leader and the participants discuss the experience, tasks, roles, group work and challenges, and the participants share feedback and what they have learned.

SCAN THE QR CODE to access educational and video material!

Method 4: Resource Management

Description: This method provides young people with learning about the importance of using and managing resources, whether it is time, money, energy or other natural resources. Here the emphasis is on financial literacy and the method is focused on budget management so that young people will learn to make decisions related to money and develop a responsible approach to financial management. Through the simulation game, young people learn how to properly plan, manage and optimize resources to achieve a goal.

Goal: To help young people understand basic concepts of financial literacy, such as managing a personal budget, saving, planning expenses and the importance of financial decisions.

Method of implementation:

Introduction: The leader introduces the participants to the way of working and the objectives of the activity and introduces them to the topic of financial literacy. Before starting the game, prepare a set of cards with different financial situations.

- Start with a short presentation on the basics of financial literacy: what a budget is, what saving means, and why it's important to track expenses.
- Try to connect the concepts with examples from the everyday life of young people: for example, how to decide how much money to spend on going out, how much money is needed for savings, etc.

Each card should contain information about:

Income (e.g. a student job with a monthly income of €400).

Mandatory expenses (e.g. utilities €80, food €150, transport €50).

Unplanned situations (e.g. refrigerator failure that requires repair or replacement).

Objectives (e.g. saving for travel or education).

Interactive game: "Make a budget"

- Divide the participants into smaller groups and give them cards with different scenarios.
- Each group is given the task of creating a personal budget for a month, based on given conditions, and directing funds to the most important priorities.
- Each group decides which items are most important (e.g. food, utilities, transportation) and allocates resources to those needs.
- It is necessary to identify ways to reduce unnecessary expenses so that funds can be redirected to urgent or important goals (e.g. saving for a refrigerator repair).
- Groups should calculate how much they can save or to solve possible challenges

such as unplanned expenses.

- Encourage them to think about how to plan their budget rationally and reduce unnecessary expenses.

Scan QR Code to access the workplace activity “Make a budget”

Discussion: After each group presents its budget, encourage participants to discuss: Differences in priorities between groups; The strategies they used to rationalize costs; Possibilities of reducing unnecessary costs or increasing income; The importance of emergency savings.

Discuss what was challenging about deciding how to prioritize spending and what they learned about their own financial habits. Discuss the importance of budgeting and how important it is to make informed financial decisions in the future.

Evaluation and reflection: Encourage participants to think about their financial goals, how they can better manage their money, and what they would like to improve in their financial lives. Describe the importance of financial literacy as a tool to secure their future. At the end, participants share a review of the activity, give feedback and evaluate the outcomes of the activity.

Method 5: I, the Entrepreneur

Description: This method plays a key role in raising awareness of social entrepreneurship among young people and provides an opportunity for a deeper understanding of how creative and innovative solutions can respond to real social problems. Participants will analyze examples of successful social entrepreneurs, identify key skills that helped them achieve their goals, and compare them to their own skills.

The activity includes group work, interactive discussions and individual reflection. In addition, it helps young people become aware of their own skills and knowledge and the need for further development. It also encourages young people to develop an approach to solving problems in the community and to recognize their own role in creating positive changes. Through the process of learning and reflection, young people acquire not only technical and entrepreneurial skills, but also a sense of responsibility for social and environmental sustainability.

Goal: To develop awareness among young people about the key skills needed for successful social entrepreneurship and encourage them to recognize their own strengths and areas for development.

Method of implementation:

Introduction: The leader introduces the concept of social entrepreneurship and emphasizes the importance of skills such as creativity, teamwork, empathy, social responsibility, communication and project management for successful social entrepreneurship. It explains the activity, goals and methods of participation to the participants. You can use the short presentations and video materials that you can find in the manual. (What is Social Enterprise? - BBC").

Examples of entrepreneurs: Participants are presented with stories of successful social entrepreneurs and ideas (e.g. those who founded initiatives for environmental sustainability, inclusion of marginalized groups or technological solutions for the community). The leader further explains the task and the importance of the skills that the entrepreneurs used to achieve their goals. Prepare texts or video materials about local and global social entrepreneurs.

