



INTER ALIA

Civic Action Meeting Point



Sustainable and Transformative Education for Participation in Democratic Life

STEP Forward (STEP)

Erasmus+

KA2 – Capacity Building in the Field of Youth

Project Number: *589950-EPP-1-2017-1-EL-EPPKA2-CBY-ACPALA*

Grant Decision: *2017-2161/001 - 001*

Inter Alia

2018



Introduction

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

STEP aims at promoting the application of active and participatory education through experiential activities and solution-oriented educational approach. By exploring alternative community models, social and ecological initiatives the project will use information and resources to design a new educational module with the scope to integrate these in the formal education system.

The specific objectives of the STEP project are:

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

In order to achieve the project's objectives the foreseen activities include **1 Training Course on Sustainability and Community Building; 6 Job Shadowing activities**, the design of a **Training module** which will incorporate issues of democracy, civic participation and sustainability in a non-formal education format combining experiences from Europe, Africa, Asia and Latin America; **1 Training Course** in the form of a **Winter School** to present and apply the module to youth workers and other professionals of the education sector, and **7 local events** for the promotion of the module to the local communities.

The Training Course on Sustainability and Community Building was the first capacity building mobility activity of the project that aimed to build common understanding on what sustainability is and discuss about different socio-ecological initiatives and alternative socio-economic models experienced in different countries , transferring the knowledge into non-formal activities. In specific, participants:

- Developed common understanding of sustainability;
- Enhanced cross-cultural understanding and diversity;
- Understood the role of community building and were able to describe particular activities that promote sustainability;
- Created a non-formal activity and implemented it during the training course, developing skills and competencies on creating, implementing and evaluating their own non-formal educational methods;
- Informed, motivated and inspired to participate in the project's upcoming activities.



Sustainability and Community Building

STEP Forward project's Training Course on Sustainability and Community Building successfully brought together youth workers, youth leaders and project managers from Asia, Africa, Latin America and Europe. The group exchanged different views upon the concept of sustainability and discussed upon different socio-ecological and alternative socio-economic models of action. Participants presented their own thematic workshops and built different non-formal activities related to sustainability.

The programme of the training course was developed in order to:

- Give space to the participants to get to know each other, share experiences and communicate;
- Empower participants for developing their own activities and initiatives;
- Provide information to the participants in a more collaborative way about sustainability and sustainable communities

	3/3 Saturday	4/3 Sunday	5/3 Monday	6/3 Tuesday	7/3 Wednesday	8/3 Thursday	9/3 Friday	10/3 Saturday	11/3 Sunday	12/3 Monday	
8.00 – 9.00		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
9.30 – 11.00	Arrivals	Get-to-Know "La Noria"	"Harvesting" Country & Village Presentations	"Harvesting" Alternative Economies	"Harvesting"	"Harvesting" "OASIS" civic engagement	"Harvesting" Forms of education & theories	Non-formal Activity creation	"Harvesting" The Future of STEP	Departures	
11.00 – 11.20		Coffee Break	Coffee break	Coffee break	Organised visits & Local initiatives	Coffee break	Coffee break	Coffee break	Coffee break		
11.20 – 13.00		Expectations, Fears, Offers Group Agreement	Country & Village Presentations	Alternative Economies		Community Work	Non-formal Activity creation	Activities Presentations	Youth Pass		
13.00 – 14.00		Lunch + Break	Lunch + Break	Lunch + Break	Lunch + Break	Lunch + Break	Lunch	Lunch + Break	Lunch + Break		
14.00 – 17.00		"Sustainability Rally"	"Community Circle" towards Sustainability	Open Space: Participants' Workshops	Organised visits & Local initiatives	Community Work	Non-formal Activity creation	Activities Presentations	Evaluation & Closure		
17.00 – 17.20			Coffee break	Coffee break		Evaluation of the Day		Evaluation of the Day	Coffee break		Coffee break
17.20 – 18.30			Evaluation of the Day	Open Space: Participants' Workshops Evaluation of the Day	Evaluation of the Day	Reimbursements		Activities Presentations	Evaluation of the Day		Reimbursements
19.30		Welcome Dinner	Dinner	Intercultural Dinner	Dinner	Dinner	Dinner	Dinner	Dinner		Dinner
20.30		Get-to-Know each other			Movie Night: Tomorrow (2015)	"Human Library"					

The programme was designed according to the following principles:

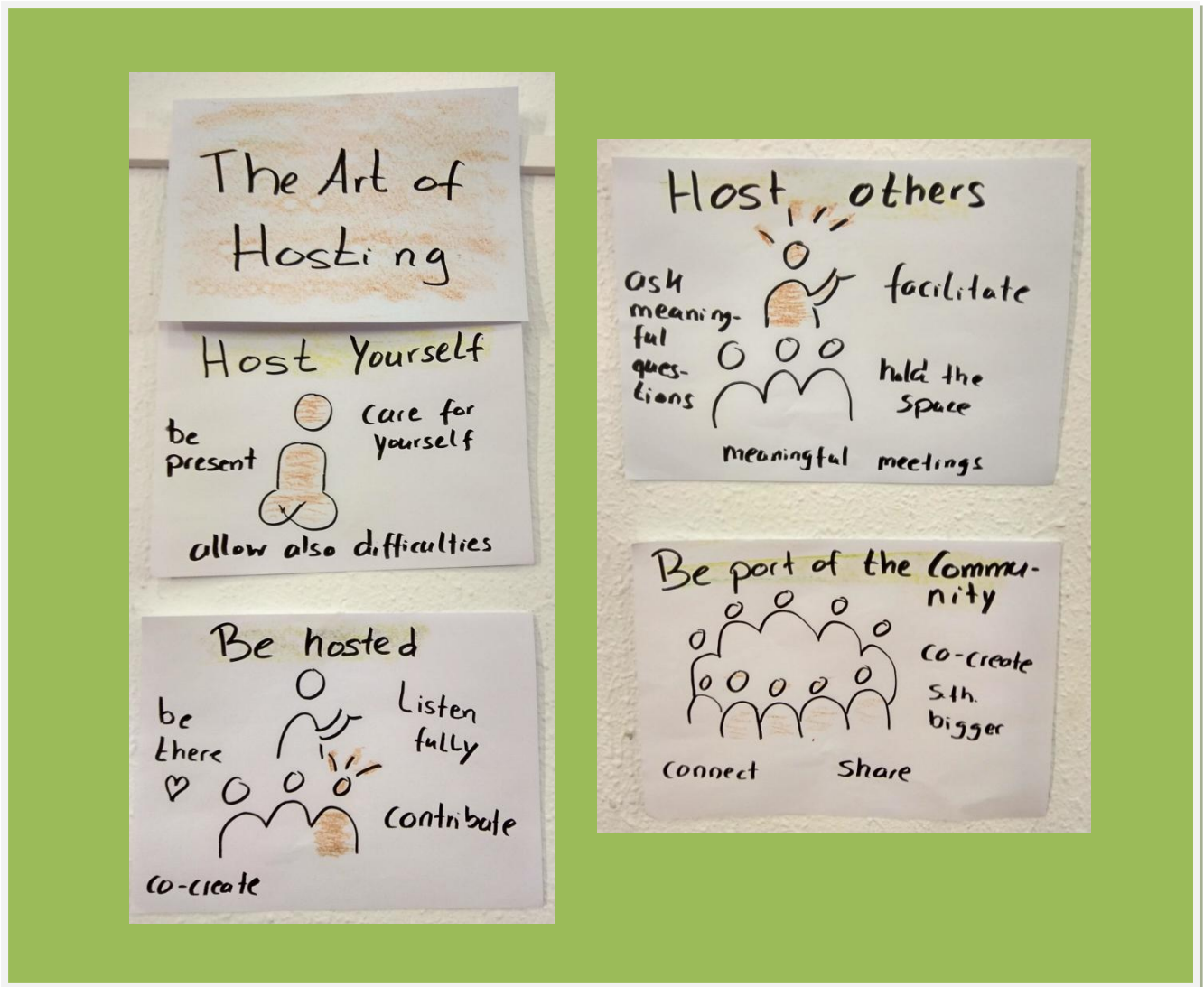
- Hold space for participants' contributions and exchange rather than facilitators' input
- Holistic approach regarding content and methods: head, heart, hand
- Walk the talk regarding sustainability: food, materials, transportation
- Art of Hosting: host yourself, host others, be hosted, be part of the community
- Harvesting and sharing rounds everyday



Adjustments to the programme happened according to the needs and expectations of the participants.

What I want to take back	What I don't want to happen	What I can contribute
Sharing Experiences and Inspiration	Disagreements	Energizers
Examples of sustainability	Conflicts	Environmental issues knowledge
Innovative methods of education	Misunderstandings	City information
Team Building and Intercultural Cooperation	Discrimination	Volunterism
	Lack of communication	Dance and language lessons
	Language barrier	

Important element of the training course was the “Art of Hosting” approach:





And of course, setting up the **Group Agreement** was an essential part in order to begin with the training course's activities and secure mutual respect between the group members and towards the environment.





