



GREEN-LIFE SKILLS: AN ILLUSTRATIVE HANDBOOK & YOUTH-CAMP GUIDE



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This handbook has a peculiar structure that is the result of the lessons learnt from two trainings that we conducted and subsequent interactions with our participants. Youth of today are concerned about how tomorrow's world may be. They are equally apprehensive about potential jobs and if they would make any meaningful sense in the changing world of today.

The handbook is a result of the joint work of the partners of the **Joint Ventures project (Jeunes et des Espaces Vertes)**. We have spent much time and effort to source illustrations wherever possible to reflect the text. Often, important information is overlooked as people have a very low attention span. Our illustrative handbook uses icons, shapes, symbols, artwork and infographics to make it palatable and shareable.

We decided to have a **glossary** of terms to make young individuals and the greater Erasmus + oriented public understand climate parlance. This section can be used separately in classrooms and will promulgate general understanding of complex topics and ideas.

The **introductory chapter** is catered to green jobs and the skills required therein. We have also added a section on the policy perspective, especially in light of the climate demonstrations in Europe.

While dedicated to understanding the impact of urbanisation, the **'Urban Outlook'** chapter looks at the little steps we can take to reduce energy use, improve waste collection and sustainable living. The ideas, message, suggestions and tips are tailored to an urban setting for an urban lifestyle noting most of the potential readers of this book live in cities and metropolitan areas.

The **'Rural Outlook'** chapter is multi-fold. It is devoted to green skills, agriculture and organic food. We have also jotted down some tips to grow food organically.

The collective idea to get youth and green spaces together while writing the project meant that we wanted to share our expertise and knowledge to organise **'youth camps'** at any time of the year (summer, autumn, winter or spring). Though the idea began over a hundred years ago with summer camps, today though while most happen in the summer months, there are quite a number outside this timeframe too. We have prepared a step-by-step guide for NGOs or groups of young people to start their own camp, a checklist and a first-aid explainer set.

We hope you enjoy reading this work as much as we, the editors, enjoyed penning and compiling it. There are hours of toil put into this handbook and we sincerely hope you appreciate it and share it with those who may find it useful. Who knows? A neighbour or an acquaintance may get inspired to do something to change our world for the better.

We wish to express our gratitude to **Anefore Asbl.**'s enthusiastic and exuberant **Nadine Linden** for the support she provided since the approval of this project, her guidance all along and support during the implementation. A virtual lavender bouquet is in order.

The Editor, BM



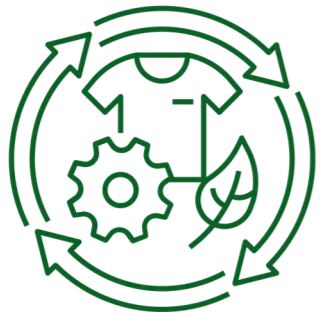


Biodiversity The variety of life on Earth, encompassing the air, land and water. Interactions occur between the various living organisms helping maintain the continuity of existence of all species.

Climate action includes individual, collective, personal, and political efforts that help to mitigate against climate change and its underlying technical and social drivers, and/or strengthen the adaptive and transformative capacities of our human, natural, and socio-ecological systems.



Circular design refers to the creation of products and services that no longer have a life cycle with a beginning, middle and end.



Circular economy is an approach to industrial processes and economic activity that would enable the resources used to maintain their highest value for as long as possible.

Climate change The UN Framework Convention on Climate Change (UNFCCC) defines climate change as ‘a change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere, and which is in addition to natural climate variability observed over comparable time periods.’



Climate empowerment is the practical, political, and personal process to understanding the complexities of the systemic drivers of climate change. These include historic and contemporary systems of oppression over marginalised groups; the capacity to exercise power to disrupt and transform unjust and unsustainable systems and vested interests; and the increased access to resources and opportunities for individual, collective, personal, and political action in response to and in anticipation of climate change and its impacts.

Ecological literacy is knowledge not only about the environment and climate change, but also about the interconnected and interdependent socio-ecological systems through which humans are connected to each other and to the planet. This includes an understanding of gender, power, patriarchy, and colonialism, and how these can extend to our (extractive and destructive, or regenerative and sustainable) human interactions with the natural world.



Ecological Relating to or concerned with the relation of living organisms to one another and to their physical surroundings.

Ecosystem A dynamic complex of plant, animal and microorganism communities and their nonliving environment, interacting as a functional unit.



Energy footprint An environmental footprint whose calculation is focused on energy consumption.



Environmental footprint The effect that a person, organisation, activity, etc. has on the environment, such as the amount of natural resources used and the amount of harmful emissions.

Global warming The unusually rapid increase in the planet's average surface temperature over the past century, mainly due to greenhouse gases released by the burning of fossil fuels.



Green economy does not have a single definition, though it broadly signifies a greener, low-carbon version of our present high-carbon economy. An alternate definition refers to a resilient economy that provides improved well-being and social equity for all within the ecological limits of the planet.

Green jobs include any job that contributes to the well-being of present and future generations; upholds human rights, including women's rights and the rights of indigenous populations and peoples of colour; and supports the regeneration of the natural world, its resources, and its socio-ecological systems on which our human economies rely. Green jobs revolve on, nurture, and develop our individual and collective capacity to care for others and the environment and to educate ourselves and others about the un-sustainability of the status quo.



Green life-skills are the generic capacities or cross-cutting skills that— together with greater knowledge of climate change, environmental issues, and pro-environmental attitudes—constitute sustainability competencies that enhance one's ability to solve practical problems,

make decisions, and behave in greener, more sustainable ways. The **Joint Ventures project** focuses on such skills.

Green skills include the specific, generic, and transformational capacities needed to contribute to a socially-, economically-, and environmentally-just human society that cares for the human and non-human world and reduces the impact of human activity on others.



Specific capacities include those needed to thrive in green jobs (e.g., skills from caring to coding). Generic capacities include cross-cutting “life skills” or “socio-emotional skills” that contribute to greener ways of thinking, being, and doing (e.g., problem-solving, critical thinking, teamwork, coping with uncertainty, and empathy). Transformative capacities include those needed to disrupt and change both the individual behaviours and structural factors that exacerbate the climate crisis (e.g., the ability to recognise and redress unequal relations of power).

Greenhouse gases (GHG) are gaseous constituents of the atmosphere, both natural and anthropogenic, that absorb and emit thermal radiation. The primary greenhouse gases in Earth's atmosphere are water vapour (H₂O), carbon dioxide (CO₂), methane (CH₄), nitrous oxide (N₂O), and ozone (O₃).



Greenhouse gas Effect is caused by higher concentrations of greenhouse gases in the atmosphere. Without normal greenhouse gas effect, the average temperature of Earth's surface would be about $-18\text{ }^{\circ}\text{C}$.

Human well-being The extent to which people have the ability to live the kinds of lives they have reason to value. It is also defined as the opportunities they have to pursue their aspirations. Basic components of human well-being include security, meeting material needs, health, mental peacefulness and social relations.