Examples: Social Entrepreneur and key skills for success - Examples can be about local or global social entrepreneurs.

Group analysis: Participants are divided into smaller groups. Each group analyzes one example of a successful social entrepreneur, lists the skills that were key to their success and connects the skills to a social challenge and a solution.

Self-Assessment: Participants complete an individual worksheet where they assess their social skills and identify areas for development. The worksheet includes questions such as:

- What skills do I consider my strengths?
- How could I use my skills to create social impact?

Scan the QR code and find the work material for this activity.

Discussion and reflection: Groups share their findings and discuss how they can work to develop skills relevant to social entrepreneurship and reflect on the task and social challenges. The facilitator helps highlight common themes and provides advice for further development.

Evaluation and reflection: The leader talks with the group about the challenge, and the experience; together they draw conclusions about this topic. Participants give feedback and evaluate the outcomes of this activity.

Results of social entrepreneurship activities and methods:

- Young people understand the differences between classic entrepreneurship and social entrepreneurship.
- Young people gain a deeper understanding of social entrepreneurship and its

principles.

- Activities help young people to recognize and analyze social and environmental challenges and understand the importance of sustainable development and social responsibility.
- Youth get the opportunity to apply learned concepts through teamwork, simulations and hands-on projects, thus encouraging their active participation in the community.
- Young people develop ideas, creativity, cooperation, problem solving and analytical thinking.
- Young people develop awareness of social problems, the importance of social influence and ways to solve them.
- Young people acquire entrepreneurial, communication and presentation skills.
- Young people understand the basic principles of managing a social enterprise.
- Young people understand how they can actively contribute to their community.
- Young people develop abilities such as creative thinking, negotiation and planning.
- Social responsibility and entrepreneurial initiative among young people are encouraged.
- Youth develop an understanding of what skills lead to success in social entrepreneurship.
- Young people understand the basic principles of managing personal finances and develop the skills of rational budget planning.



INSTEAD OF CONCLUSION

This manual is designed as an inspiration, guide and tool for everyone who wants to work with young people with fewer opportunities and contribute to the creation of a more inclusive and sustainable society. Its themes: work with young people, environmental protection, sustainable development and social entrepreneurship, reflect the need for a comprehensive approach that not only empowers young people but also encourages positive changes in communities.

The informal approaches described in this manual invite you to be innovative, collaborative, and creative. They emphasize the importance of empowering young people, providing equal opportunities and creating a stimulating environment where everyone can contribute according to their abilities and interests.

As agents of change, young people have the potential to shape a more sustainable future. Working with young people, we develop not only their skills and knowledge but also their responsibility towards society and the environment. Through the activities and methods described in the manual, we hope to encourage and inspire you to take the initiative, act and jointly shape a better future with young people in your local community. Creating positive change is not a quick process, but it is extremely valuable. Your effort, patience and dedication will bring not only individual but also collective progress.

Let this manual be your ally in this.

Good luck!

ABOUT PARTNER ORGANIZATIONS

Project Coordinator: Ecological Association “Krka” Knin

VISION

By joint action to healthy and strong community.

MISSION

Protection of the environment and natural resources of the community as well as improvement of the life quality of citizens in accordance with the directions for sustainable development, strengthening of the individual, development of democratic society and active citizens.

MOTTO OF THE ASSOCIATION

“No troubles while the Krka rambles”

Ecological association “Krka” Knin was founded on December 15, 2004. with the aim of preserving and protecting the environment. Krka operates in Croatia with an emphasis on Šibenik-Knin County and the surroundings of Knin. The headquarters of the association is in Knin and we have two more informal branches in Šibenik and Oklaj (DC Promina). The association has 22 employees, 89 members and 44 active volunteers. Some members are long-term employees of the civil sector, and expert assistance to the project team is provided by members of the coordination of the Green Forum.

Krka is a non-partisan, non-profit, non-governmental organization registered in Croatia. Krka deals with the promotion and protection of the environment by organizing ecological and cultural actions in the area of activity of the association.