• Getting to know the STEP project

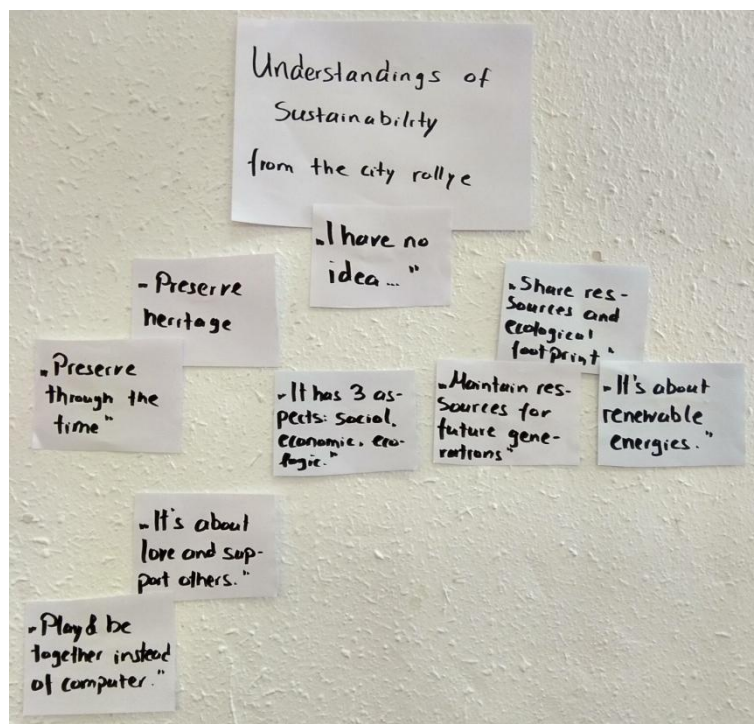
STEP stands for Sustainable and Transformative Education for Participation in Democratic Life. It is a project that tries to connect participatory education (educational methods) with environmental and ecological education (educational content), in a way to promote sustainable communities. However, what is a sustainable community is something that depends on the context. In our case, it depends on the culture and the local realities. For this reason, we implemented this training course as the first activity of the STEP project with the scope to focus on cross-cultural understanding about sustainability.

How can we build sustainable communities and what is the importance of education?

These are the questions addressed in this training course that involved “community”, “education”, “sustainability” and “participation”, as interconnecting elements.

• Getting to know the city of Malaga

Moving on to our exploration about sustainability, we decided to start with the city of Malaga, the place that hosted us. Participants had the opportunity in the form of a **City Rally** (See Annex 1) to learn more about the city and residents’ views about sustainability.



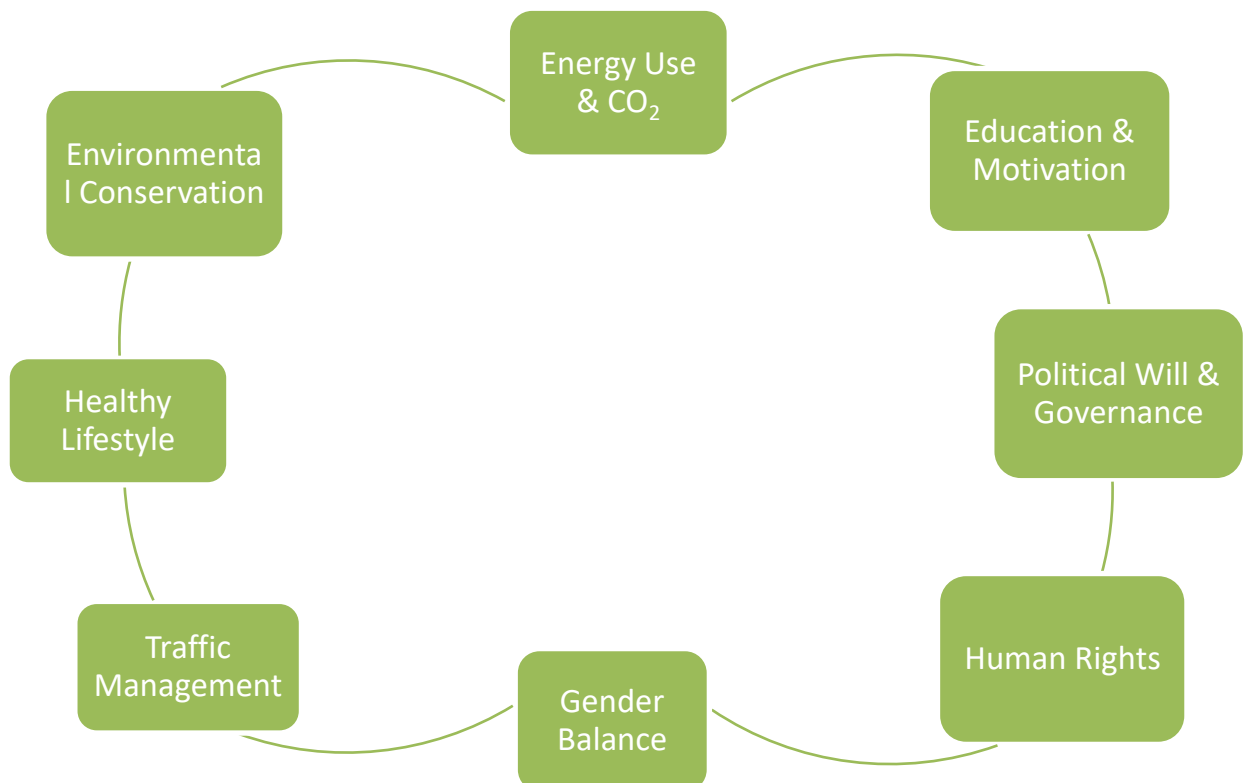
Participants noted that most of the people interviewed were not aware of the term “sustainability”. Others associated the term with recycling and renewable energy. A few mentioned the dimensions of the economy, ecology and society, in relation to maintaining resources for future generations. Finally, participants focused on the importance of connection, meeting people and sharing ideas.



- Getting to know the countries: Greece, Spain, Peru, Ghana, Kenya, Vietnam, Argentina, Nicaragua



Participants were asked to provide insights about the life in their communities focusing on the level of sustainability (3 problems & 2 good practices). After participants' creative presentations, the following main prerequisites for sustainability and issues were mainly raised:





DIVERSITY

1. LACK OF RENEWABLE ENERGIES
2. POLLUTION IN BIG CITIES
3. LACK OF ENVIRONMENTAL AWARENESS

Keep tourism but maintaining our traditions
Avoid speculation €

1. ENVIRONMENTAL CAMPAIGNS/ACTIVITIES FOR CHILDREN (IMPLEMENTED BY NON-PROFITS)
2. MEDITERRANEAN DIET

KENYA

3 PROBLEMS:

- AIR POLLUTION
- POLITICS / CORRUPTION
- UNEMPLOYMENT AMONG YOUTH - (LESS THAN 5% EMPLOYED ARE NOT EMPLOYED)

2 PRACTICES:

1. CITY PLANNING
2. JOB CREATION

SPECIALTIES:

1. CULTURAL DIVERSITY (42 TRIBES)
2. SPORTS (ATHLETICS) WORLD CLASS ATHLETE
3. GAME RESERVES - LAKE REGION / KISUMU L.V
4. BEACHES
5. MODES OF TRANSPORT - AIR, BUS, TRAIN
6. CLIMATE
7. AGRICULTURE
8. NATURE

UGANDA

CITY IN THE

Nairobi

Mombasa

L. Victoria



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ARGENTINA

Weird facts!

- ▶ WE INVERT THE POSITION OF SYLLABLES
COFFEE → CAFE → FECA
- ▶ KISS ON THE CHEEK (EVEN BETWEEN MEN)
VERY AFFECTIVE
- ▶ MATE (DRINK/INFUSION)
YOU WILL TRY IT LATER!
- ▶ ASADO (BARBECUE WITH FAMILY AND FRIENDS)
YOU CAN GRILL VEGIES INSTEAD!

Good Practices!