Land cover The physical coverage of land, usually expressed in terms of vegetation cover or lack of it. Land cover is influenced by (but not the same thing as) land use.

Land degradation Long-term loss of ecosystem function and services, caused by disturbances from which the system cannot recover unaided.



Land use The use of land for different human purposes or economic activities. Types of land use include agriculture, industrial use, transport and protected areas.

Land use change Conversion of land for human use. It is a driving force behind serious losses of biodiversity.



Mitigation Climate change mitigation refers to efforts to reduce or prevent greenhouse gas emissions.



Nature-based solutions are actions to protect, sustainably manage and restore natural and modified ecosystems in ways that address societal challenges effectively and adaptively, to provide both human well-being and biodiversity benefits.

Non-governmental organisation (NGO) An entity established under national law as a not-for-profit organisation, operating at the sub-national, national, regional or international level. This handbook created under the **Joint Ventures project (Jeunes et des Espaces Vertes)** is by partner organisations who are NGOs.

Online labour markets Online labour markets make it possible for people from around the world to find jobs offered by a global pool of potential employers.



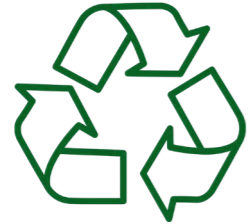
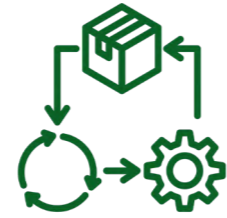
Organic agriculture Crop and livestock production that sustains the health of soils, ecosystems and people by relying on ecological processes, biodiversity and cycles adapted to local conditions instead of using synthetic inputs such as fertilisers, insecticides and herbicides.

Pesticides Substances, made up of chemical or biological ingredients, intended to repel, destroy or control any pest or regulate plant growth. The most commonly applied pesticides are insecticides to kill insects, herbicides to kill weeds, rodenticides to kill rodents, and fungicides to control fungi, mould, and mildew.



Pollinators visit flowers to harvest their nectar and pollen. They transfer pollen and fertilise flowers as they go from plant to plant. Some examples include bees and butterflies.

Product life cycle The product life cycle begins when raw materials are extracted and continues until the materials from the product are reused, recycled, recovered or discarded.



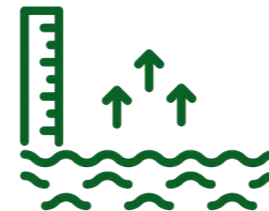
Recycling Conversion of waste into usable material. There are multiple methods depending on the type of material being recycled.

Renewable energy sources | Renewables Energy sources that do not rely on finite (exhaustible) stocks of fuels. Hydropower, biomass, solar, tidal, wave and wind are examples of renewable sources.



Repurposing Using something for a purpose other than the one for which it was originally intended.

Sea level rise Trends in the rise of the surface of the sea relative to land level. The rise in sea level, often through melting of permafrost leading to flooding of low-lying areas.



Sharing economy A peer-to-peer-based activity for obtaining, giving or sharing access to goods and services, coordinated through community-based online services.

Socio-economic Related to a combination of social and economic factors.

Soft skills Personality traits, including communication skills, empathy, good time management, and teamwork and leadership abilities.



Sustainable development is development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs.

Sustainable Development Goals (SDGs) are seventeen interlinked goals adopted by the United Nations that recognise ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.



Sustainability competencies are a combination of knowledge, skills, and attitudes that constitute what one can do, in greener, more sustainable ways. This includes knowledge about climate change and its solutions, knowledge about gender and power, knowledge about local environmental and social issues, etc. (what one knows); cognitive, interpersonal, and intra-personal skills, including green skills for greener outcomes (what one has); and pro-environmental, pro-equality, and pro-justice attitudes (what one believes and values).

Synergies arise when two or more processes, organisations, substances or other agents interact in such a way that the outcome is greater than the sum of their separate effects.

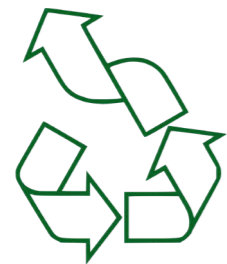


Tipping point The critical point in an evolving situation that leads to a new and sometimes irreversible development.



Transformational change Process whereby long-term positive results are achieved.

Transformational capacity is the capacity of individuals and society to transform individual and collective consciousness, social institutions, and economic systems toward planetary boundaries in balance with the carrying capacity of the earth. It aims for the regenerative potential of all life, human and natural. This is both in contrast and complementary to the concept of adaptive capacity, which is the capacity of human systems to adjust to climate change, to moderate its impacts, to cope with its consequences, and to leverage its opportunities.



Up-cycling (which can also be referred to as “**creative reuse**”) is the process of transforming by-products, waste materials, and useless or unwanted products into new materials or products of better quality. This is the opposite of downcycling, which

involves converting materials and products into new materials of lower quality.

Urban agriculture Cultivating, processing and distributing food in and around urban areas. It can involve fruit and vegetable production, animal rearing, aquaculture, agroforestry, beekeeping and horticulture.



Vocational training Education that prepares people to work as technicians or in jobs such as tradesman or artisan. It is also sometimes referred to as “career and technical education”. In a changing job market, the distinction between this and other types of secondary or higher education are becoming less distinct.

Waste management The collection, transport, disposal, recycling and monitoring of waste. This term is most often used in relation to waste material resulting from human activities, which is managed to avoid adverse health and environmental effects.