The purpose and program area of the association’s activities in accordance with the objectives are environmental and nature protection, democratic political culture, economy, culture and art, human rights, international cooperation, education, science and research, sustainable development, social activities and health protection. For the purposes of sustainability and self-financing, the association founded the social enterprise Marunuša j.d.o.o., through which it will carry out economic activities. Through its previous work, “Krka” Knin has so far realized about a hundred projects, independently or in partnership, many of which were financed with EU funds.

Through the implementation of the aforementioned projects, the association acquired the necessary knowledge for the implementation of projects in the key areas of the association’s activities. The projects that the association implemented or is implementing have contributed to the creation of a positive image by the public, civil and private sectors as well as the media, and the association has become an

equal partner in making decisions related to sustainable development.

During 2014, the Association received the award of the City of Knin for successful work and contribution to the preservation of the environment and the award of the National Foundation for the Development of Civil Society for the social innovation of the year (Eco-library of toys). In 2016, she received another award from the Ministry of Environmental Protection for the Eco Toy Library project, and in 2017, the Šibenik-Knin County Award for improving the quality of life and sustainable development of the residents of Šibenik-Knin County.

The association's activities and projects have so far been financed by numerous ministries, the European Social Fund, the City of Knin, Šibenik-Knin County, the National Foundation for the Development of Civil Society, the Fund for Environmental Protection and Energy Efficiency, the World Bank Office in the Republic of Croatia, the Kajo Dadić Foundation, the National Park Krka, HEP, private companies, banks and citizens.

PROJECT PARTNER: Association "Noi@Europe", Naples, Italy

"Noi@Europe" is a youth association founded in Naples in 2012 by a group of young former interns of the local Europe Direct center with the aim of informing and guiding young people towards the possibilities of international mobility and promoting active EU citizenship among them.

The association provides support to young people in their personal and professional development through activities within the framework of non-formal/informal education, and by conducting active citizenship campaigns. For years, Noi@Europe has been operating in a network with other organizations in the eastern suburbs of Naples (municipality VI) and in the rural area of the Campania region. Among its activities, Noi@Europe has long been planning actions to improve public libraries intended as places of culture, gathering and exchange of knowledge. Since 2016, the association has been participating in mobility projects in the Erasmus+ area, and since 2019 in the ESC area. Noi@Europe is in partnership with the Europe Direct center from Napoli and manages its activities.

Members, staff and collaborators of Noi@Europe have degrees mainly in the field of EU law, international studies, political science and journalism. Many of them gained experience in youth exchanges, European mobility programs such as Leonardo and Erasmus, and promoting mobility activities, as former interns or collaborators on the Europe Direct Napoli project. They also attended EU project cycle management courses.

The association is conceived as a place where young people can share their ideas and opinions.

The goals of the association are:

- Promotion of European citizenship,
- Raising the level of information among young people,
- Building the process of activation of the youth group and introducing them to policy makers,
- Promoting urban regeneration

Since the beginning of 2012, thanks to our partnership with Europe Direct Napoli from the Municipality of Napoli, the organization has collaborated with many volunteers, as EDIC Napoli was the sending organization and host organization in the European Voluntary Service. Association members were often mentors to volunteers in the city or performed administrative tasks for these projects as contact persons.

Then, in 2019, the organization received a quality label for the Host and Sending role of organizations within the European Solidarity Corps program.

The target group of the association is mostly young people aged 16 to 30. The association currently manages 3 spaces within the city of Naples where it has the opportunity to meet young people from different social, educational and work environments:

- As a partner of the Europe Direct Center in Naples, the association has the opportunity to work with young students and high school students (13-18 years old) on European citizenship and opportunities for young people (international mobility), and meetings and workshops with young people are regularly held in the Center.
- In 3 public libraries in Ponticelli, Barra and Gianturco (eastern suburbs of Naples) activities are aimed at young audiences, including those from disadvantaged social and cultural backgrounds.

EDUCATIONAL AND VIDEO MATERIALS:

SCAN THE QR CODE AND FIND ALL MATERIALS!