- ① Use of Public Bicycles
- ② Growing of Renewable Energy
- ③ Awareness About Recycling Process

3 Problems!

- #30% Poverty
- #Big Livestock
- #Mining Pollution

Life IN GHANA

① Cultural Diversity

(46 Languages (70 dialects))

② Sustainability Problems

→ Polluted water bodies

- * Lack of awareness on sustainability
- * Lack of political will
- * Recycling challenges

③ Good Practices On Sustainability

- * Advocacy by Local NGOs, (eg. SEDARVP)
- * Some Effort by environmental protection Agencies, Ghana

ECO Tourism



• Mining (minería)
 • Agriculture (Agricultura)
 • Tourism (Turismo)

Costa

Sierra

Selva

Proverty (Pobreza)

1. Health (Salud)
 2. Education (Educación)
 3. Corruption (Corrupción)

Contaminación de los ríos (Cuelva)
 - contaminación del lago Titicaca (Puno)
 - Crecimiento horizontal

Peru es diverso en sus recursos naturales (biodiversidad) se divide en 3 regiones:

Costa
 SIERRA
 SELVA

- Amabilidad (amability)
 - deseo de progreso (wishes for progress)

peru

Hospitality

Protection of human rights

like LGBT Communities

HELLENAS

- Recycling (paper, aluminium, plastic, organic)

- Plastic bags are not for free any more according to the existing laws. As a result, we use less plastic bags.

• Despite the existence of a good public transport system, too many people still use their own cars.

METRO

• No use of renewable energy

• No local small shops because of big shopping malls

We still want you to know

Smoking in public places was forbidden by law in 2000. However, Greeks still smoke in public places, in cafes, etc.

EVERYWHERE!

No Smoking



• Towards Sustainable Communities

The second step of the session was to go deeper into the term of sustainability and more explicitly, try to connect it to our values and vision for our ideal sustainable communities. In order to achieve this, we applied the method of **"Restorative Circles"**. This method started to be applied by indigenous people in North America. However, it is more than a method. Restorative Circles is a philosophy, a way of leaving and a practice based on community values.

During this session, we sat together with the participants in a circle in order to experience a stronger sense of community and feeling more comfortable close to each other. The shape of the Circle is very important. By this way, all participants are located at the same distance from the centre, showing that each member's opinion has the same weight and she or he should be free to speak without any interference from other when holding the "talking piece". The talking piece is an object, usually something that has important sentimental value to the people participating in the circle. It is possible to include more than one "talking pieces" and choosing to switch it whenever you want.



Each person takes the lead in turn following the guidelines set by the Group Agreement, as well as the Circle guidelines, which are:

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

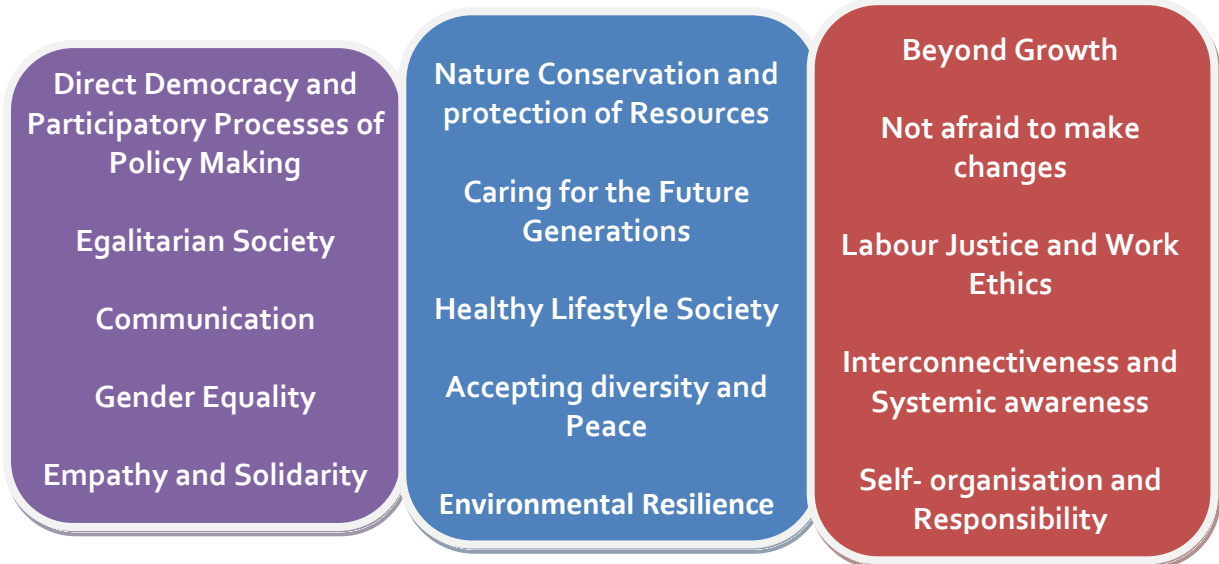
Source: <http://www.centerforrestorativeprocess.com/>



Starting by stating our values, we shared our thoughts about our imaginary sustainable community, as well as the tools and processes we need to follow to foster transition towards these imaginaries. Interestingly, the different ideas could find place into current life examples and realities, showing that maybe impossible could be possible and the important thing is to build and set our communities towards these values that -according to our beliefs - promote sustainability.



Your Imaginary Community

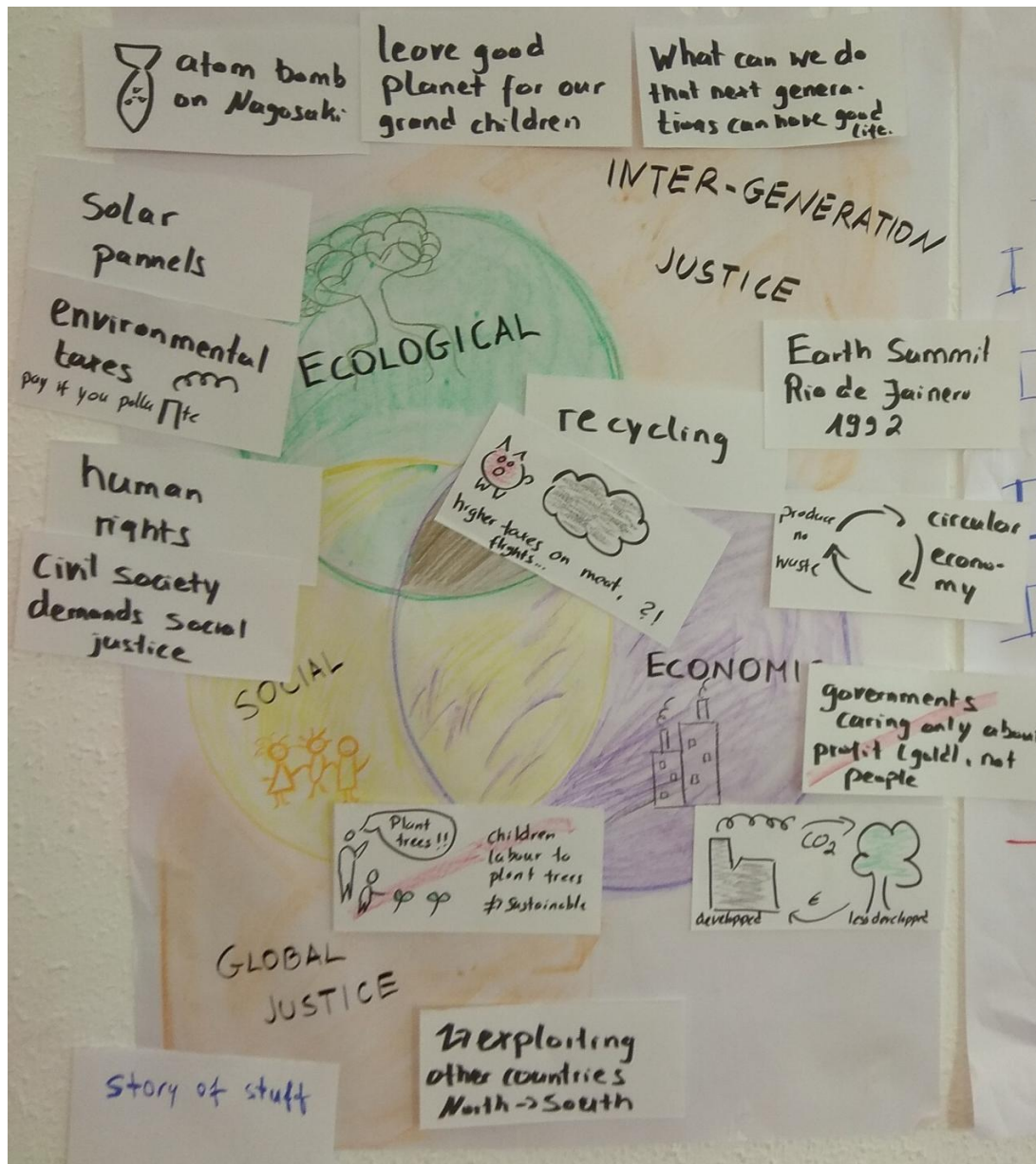


How?

Challenge the Power, The Role of Media. The Role of Traditions, Open Space, Use of Spaces and Lands, Preservation of Cultural Heritage, Conservation of the Environment, Sustainable Education, Inclusion, Simplicity, Connections, Advocacy and Awareness Raising, Alternative Solutions, Care, Waste Management, Organic Farming and Agribusiness, Experiential and Systemic Learning, Trust and Empowerment, Permaculture, Youth Leadership.