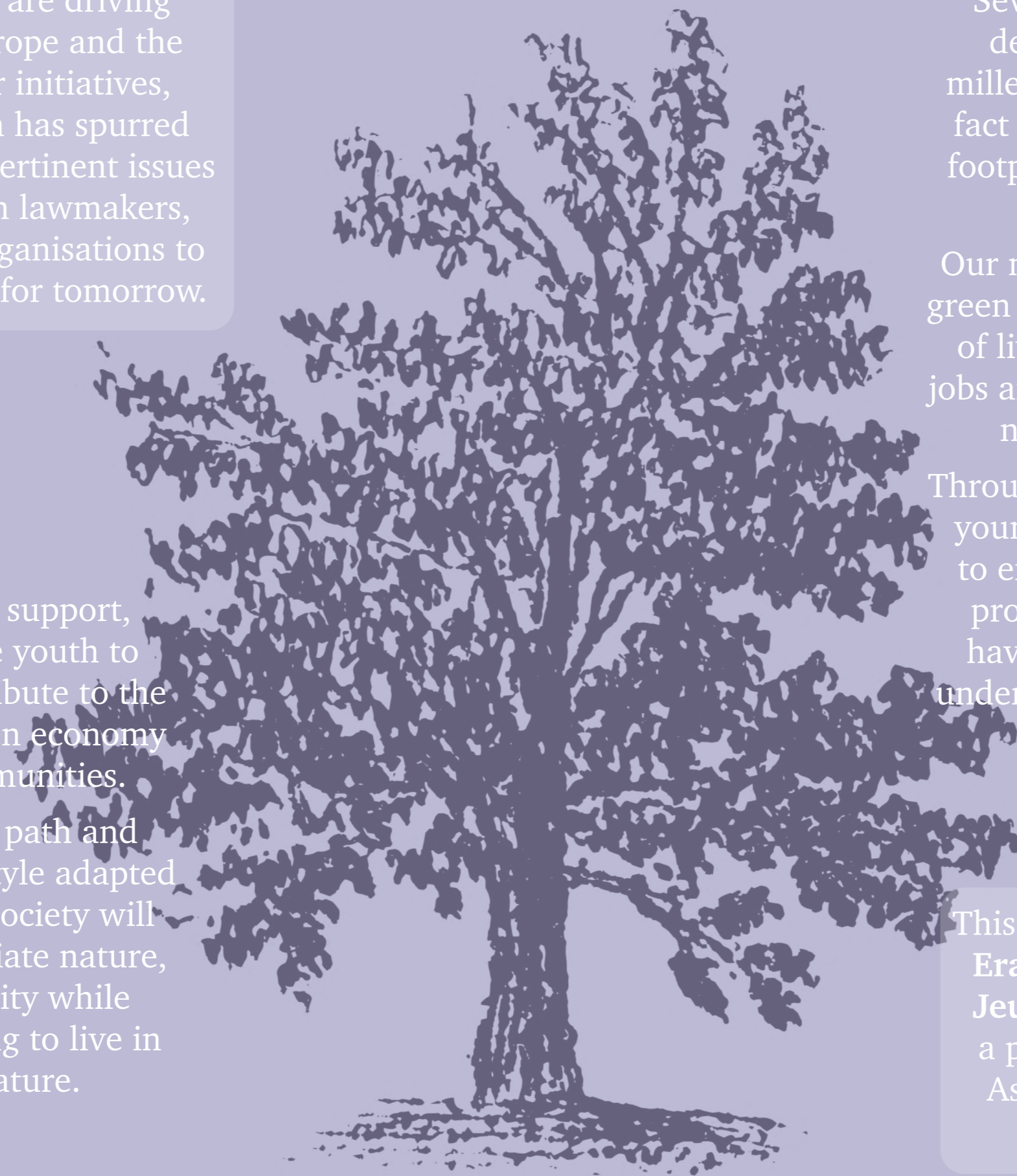


Chapter I
Introduction

Young individuals are driving change around Europe and the world today. Their initiatives, actions and passion has spurred the world to notice pertinent issues and put the light on lawmakers, industrialists and organisations to take tangible action for tomorrow.

This handbook is to support, inspire and motivate youth to learn about and contribute to the green society, the green economy and the green communities.

Charting one's own path and churning the best lifestyle adapted to an ever-changing society will allow youth to appreciate nature, issues of sustainability while simultaneously striving to live in harmony with nature.



Several changes in the last two decades since the turn of the millennium stand testimony to the fact that travel, individual carbon footprint, food consumption styles have changed.

Our new normal, comprising of the green economy and sustainable ways of living is poised to create many jobs and careers. Some of these have not been contemplated yet.

Through the Erasmus + programme, young individuals have been able to engage themselves in multiple projects and experiences which have permitted them to see and understand the world in a new way.

This handbook is a product of the **Erasmus + Youth Project: JV: Jeunes et des Espaces Vertes**, a project approved by Anefore Asbl., the National Agency in Luxembourg.

Inform young people about what an inclusive green economy is and introduce actions required to achieve it

Understand urbanisation and how it drives change

Help young people consider how a green economy can help create more sustainable lifestyles.

Waste management, reducing waste and optimising material use

Give an overview on green jobs and the skillsets involved therein

Provide sustainability tips for the daily life

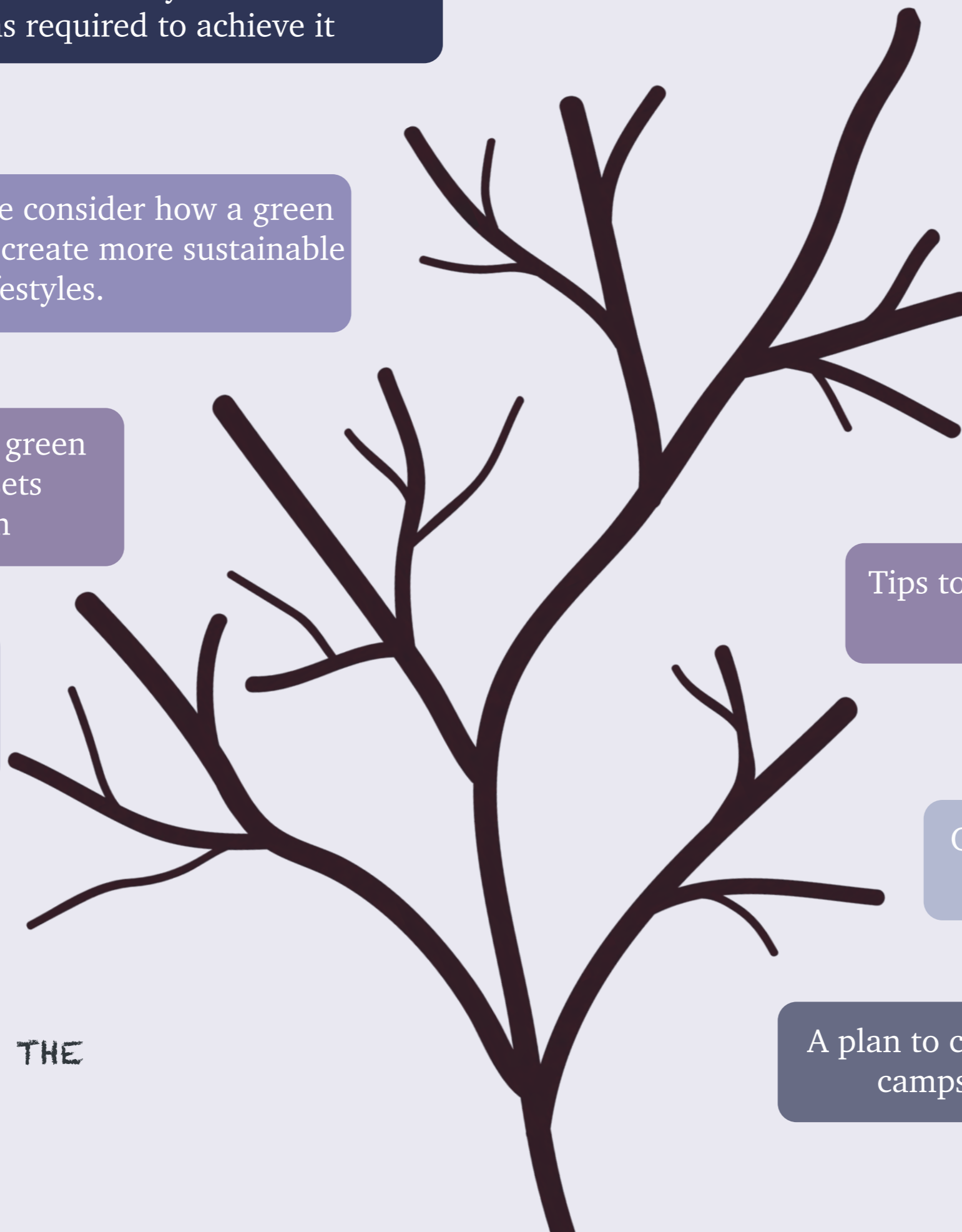
Permit an easy way to understand concepts through illustrative means

Tips to lead sustainable lives

Organic growing of food

A plan to conduct and undertake camps (with examples)

OBJECTIVES OF THE
GUIDEBOOK



As our world evolves, multiple crises acting simultaneously, interlinked or otherwise are urging a rethink of how we live, on how future jobs will be and how youth will adapt to the ever-changing normal.