For more information, please contact us at:



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Association “Noi@Europe”

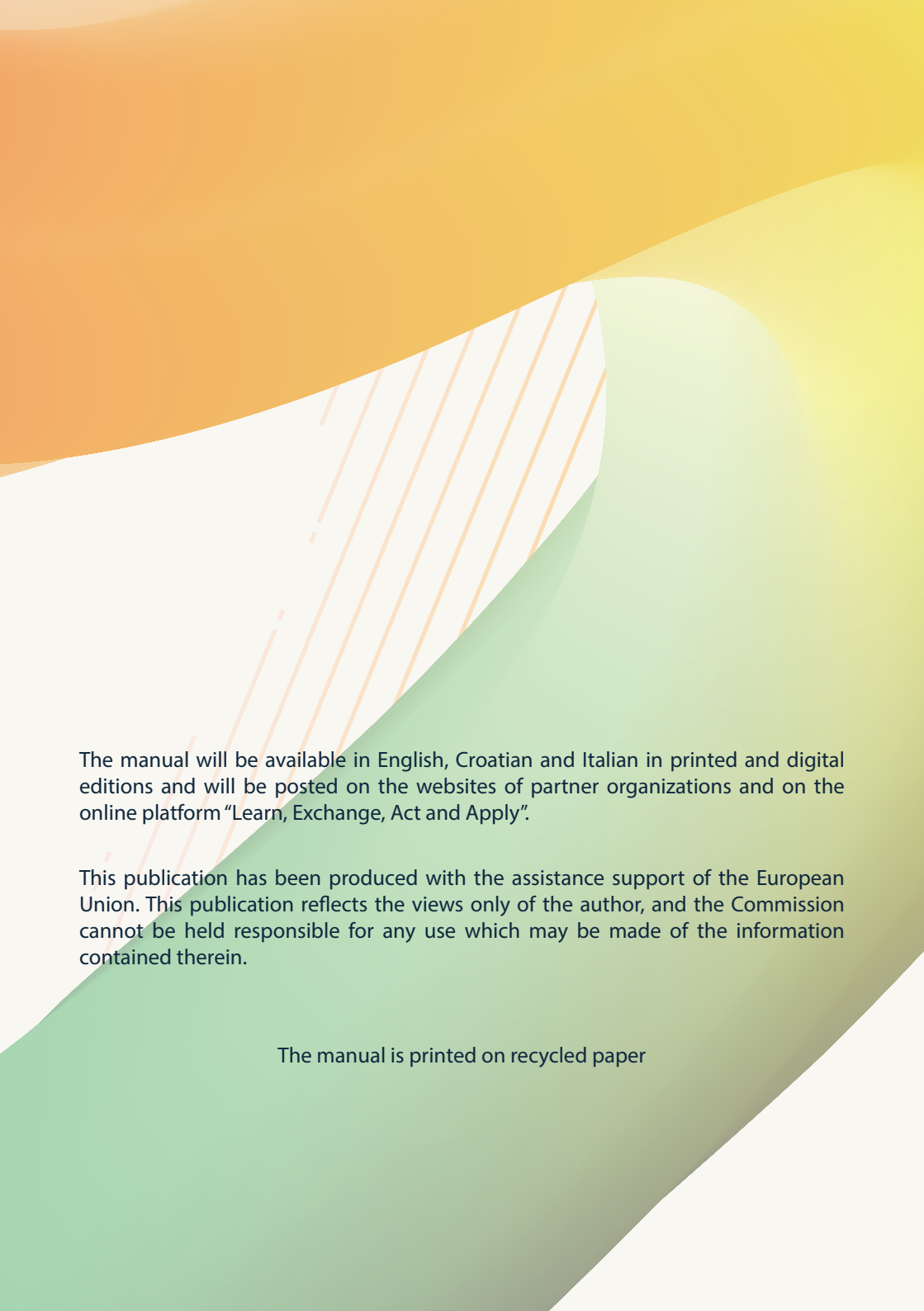
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The manual will be available in English, Croatian and Italian in printed and digital editions and will be posted on the websites of partner organizations and on the online platform “Learn, Exchange, Act and Apply”.

This publication has been produced with the assistance support of the European Union. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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