• Official Definitions of Sustainability



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

Different academics, scientists and other intellectuals and theorists have tried over the years to define explicitly what sustainability is as a term. That was not an easy task to do. Until now, literature speaks about different schools of economic thought that are either more technocratic or more eco-centric. In brief, you may find more information through these schools of thought:



- I. Brundtland (1987): Focused on Sustainable Development
- II. Harwood (1990): Efficiency of resource and balance with the environment which is favourable to humans and most other species
- III. Pearce, Markandya, Barbier (1989): Sustainable Development with the condition of increasing real income, educational standards, health and general quality of life
- IV. Conway and Barbier (1990): A combination of the previous theories with the goal of maintaining productivity
- V. Daly (1991): Lack of definition is not a bad thing. It is morally and economically wrong to treat the world as a business.

In fact, there is a proposed strategy and political movement towards sustainable degrowth actions, suggesting that economic growth is inconsistent with what we have previously defined as intra- and inter-generational sustainability due to biophysical limits and social conflicts (For more information, you may check here <http://degrowth.weebly.com/> & <https://degrowth.org/>)

• Sustainability in Practice

Defining sustainability is not an easy thing to do and sustainability itself is not an easy concept to understand, maybe because there is freedom to interpretation. Our goal was to make participants understand the inter-connectiveness of the three spheres: economy, environment, and society.

To do that, we divided participants into groups and asked them to think about a sustainable practice they like. Then, they had to create **live statues** of themselves representing those sustainable practices.

The rest of the participants had to guess which sustainable practice was presented. Afterwards, the group presented the activity was asked to justify the choice of this practice:

In what sense that was a sustainable practice with regards to the economy, the environment and the society?

• Critics to Economic Growth

Our discussions referred to the role of the **economy** as a critical parameter to achieve sustainability in the community. Most of the time, “economy” is associated with money and the financial sector. However, economy (Oikos + nemomai (in Greek) = house + management)) is a result of a set of processes that involve culture, values, education, history, technology, social organisation, political structures, legal systems, geography, natural resources, ecology, etc.

Indeed, economic activities can be seen into three levels: the financial, the real, and the real-real level. The *financial* is referring to the provision of loans in order to further invest and consume. The *real economy* is referring to the pay-back of debts and uses as a main indicator for economic growth the GDP (Gross Domestic Product). Finally, there is the *real-real economy*, concerning the flows of energy and materials, the land uses and the capacity of humans to work that are subject to physical and biological limits. These resources are threatened by the unsustainable human actions.

As individuals, we produce and consume every day goods and services. These goods and services may have material or immaterial forms, with *use* and *non-use value*, respectfully. Unfortunately,



the mainstream economic system uses indicators to measure and evaluate our actions that do not count or consider all the different forms. In specific, critics to GDP note that household activities, sharing, exchange, and barter economic activities, nature's free services, the material and cultural commons, as well as the illegal black market activities are not included in this indicator.

We tried to show to the participants that:

- a. What we usually consider as "economy" is short sighted;
- b. We disregard the value and the effect of our actions by focusing on economic growth as prerequisite for well-being;
- c. There are, however, alternative systems working beyond the mainstream realities presented in the media and the textbooks

To do this, we organised and implemented the following activity with the participants:

1. We split participants into three groups, representing the three parts of the day (morning, afternoon, night).
2. We asked them to talk with each other about their everyday life activities (What do you normally do during morning, afternoon, night? How?).

Participants included activities such as waking up, drinking coffee, meeting friends, driving to work, walking to the school, eating out, buying from local stores, and volunteering.

3. Each group presented a **theatrical improvisation** to the rest of the participants.
4. Participants were then questioned about "what" and "how" they consume and produce (i.e. trust towards local production, consumption from fair trade businesses, vegetarian or meat diet, use of public transportation, private markets, big corporations, spend time with family and friends).
5. Then each of their answers was allocated to the *Public, Private, Social* and *Informal* economic sector.

The public sector refers to the part of the economy controlled and managed by the state. The private sector includes the enterprises for-profit that are not controlled by the state. The social sector is something between these two and mainly tries to cover the needs of the society that neither the public nor the private sector can satisfy (third sector, mainly consisted by non profit and nongovernmental actors). Finally, the informal sector represents the part of the economy that cannot be measured with the mainstream economic indicators, such as GDP. Surprisingly, a big part of our lives is included in the informal sector generating great value and promoting our well-being.

In order to be able to understand the concept of sustainability, it is important to be able to understand and identify factors in our lives that although they do not offer financial profit and utility from the scope of the consumer, they provide a sense of full feeling life to us and to the rest of the creatures as part of this global system, now and for the future.



- **Sustainability & Non-formal Education**

STEP has been developed following the idea that schools are agents of social change (**Education and Social Change, Dewey**). In specific, democracy and active participation in decision making should be the frame of reference for education, in a sense that students should get familiar with the political conditions of their community. Indeed, the main scope of STEP is to strengthen this opinion that the content of the educational system should be based on the local needs and, moreover, sustainability.

However, educational systems that are usually connected with the industrialized era are based on and promote hierarchies. According to Freire, leaders who do not act dialogically and critically, imposing their decisions to others, oppress (**the Pedagogy of the Oppressed**).

There is a need for **socially liberated educational systems**. In systems like this, the learner is co-creator of knowledge and there is a more collaborative rather than hierarchical relationship between the educator and the learner. Such systems are based on the principles of cooperation, unity, cultural synthesis and collaborative organization.

We may find these principles in alternative educational schemes (e.g. experiential learning, cooperative learning, systemic learning approach, etc.). Usually, these kinds of schemes have been associated with informal and non-formal activities.

Formal Education: The structured educational system coming from the state.

Informal Education: Learning that happens in daily life through daily activities, influenced by a person's environment (family, friends, media, etc.)

Non-formal Education: Something in between the formal and the informal education. It includes activities that take place outside the formal system, usually provided by the private and social economic sector.

If we consider the educational methods and context of the current formal educational systems, we may find lack of participation and critical thinking. If we accept that education influences our social and political settings in our communities, it will not be a surprise to us to see challenges and hierarchies rooted in our system of values.

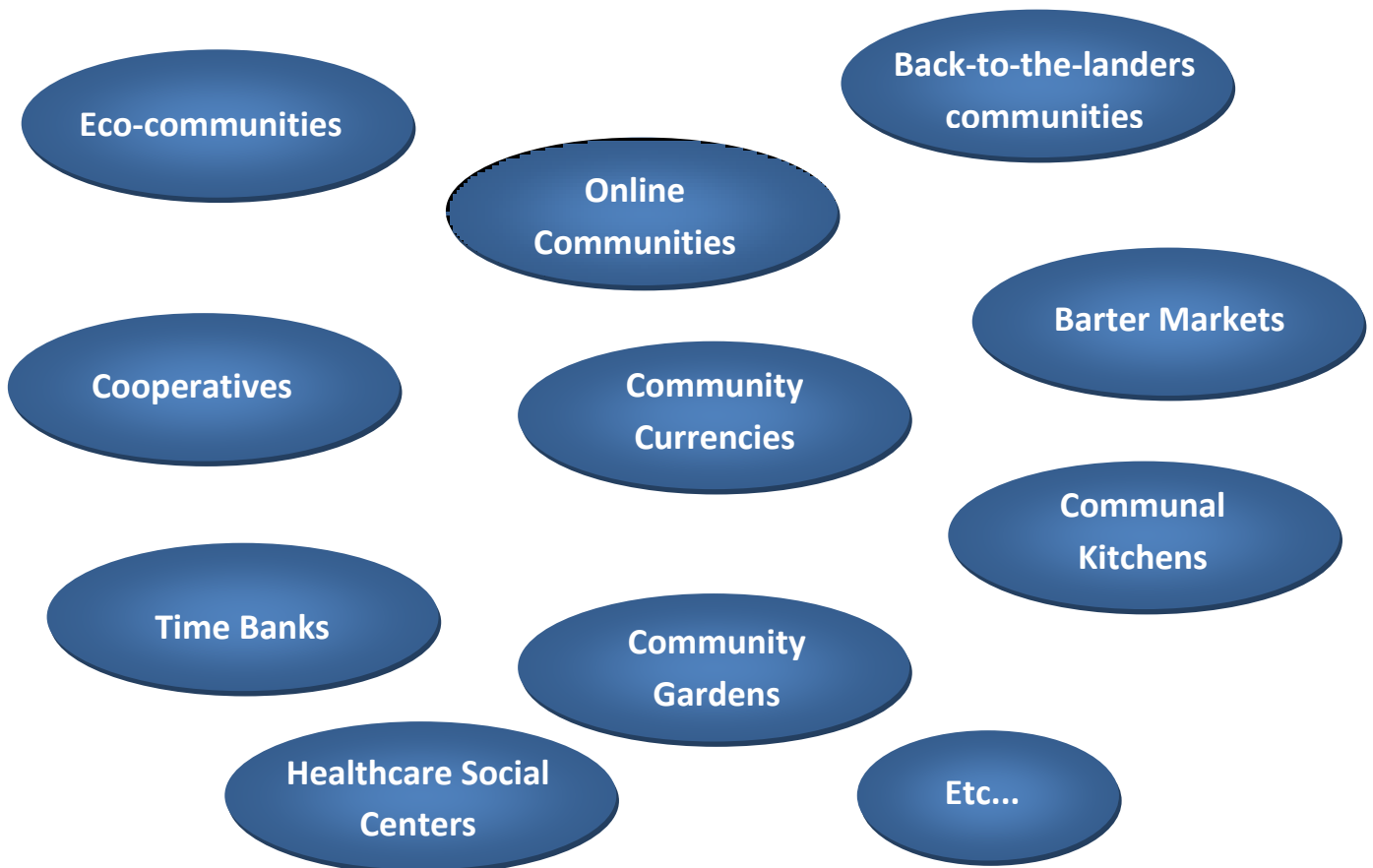


Contemporary Challenges



Interestingly, societies and communities have found different “non-formal” and “informal” ways to deal with these challenges.