Sustainable communities of tomorrow need engaged and inspired youth who will drive change both locally and regionally, acts which will trickle down to the national and international level.

**GREEN LIFE-SKILLS AND
FUTURE EMPLOYMENT**

The International Labour Organization (ILO) predicts four types of change to the job market as part of the transition to a green economy:

JOB CREATION

by introducing new green sectors and adding green roles to existing sectors

JOB REDUCTION

in sectors associated with the brown economy such as the fossil fuel industry

JOB SUBSTITUTION

as previous roles are removed and replaced by greener ones

JOB TRANSFORMATION

as existing roles undergo rapid and significant changes to adapt to this new economic paradigm

Green jobs include a wide range of professions that help ‘preserve or restore a sustainable environment’.

Environmental priorities for European countries include *air quality, municipal waste management, freshwater shortages, water pollution and poor sanitation, coastal management, deforestation and unsustainable land cultivation and climate-mediated environmental impacts* (especially heavily populated metropolitan areas).

GREEN JOBS

The ILO defines a green job as jobs that 'help reduce negative environmental impact ultimately leading to environmentally, economically and socially sustainable enterprises and economies. More precisely green jobs are decent jobs that reduce consumption of energy and raw materials, limit greenhouse gas emissions, minimize waste and pollution and protect and restore ecosystems.

The employment opportunities in the green economy could be wide and varied. While it is not effectively possible to exactly tell the details of future job opportunities, this handbook suggests how youth might think about developing knowledge and skills for different employment sectors. It's not just companies that require green economy skills; service sectors do as well. Some of the sectors expected to play a central role in the green economy are:

Agriculture

With a growing world population, the agriculture sector needs to explore ways of improving husbandry and cropping techniques, minimising water requirements and reducing fertiliser use as we move towards a green economy. People are developing the knowledge and competencies for managing eco-systems to remove the need for pesticides, chemical fertilisers, and machinery powered by fossil fuels, growth hormones for livestock, and feed additives. This requires training and knowledge in managing soil fertility, more efficient and sustainable water use, crop and livestock management, and a review of mechanisation. Taking part in this movement

means supporting sustainable and organic farming methods locally, and being innovative in developing enterprises that promote these methods.

Construction and architecture

Working as green developers who favour the use of environmentally-friendly building materials and prioritize the energy and water efficiency of buildings. This involves transforming buildings into ecologically viable facilities by improving insulation and installing solar panels.

Education

Teaching about sustainability, the green economy and sustainable development can support learners in making responsible choices when meeting their daily needs. Educators that integrate these issues across curricula and extra-curricular activities can empower learners, especially youth, to adopt more sustainable lifestyles and spread the message. This could indeed take shape through programmes like Erasmus + and projects construed under it to share the idea with youth through non-formal education. We consider our project **Joint Ventures project (Jeunes et des Espaces Vertes)** an educative project in this regard.

Energy

Moving to low-carbon energy supplies from renewable energy, rather than fossil fuels. Developing and installing energy-efficient equipment so that less energy is used overall. A further deliberation on energy-related jobs is found at the end of this section.

Fashion

Clothing and accessories made from recycled fabrics and buying second-hand clothing are just some examples of how the fashion industry is embracing the green economy. More designers now use environmentally sustainable natural fabrics and consider how their clothes are produced while some major retail chains are reducing their supply-chain carbon footprints.

Finance

Since innovators are constantly looking for secure funding to enable them to share great ideas about polluting less and using energy more efficiently, working in the finance sector can allow you to promote green economies. Finance companies are increasingly providing analysis and information about clean energy and carbon markets, which help investors make

informed decisions about the development of sustainable businesses and innovation in clean technology while making profits.

Fisheries

Respecting the need to allow overfished populations to recover, protecting essential habitats and minimizing the release of GHG during the process of fishing.

Food and catering

Some restaurants only use more sustainable products and local ingredients in an effort to reduce food mile-imprint and avoid carbon emissions they generate. With numerous labelling schemes such as the Marine Stewardship Council, which certifies sustainably managed fisheries, restaurants are now able to join the green economy by adopting sustainable principles. Some restaurants are reducing the number of meat dishes offered because producing meat uses up more land, more water and more energy for harvesting and transport than producing vegetables. Some are also working towards food waste prevention and reduction, looking at the way they prepare food.

Forestry

Managing forests sustainably, so that excessive logging is stopped, and trees are planted to replace those cut down. Understanding certification schemes helps support trade in sustainable forest products.

Hospitality and tourism

There are opportunities for encouraging greener transport, creating the realistic offsetting of carbon, ensuring that caterers and hoteliers follow green principles, and that municipalities encourage the adoption of schemes such as the Blue Flag system indicating that beaches are managed to benefit people and the environment.

Manufacturing

Changing the way products are made so that they use less energy and are easier to maintain and recycle, redesigning industrial processes so that the by-products from one process can be used to make something else, recycling or remanufacturing products rather than making them from raw materials (such as refilling printer ink cartridges) and switching to combined heat and power, where the heat generated in the production of electricity is captured and used for heating.

Politics

Blending politics with the environment by including environmentally-friendly principles in political campaigns and policies.

Recycling

Creating and supporting systems or technologies that are taking the modern-day society from simply recycling, to reducing and reusing waste, whilst ensuring that workers are safe from exposure to harmful working conditions.

Transportation

Using more rail and public transportation and developing more fuel-efficient motor vehicles and planes.

A special note should be mentioned here about the idea of 'Green Travel' in the Erasmus + project implementation. The novel but effective idea promotes travel by train, bus, carpooling (cycle) to participants attending Erasmus + programmes. This helps participants appreciate the need to travel green and avoid senseless low-cost flying.