Solutions and Community Alternatives



These are considered sustainable community practices and could be easily applied in different contexts. However, prerequisite of this is to build and sustain a community. Education is a powerful tool, able to promote and support systemic changes influenced by the values of sustainability.

This is why in this project; educational tools and methods are shared between youth workers, youth leaders, project managers and other educators.

- **Non-formal Education**

One of the main principles of the training course and the STEP project is to be as much as participatory as possible. For this reason, we provided the space and basic guidelines for the participants to develop and implement their own workshops. In specific, participants got familiar with the **Goal – Context – Method approach**, which helped them developing their own workshops.

The template could be found [here](#):

Explanation of the template could be found in [COMPETENDO](#).

COMPETENDO is a very useful tool for facilitation, accessible for anyone interested to use and submit materials and activities.

		Title			
Topic:		Place & date:			
General goal:		Number of participants:			
•					
•					
•					
Time	Goals <i>What do we want to achieve?</i>	Content <i>By which means will we achieve it?</i>	Method <i>How will we facilitate the unit?</i>	Who?	Material / remarks
Day 1					

You may find more information about the content of the workshops at the STEP [website](#).



TOPIC	MODERATOR	
SOCIAL MEDIA TOOLS AND RHETORIC	THANASIS TZANIS	Sala Multiusos 17 ⁴⁵ - 18 ³⁰
Sedaryp Street Library	Zaapayim	Sala Entrepreneurship 17 ⁴⁵ - 18 ³⁰
Boo Alternative House (sustainable seminar house)	Arpine	Sala Entrepreneurship 16 ³⁰ - 17 ¹⁵
The Economy for the Common Good (+precious plastic?)	Ion	Sala Multiusos 16 ³⁰ - 17 ¹⁵

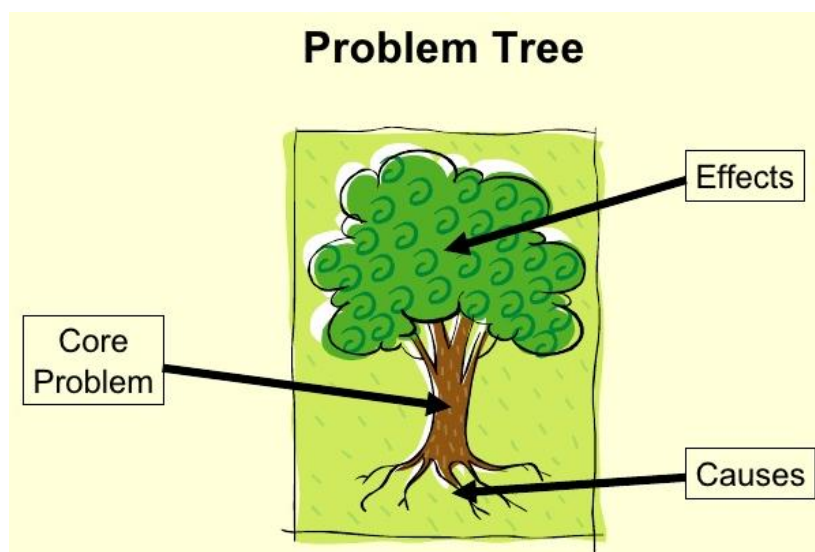


One of the main goals of the training course was to help participants develop their own non-formal activities getting ideas from the previous sessions, discussions and visits. Participants had already received different tools and methods, and they were inspired and intrigued by the concept of sustainability. It was time for them to start a **dream journey**!



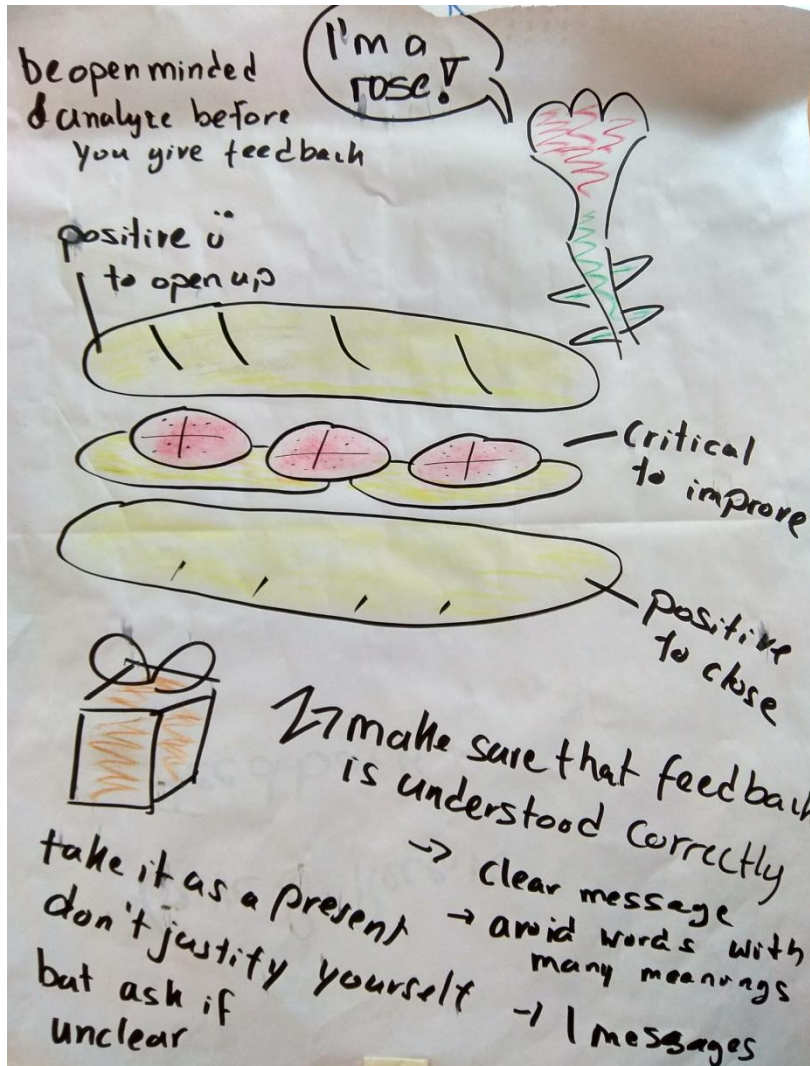
During their dream journey, they imagined your ideal sustainable community, the things that matter to them and the things they want to change in their community. After that, they decided upon the most interesting to them issue towards sustainability.

Participants divided into groups of 2-4 and started to define the goals of their activity following the **Problem Tree approach** with the support of the facilitators. According to the Problem Tree approach, if we imagine that there is a problem causing specific effects, this problem has other causes (the "roots" of the problem). Participants were trying to identify these roots in order to be able to find solutions. These solutions had to be presented in the form of an educational activity, supporting at the same time the idea that education is the key to sustainability.





The importance of giving and receiving feedback!



A basic framework was provided to them in order to structure and record their activity. It should be noted that the same basic framework was given to the participants of the forthcoming activities of STEP (Job Shadowing Activities).

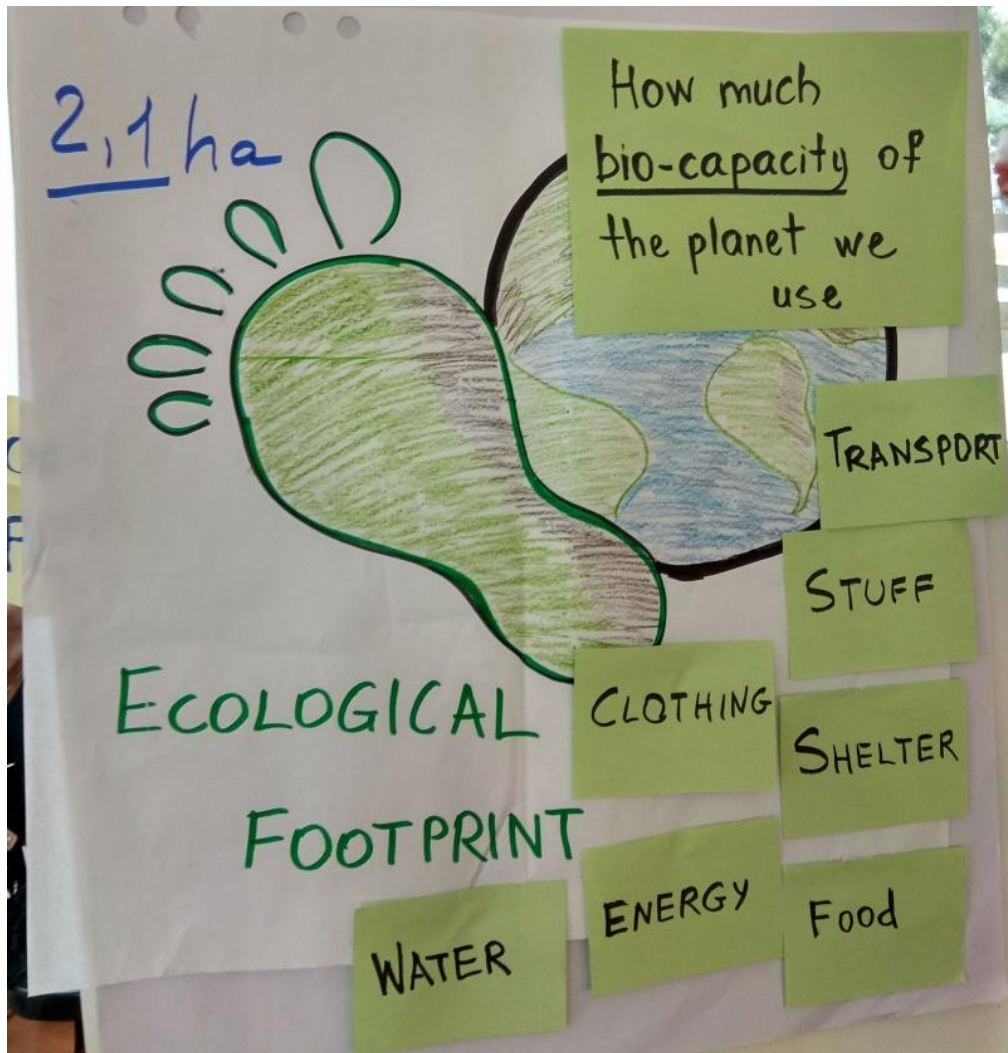
Title/Theme of the Activity	
Goal(s)	What do you want your audience to learn from this?
Group	Who will be there?
Time	How long is the activity?
Materials	What will you use? Any special equipment? Any special remarks about the place? What kind of resources will be uses?
Description	Steps of the activity Any preparation needed by the facilitators and/or the participants?
Additional Resources	Any relevant Links, Books, Movies

All the activities are included in the **Annex 2** of the report.



ADDITIONAL WORKSHOPS & EXPERIENCES

- **Ecological Footprint**



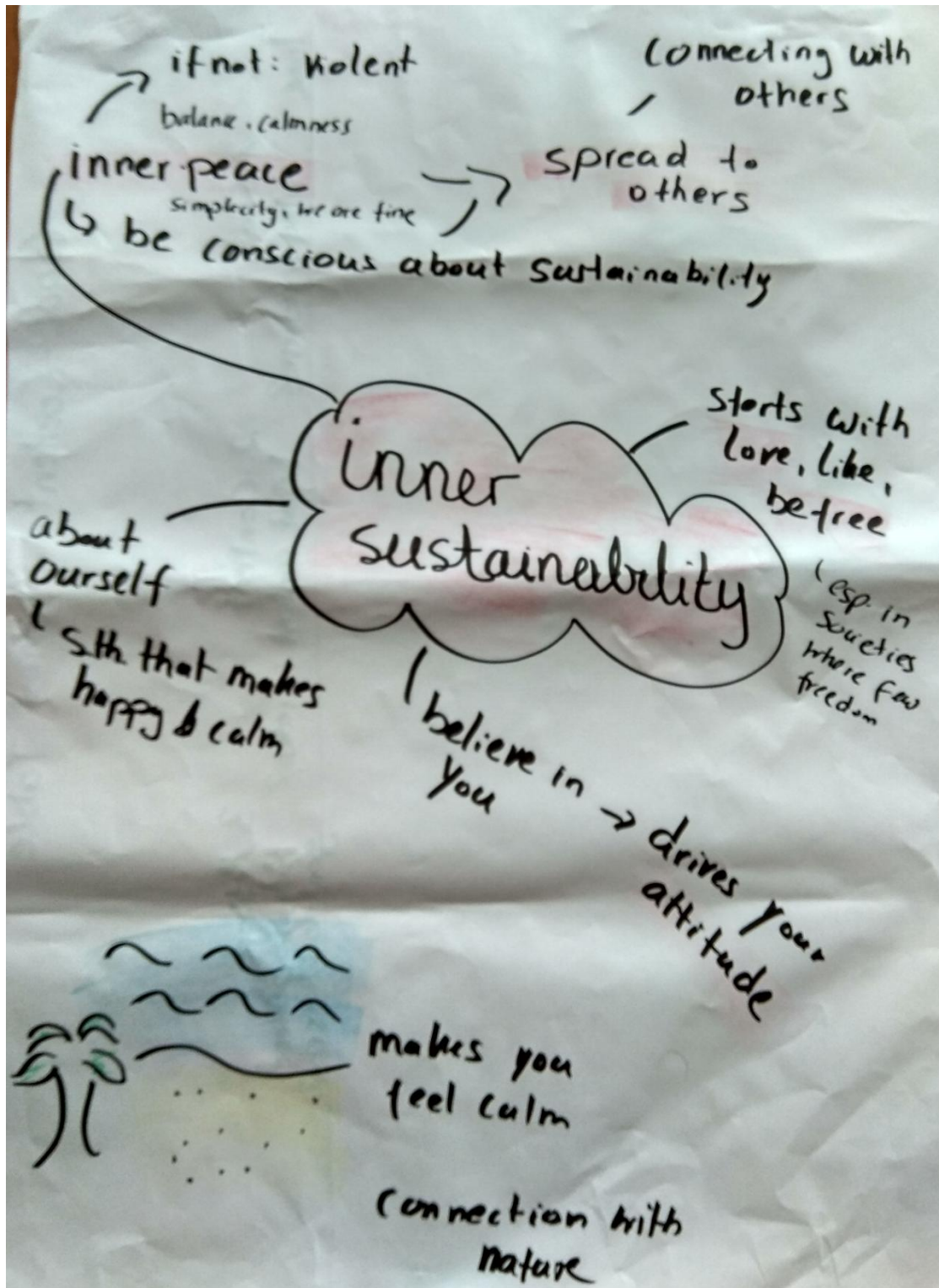
The **Ecological Footprint** measures the ecological assets that a given population requires to produce the natural resources that are later consumed by this population (including plant-based food and fiber products, livestock and fish products, timber and other forest products, space for urban infrastructure), as well as, their waste - especially carbon emissions - absorbed by nature.

The Ecological Footprint considers our uses on clothing, shelter, food, energy, water, transportation and other stuff. It links them with the bio-capacity (productivity of the ecological assets) of the planet and helps us understand if our economic habits are harmful to the environment. It does that by calculating how many earths would be needed to sustain all the humans that live, consume and produce as we do.