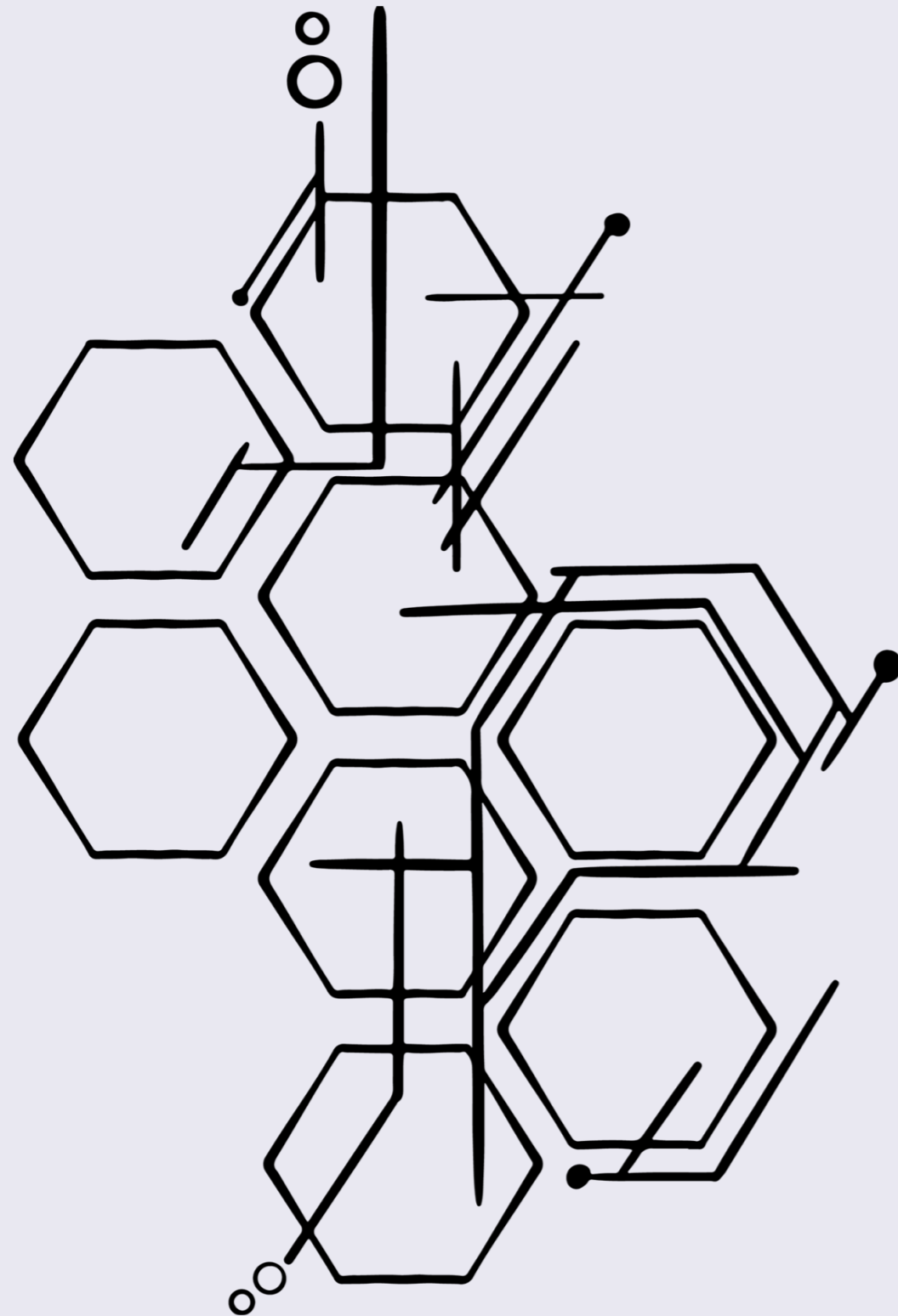
Social innovation

It may be difficult to define the jobs of tomorrow, but we can say that they require social innovation. Currently, sectors such as transport, waste management and energy supply are adopting technologies that change the way business is done. Innovation comes from thinking about the next step that will need to evolve from current ideas and solutions. We need to consider the impact of population growth, climate change, resource scarcity, ecosystem decline and urbanization on future employment. We need young pioneers to design and test new business models and new financing approaches that can drive innovation in the face of these environmental challenges.

These translate into the following types of 'green' work areas as examples:

- Introducing controlled and sanitary waste management services and enhancing decent work in the informal waste management sector.

- Introducing energy-efficient cooking stoves, solar water heaters and solar panel systems in place of unsustainably harvested firewood, creating jobs in the manufacture and servicing of such equipment and reducing the burden of firewood collection.
- Building and servicing biogas plants to provide eco-friendly and economical fuel for lighting and cooking, in place of kerosene.
- Building and servicing composting plants to convert waste into natural fertilisers that can replace the costly chemical-based or petroleum-based fertilisers that can pollute groundwater reserves.
- Small-scale generation or decentralised power grids based on renewable energy technologies or industrial cogeneration, rather than on large oil- or coal-based power plants and centralised, inefficient and loss-making electricity grids.
- Low-carbon public transport schemes.
- Sustainable natural management, such as forestry.
- Eco-tourism.



SKILLS FOR COMPETITIVE GREEN
JOBS

Science skills

The world will need more environmental scientists, materials scientists, hydrologists, biochemists, biologists and other science experts to tackle challenges in fields such as land use planning, ecosystem management, and carbon capture storage design, among many others.

Green engineering and tech skills

As demand grows for more efficient energy sources, there will be an increased need for skilled workers how can design, install and maintain solar panels and wind turbines, as well as innovative waste management technologies. The rise in electric and other low-emissions vehicles will also create jobs for engineers and others with strong tech skills.

Architectural and planning skills

New regulations will require architects and planners who are able to translate those rules for their clients. There will be a growing demand for innovative building designs that maximise efficiency and minimise environmental footprint.

Operational & resource management skills

Businesses will need employees who are able to help them increase their efficiency and sustainability and strengthen their organization structures. Examples of specific positions in this field include chief sustainability officers, supply chain managers, and sales engineers.

Agriculture skills

There will be an increased demand for people skilled in conservation agriculture, climate-smart agriculture, organic farming, precision agriculture and urban farming.

Monitoring skills

Tracking the impacts of environmental change and human impact will become ever more essential. In this regard, demand will grow for environmental compliance inspectors, nuclear monitoring technicians, government property inspectors, emergency management officials, and others skilled in environmental monitoring.

Systems skills

The green economy will require skilled workers who are able to determine how a system should work and how changes in conditions, operations, and the environment will affect the system's outcomes. These skills include being able to identify performance indicators for the system as well as how the system can be corrected or improved. Understanding macroeconomics and long-term opportunity costs of failing to integrate sustainability in planning and execution of projects including large infrastructure projects will be critical.

Complex problem-solving skills

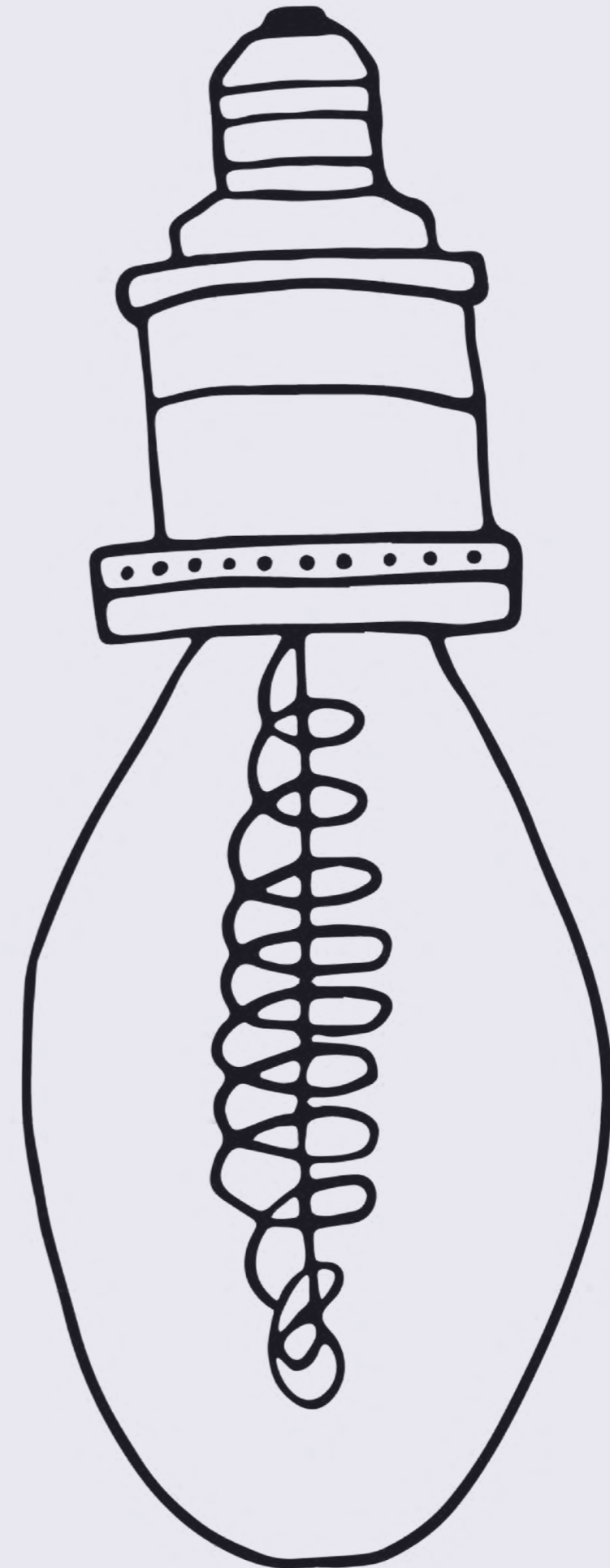
Workers in every sector will need to be able to identify and analyse new and complex problems, then create innovative solutions that will work on the ground. Local politics is an example of one of the fields in which this skill could most effectively be put to use.

Teaching and education skills

Teachers and trainers will need to embed the skills for a green economy into their courses, and thus may need to be retrained to that end. Skilled workers will be required to develop environmental literacy courses and to teach the growing number of environmental awareness courses that will be required.

Environmental justice skills

The intersection between human rights and environmental rights is more important than ever, as the world reckons with a legacy of racial and social injustice that has contributed to pollution and poor environmental and public health. Understanding policy shifts and judicial processes, as well as history, will help ensure we are not doomed to repeat the same mistakes. Social science, anthropology and political science will all be fields that increasingly incorporate an environmental dimension.





THE POLICY
PERSPECTIVE

Level 1

Vote for candidates with sound environmental policies if you are eligible to do so. Taking part in elections is the formal way to express support for a candidate and his/her platform. Voting allows citizens to choose future leaders and influence government decisions. Elections can impact their quality of life. The youngest generation of voters needs to cast their votes to decide their future.

Participate in public events such as public forums, public consultation meetings and public debates to better understand concerns in your town, city, region, country or the world. You can use this opportunity to voice your own concerns and exchange ideas about solutions (Taft and Gordon 2013). Non-violent protests, demonstrations and strikes are also an impactful way to get your message across and meet like-minded people.

Level 2

Take part in volunteer activities. Volunteering can help you develop interpersonal and social skills. It can also help you gain work experience and make contacts (Perry and Thomson 2015). For example, you could volunteer for non-governmental organisations, other local organisations or environmental education activities. Participate in a training programme to make sure you have adequate understanding and can be a real influence on public matters and think critically, with as many thinking tools as possible at your disposal. The components of a civic education include civic knowledge, civic skills (knowledge of political systems) and a civic disposition (Hatcher 2011).

Join a political party with a strong environmental platform. Engaging in politics is a powerful way to express your views. It can also introduce you to politicians and others who are influential. Including young people in political parties leads to a stronger democracy by providing a platform for youth voices and reflecting their interests more widely (Taft and Gordon 2013). Joining a political party is a great way to participate in political decision-making and propose concrete solutions to the environmental problems your community may be facing.

Meet with your local council member and member of parliament/house of representatives to discuss sustainability and ways to improve the environment.

Your country needs to be persuaded of the importance of having **a youth representative in its delegation** to the UN General Assembly (United Nations Department of Economic and Social Affairs 2019). Once such a position has been established, a selection process should be initiated.