Calculate your Ecological Footprint online: <http://www.footprintcalculator.org/>



- Inner-sustainability





• Urban Gardening





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- Department of the Environment, Municipality of Malaga



- La Noria, Social and Innovation Center



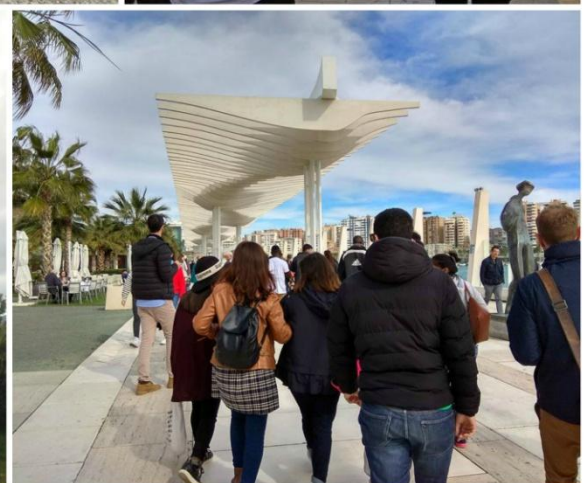
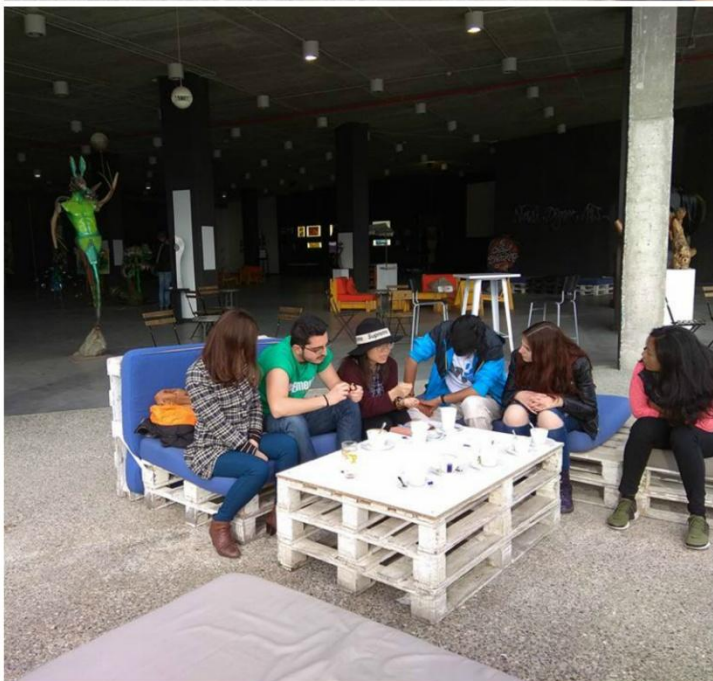


- Intercultural Night





- City Vibes





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- Tandems





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Thank you for reading 😊

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Annex 1. City Quest

Discover Málaga!

Dear participants,

Today you will discover Malaga, and get your first insight about this city.

In order to enjoy the city quest and get most out of it, we recommend

- take your time – if you don't manage all tasks, don't stress yourself,
- don't use internet to solve the tasks,
- make sure that everybody in your group has a role,
- give space to be creative and try out.

Please, take photos which can help you present the results of your city quest. You do not have to follow the sequence of the tasks.

Please be back at the hotel at 17:30 for our refreshment break & preparation for your presentations. You can present the results most important to you on a flipchart, in a theatre play or in another creative way. Just make sure that the others get the message.

We will start the presentation at 18:00. Each group will have up to 7 minutes to share its impressions and results with the whole group.

Enjoy your rally!

1. Malaga is one of the oldest cities in the world. Talk to the locals and find out interesting information about the history of Malaga. Tell us an interesting fact, a legend or a story connected with the history of the city.
2. Find out what famous people were born in Malaga. Name up to 3 of them and tell us what they are famous for.
3. In Malaga there are some famous artists. Get inspired and draw your team. Write something special about each of your team members. We will put your piece of art on the wall.
4. Find out what the main branches of economy are in Malaga. How do the locals earn their living? Are these economical activities sustainable?
5. You come from different countries. Compare Malaga and the life here to your cities. What is similar and what is different?
6. Find a place which is very old and find a place which is very new. What do these places or structures tell you about the dominant values of that time.
7. Sustainability is a broad and difficult term. Ask at least 5 different people what sustainability means to them.
8. Find a place in Malaga where you feel peace and joy. Spend some time there. Share why you like this place.
9. Take photos of 3 people from different generations. Ask them: What is the most important thing they would like to inherit to the future generations, and what is one negative thing they would like not to the future generations to experience?
10. Take a random item, exchange it with random people or traders (for minimum 3 times) until you feel you have something valuable for you, and bring us the final item.



Annex 1. Non-formal Activities

Problem: Disconnection from nature

Causes:

- People are focused on economical profit rather than environmental impact.
- Lack of contact with nature (people living in cities, migration from rural areas).
- Schools's signatures focus on their own subject rather than using experimental learning and taking advantage of what natural resources can offer.

Solution: non-formal activity connected with nature.

Activity description:

Title: Take a step forward.

Topic: Inner sustainability. Nature

Goal: People are questioning themselves about their own actions and the impact it has on nature.

Group: 8- 12 participants

Time: 45 min

Additional resources: "Cowspiracy: The Sustainability Secret" documentary film which explores the impact of animal agriculture on the environment, and investigates the policies of environmental organizations on this issue.

Time	Goals	Content	Method	Who?	Material / remarks
3 min	Bring the group together.	The facilitator welcomes the participants, trying to introduce them to the topic of the activity.	Something to catch their attention	Noa in English. Mariza in Spanish.	Make sure everyone understands English, if not, one facilitator in English, the other one in Spanish.
7 min	Participants feel the place that surrounds them by feeling its energy.	Short relaxation to calm down: emphasis on feeling nature.	Relaxation		Make sure people wear comfortable clothes. It's better if participants are barefoot. Chose outside location (on the grass, with trees). If inside, find a cozy place.
10 min	People are questioning themselves about their own actions and the impact it has on nature.	Participants make a circle, having a tree in the middle. Statements are read out loud and if participants agree with them, they make a step forward towards the tree. If someone reaches the tree, he/she can hug it. 1. I'm involved in activities to keep clean the	Activity with 10-15 statements		Make sure everyone is far enough from the tree. Make the statements not too long and easy to understand.



		<p>environment where I live.</p> <ol style="list-style-type: none">2. Being in nature inspires me!3. I recycle at home.4. I would like to spend more time surrounded by nature in my daily life.5. Human should cause pain on animals.6. I participate in marches or campaigns raising awareness about environmental issues.7. I will inform myself better about the impact of animal agriculture on the environment.8. I prefer to use my bicycle, rather than other ways of transportations.9. During this week I avoided using my phone while eating.			
15 min	Participants share their feelings, emotions and thoughts.	<p>Some questions that might help guide the reflection time:</p> <ul style="list-style-type: none">• How did you feel during the activity• How did you feel when someone was moving forward and you weren't?• Did any of the statements make you feel uncomfortable or confused?• If you agreed on "humans should cause pain on animals" why do you think you consume animal products?• ...	Reflection		<p>Flipchart, marker.</p> <p>Make sure everyone participates. Write down some of the answers in the flipchart</p>



5 min	Commitments for future actions are written down.	<p>We draw a big spider web in a flipchart and a small spider. This represents our community and the spider our actions and how every little thing we do (with perseverance and dedication) could create something bigger.</p> <p>Post-its are given to participants and they write down ideas for future commitments.</p> <p><i>“Regarding the aspects connected with sustainability (social, economical, environmental and inner sustainability), what is the first thing you would like to do when you are back home? It could be something that you would like to change in your community or some personal behavior you would like to take in consideration in your daily life”.</i></p>	Spider activity “going back home”		Flipchart, marker, papers, pens
5 min	Ending the activity with a positive feeling.	The commitments are read out loud			

Facilitators: Vivanco Parada & Maritza Betsabet Medina Ramos



TITLE: ARMAS DE FUEGO MEDIOAMBIENTALES /

THEME: YOUTH INVOLVEMENT in the community by using ENVIRONMENTAL ACTIVITIES

GOAL: To make youth aware of their community problems by using activities related with recycling and transformation of waste.

GROUP: Our target group was youth 16 to 30, but it could involve people from 16 years and above. The group should not be bigger than 15 people.

TIME: 45 minutes including all the activities.

MATERIALS:

- ✓ One projector to play the video and to show the quiz;
- ✓ one mobile with internet connection per participant in order to play the game (alternatively the quiz could be done on papers);
- ✓ used plastic bottles, cups, plates...
- ✓ paper to write the quotes and scissors to cut them.

DESCRIPTION:

1. **Introduction:** we introduce ourselves to the group, together with the topic. Then we make a circle asking each participant to tell us their names and where they are coming from (if international group).
2. **Ice-breaking:** We keep the group in the circle and we explain that the center of the circle represents the Earth, and each of them represents the chain of consumption. There will be 2 rounds: in the first one we give them the plastic waste and ask them to pass them one by one to each other by using any part of their body except their hands. In the second one they are allowed to use their hands. During the first round the bottles will fall down and we will leave them there. During the second round no bottles will fall down and they will be able to complete the full circle. At the end of the activity we will explain how the first round was representing a community which does not collaborate with the environment and it's not recycling. The second round represents a community who is collaborative and recycles.
3. **QUIZZ:** We used Kahoo.com to create a quiz with questions related to the topic. Ideally there should be questions that are connected to their local community so the participants feel the need of a change in their habits. If there is no access to internet/projector/mobiles then can be also done with paper.
4. **VIDEO:** We used a video from the project www.preciousplastic.com which shows how it's possible to shred plastic waste and to transform it into new valuable objects. Then we asked if someone is familiar with this project and we explained it briefly.
5. **Quotes game:** We wrote different statements regarding environmental issues and split them into two (each of them). Then we gave one paper to each participant and they had to find the other half of the sentence in the room. Once everyone finds and complete the sentences, each participant will read their papers and give some thoughts about it.
6. **Facebook event (OPTIONAL):** We created a facebook event of a cleaning event that will be taking place during the next days/weeks in order to engage participants to join us and clean a public space with us. It can be a beach, the mountain, a river, some gardens or whatever is possible in your local community. After the cleaning event in the morning, we will have a vegan lunch together and in the



afternoon participants will be able to see in real how the precious plastic machines are working, shredding the plastic waste that we collected and transforming it into new valuable objects.

- 7. Evaluation:** We asked participants how they felt during the activity and if they will come to our cleaning event.

- 8. Additional resources:**

Precious plastic website: www.preciousplastic.com

Precious plastic video: <https://www.youtube.com/watch?v=8J7JZcsoHyA&t=3s>

Quiz: www.kahoot.com

NOTE: You should consider that in order to shred and transform the plastic waste, you will need to have or find the machines in your region/community. The project is all over the World! If its not possible to find it in your region, then you can use the event to encourage youth to start building the machines (they are low cost and quite easy to build).

Also you need to be ready to organize a cleaning event during the next days/weeks in order to involve and engage youth.

Facilitators: Maria Pilar, Thanassis Tzanis, Ion Lera Sanchez , Jose Antonio Ayquipa Rosas, Fred Deya



Title	Healthy lifestyle
Members of the team	2 facilitators and 2 supporters
Group size	6-12
Time	~45'
Goals	Raise awareness about some aspects in healthy lifestyle; Reflection on participants' habits; Commit to a healthier lifestyle
Materials	Outdoor activity; Food and Drinks (healthy & unhealthy), Flipcharts, Pens, Papers, Table, Chairs
Description	<p><u>Welcome</u></p> <p>The facilitator welcomes the participants, trying to introduce them to the topic of this workshop. The facilitator invites them to eat and drink from the food and the drinks that are prepared in advance on the table. Leaves them to choose whatever they like (around 5').</p> <p><u>Conversation</u></p> <p>The facilitator, depending on what the participants eat; starts an open conversation about their choices of food and their habits. For example, one question can be "What do you eat usually for breakfast/ break?". The participants reflect on what they eat and if their habit are healthy or not.</p> <p><u>Treasure hunt</u></p> <p>The facilitator divides the big group into two smaller teams. The facilitators have already prepared a treasure hunt. The facilitator has to make sure that everybody knows how this game works. Explains to them what they should do (for example following the hints). In every clue there is an interesting fact about the consumption and the unhealthy lifestyle (for example "80% of the world's resources are consumed by 20% of the world population"). The game continues in the next station which the clue pointed out. The facilitator has to adjust the game depending on the number of the participants. The aim is to encourage cooperation between the participants, learning some interesting facts and get in touch with the nature.</p> <p><u>Conclusion and commitment</u></p> <p>The facilitator encourages the participants to express their feelings about the game and tries to make them reflect more about their unhealthy habits (for example with questions like: "Express your feeling with one word" or "Reading the facts, made you change your mind?" / "Can you reflect to your current habits?"). After the conversation, the facilitator tries to encourage the participants to commit to one realistic healthy habit. Lastly, they get they get mutual feedback from the participants.</p>
Additional resources	Link about the unhealthy food: https://www.factretriever.com/junk-food-facts

Facilitators: Yota Chartofylaka, Nguyen Thi Minh Phuong, Nguyen Thi Thanh Vy, Natalia Vazquez Gutierrez



Title: WASTE MANAGEMENT

Waste management is defined as the collection, or disposal of garbage, sewage and other waste products. Also waste management can be linked to the management of all processes and resources for proper handling of waste materials. We choose waste management because of the current nature of our communities; due to lack of recycle companies and recycle bins that are not being made available to families and the effects of it on our lives.

An example of this is the usage of buying hot food into plastic materials, this plastics are manufacture with chemicals so when they are in contact with hot food items, these chemicals goes back into our bodies or system when consume which in effect is not good for our health.

With the environment issue, plastics takes more than 100 years to decay, so when they get to the ground, it affects farmers so much which in turn has effects on society, that is talking about people income.

A lot of problems are caused when waste is not properly managed. The root causes of this waste are:

- 1 Over consumption; society or families take more than they require;
- 2 Lack of proper education;
- 3 Lack of policies

Goal: Society adopts a healthy life style with regards to plastic waste material

Objectives: Families are aware of the dangers plastic waste materials has on their life and the entire environment; Society or families are advised on alternative method of plastic usage.

Organize workshops talking about the alternative method of plastic usage. For example families are to go back to the traditional way of life: By serving food in Calabash or drinking water with calabash or ceramic materials. Society or families should be advised to use plastic materials only when it is needed

These workshops may include investigation of problems caused by plastic by personal research or experts testimonies. Practical alternatives can be introduced to the participants of the workshops by producers of alternative products, as well as, case studies from other regions and countries that have solved this problem.

Facilitators Abukari Shaibu Niendow and David Ochieng Obonyo

Lack of information on environmental sustainability; identify the causes and the solutions

The approach or method to use is Mind Mapping:

Mind mapping is a diagram used to organize information. It is a single concept written or drawn as image in the center of a blank page and associated or related ideas are connected to the main idea or topic. This is an activity in which participants are to be engaged in bringing out related ideas on the above topic. Participants would gradually discuss among themselves the causes of lack of information on environmental sustainability and proceed to share the solutions.

Goals

At the end of the activity:

- 1) participants understand the causes and propose solutions to lack of information on environmental sustainability
- 2) Participants have clear about possible channels of information relay on environmental sustainability.

Group: Two groups of 4 people each.

Total time: 45 minutes

Introduction: 5 minutes

Main part-discussion among the members of each group: 15 minutes

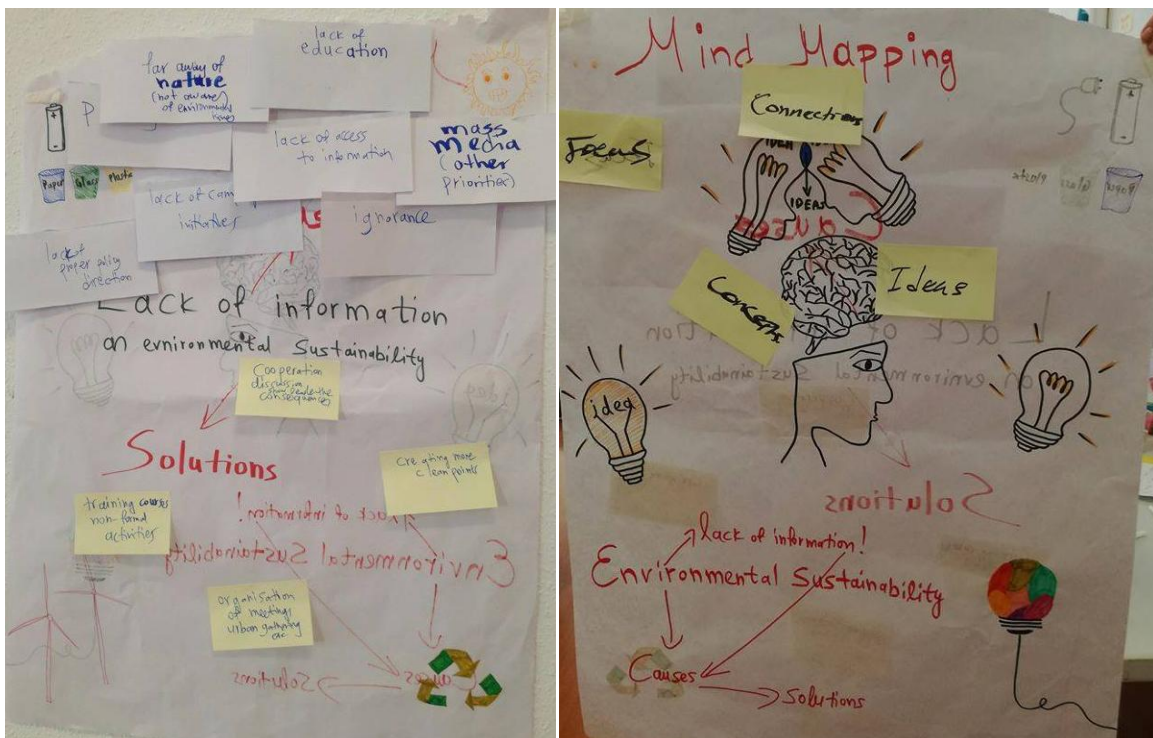
Sharing of ideas: 10 minutes

Energizer: 5 minutes

Evaluation: 10 minutes

Materials: papers, stickers, pens, tape and the board

Additional resources: wearing thinking cap, think-pink and share



Maria Konstantinidou, Sualihu Abdul-Muumin, Mohammed Andani Alhassan, Ingri Allkushi