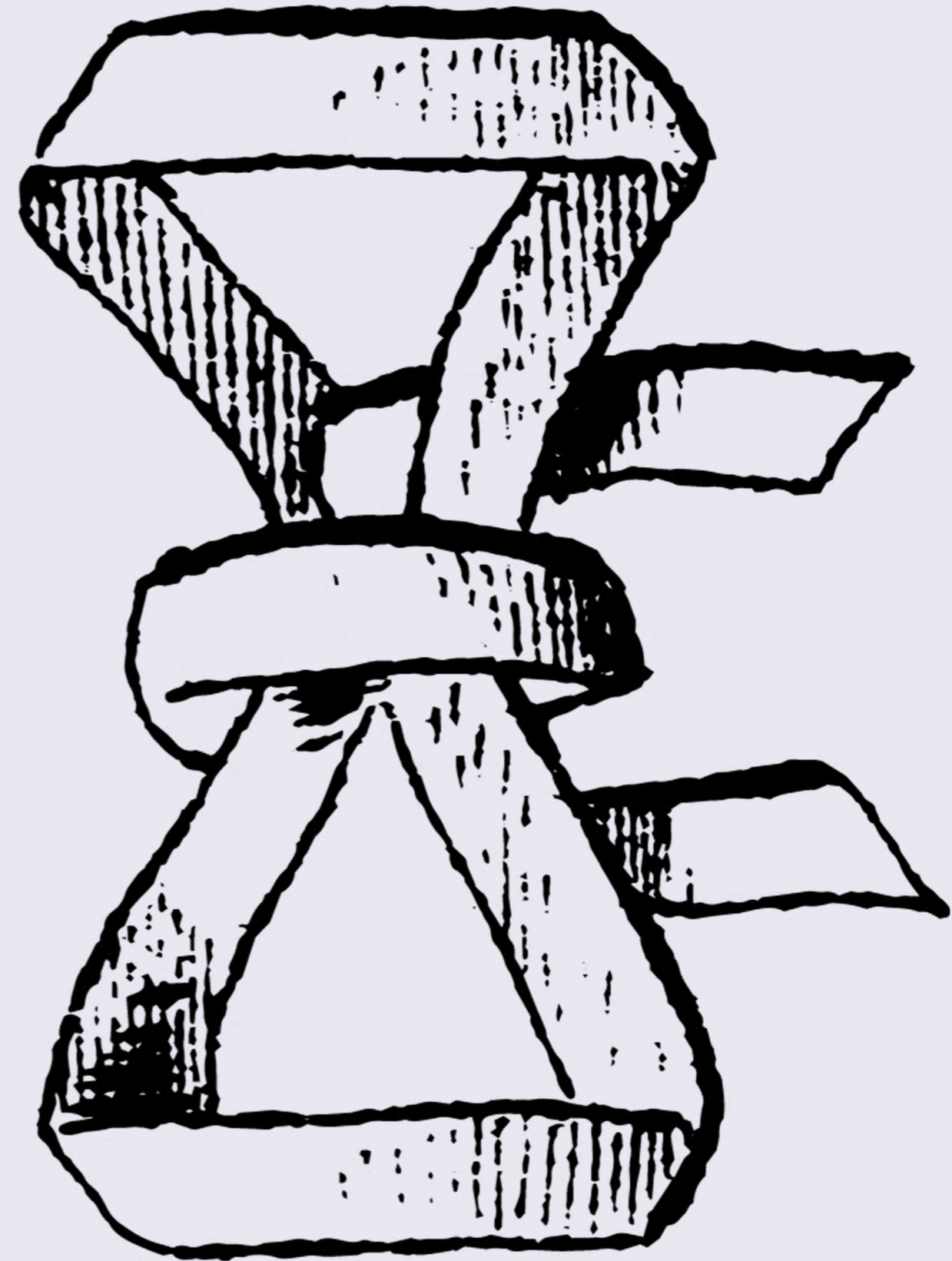
Level 3

Run for office and be the initiator. You can take responsibility for initiating new actions at various levels, within your community or outside it.

Implement campaigns to spread the message among your peers, encouraging them to be better informed about their rights while using communication tools such as social media, local radio, the press and special events effectively.


Launch capacity building programmes to share your expertise and multiply actions.

Take the lead and design your own collective actions.





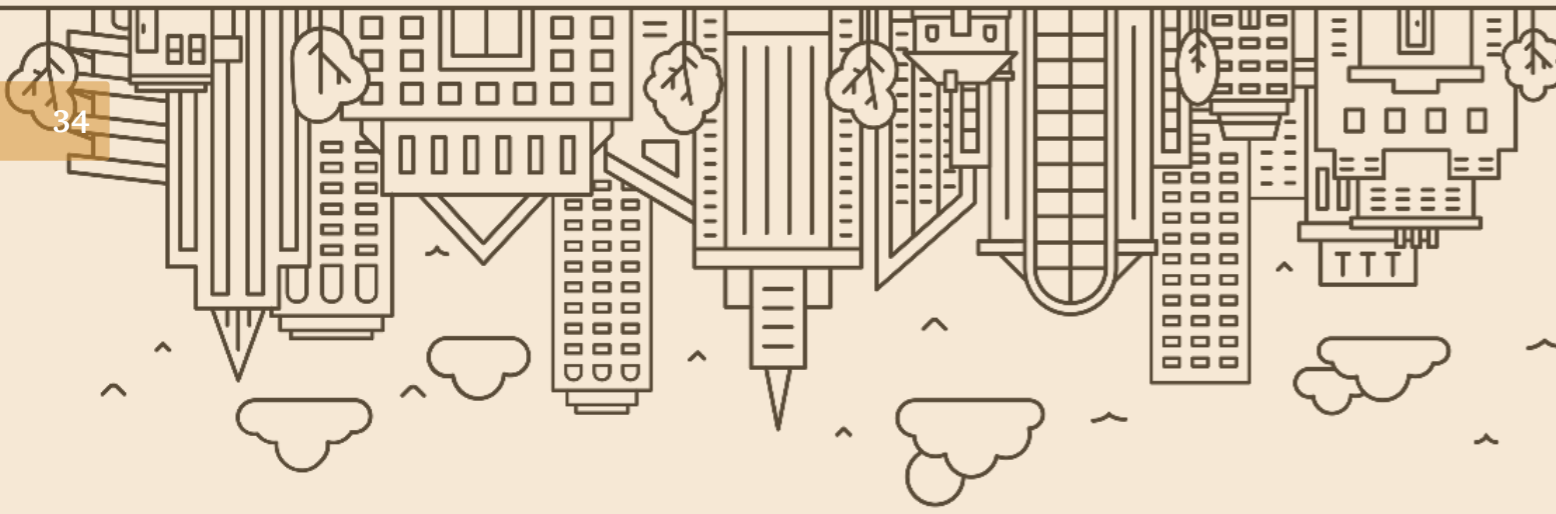
Chapter II
Urban Outlook



Urban green skills refer to the competencies required for general adaptation to the new normal of living in cities and towns while striving to maintain a low carbon footprint through environmentally-friendly ways of undertaking daily activities.

Cities are diverse places of exchange, continuously interacting both internally and with other places.

It is through these interactions that urban innovation is possible. In this process, cities can significantly transform their own environments and societies while also impacting places beyond their immediate urban environment.

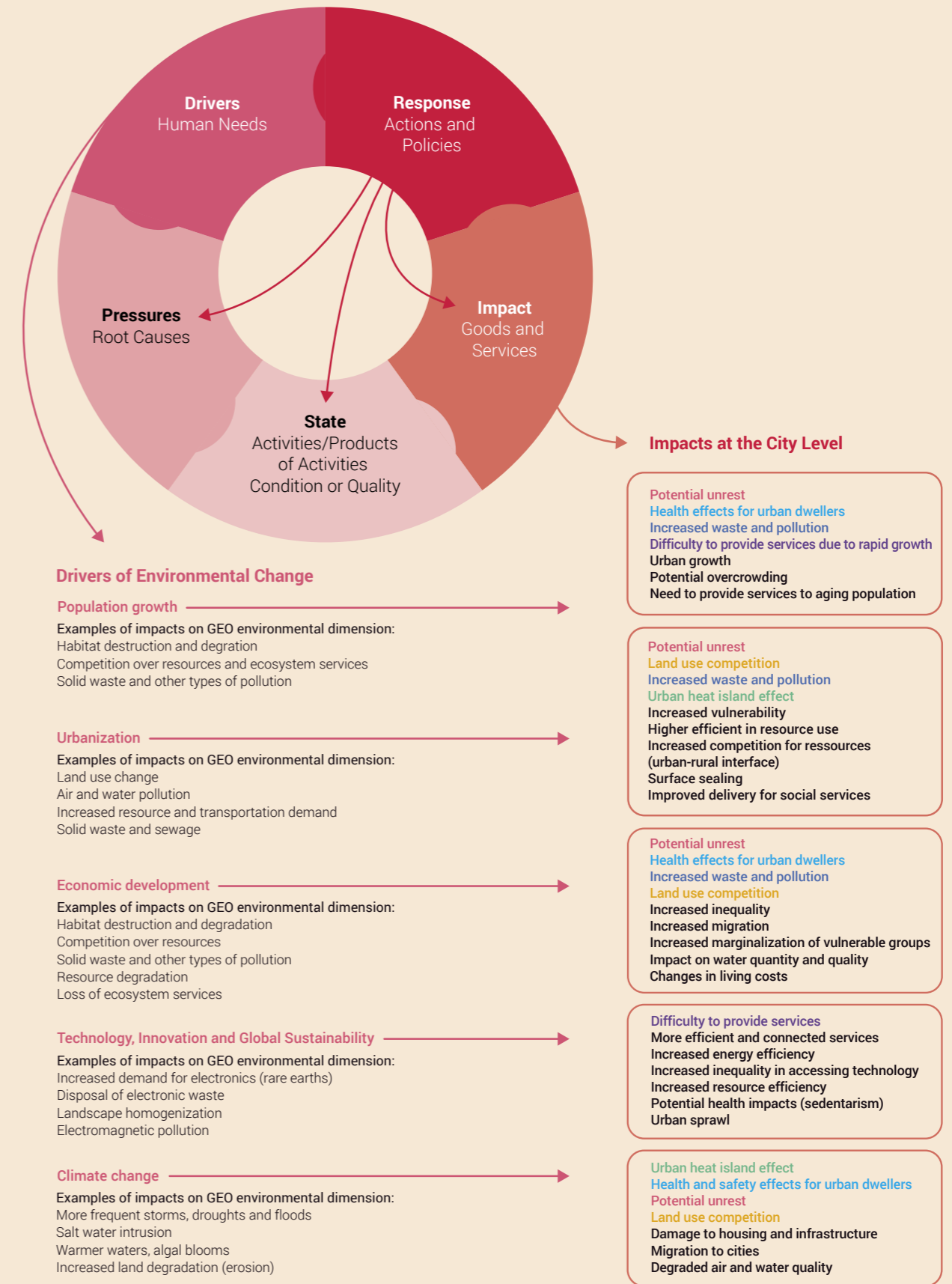


While urban regions of the world are usually considered the economic centres powering globalisation, adverse effects (aggravated since the industrial revolution) coupled with indirect effects have rendered us vulnerable to numerous climatic events.

Often, calamitous mass migration, economic imbalance and unrest fuelled runaway societal change.

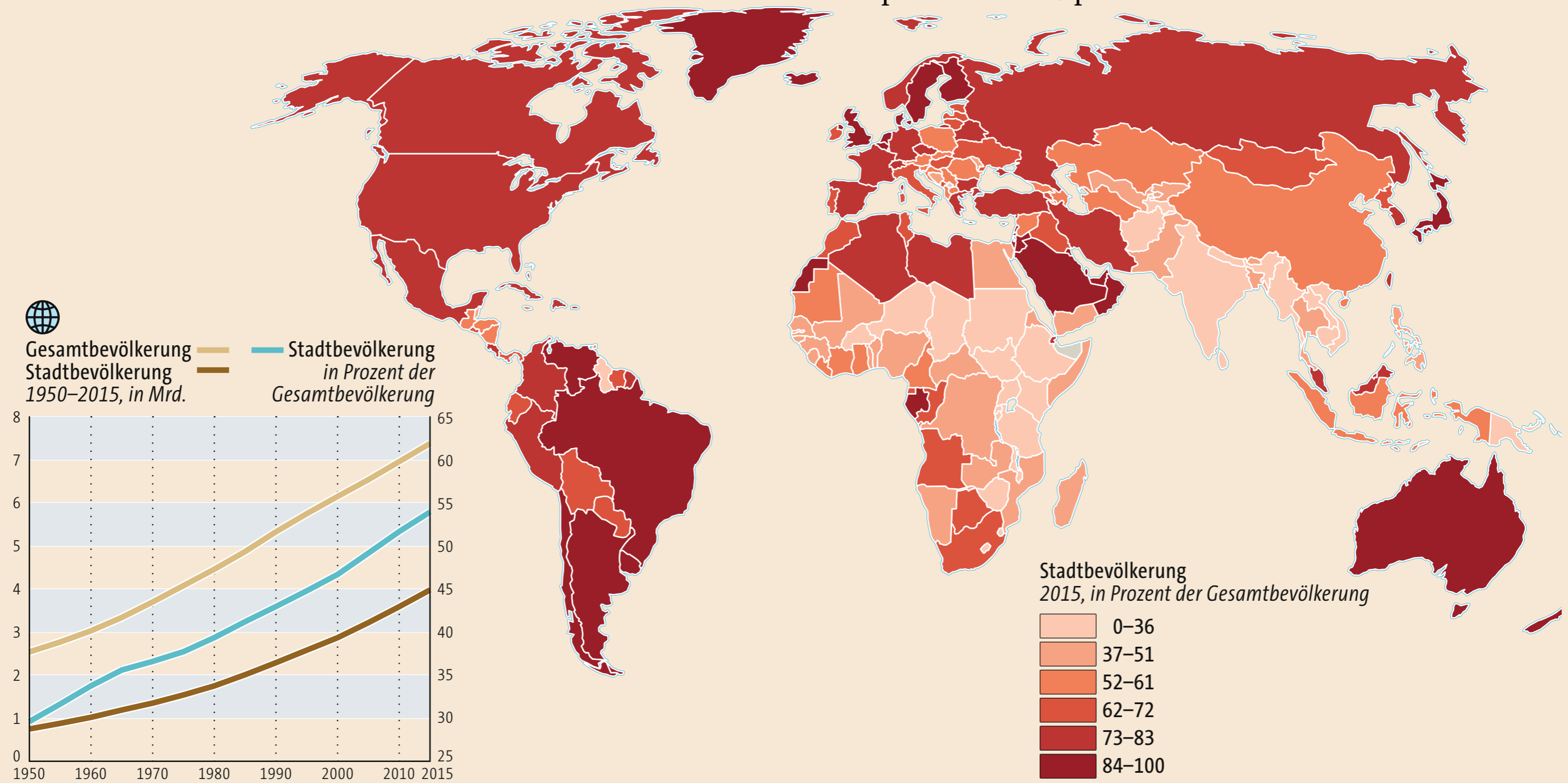
This first section of the chapter delves on the issues of urbanisation that we find today, albeit briefly described. They will help to realise the sections that follow in this chapter.

THE IMPACT OF URBANISATION



Source: United Nations Environment Programme and United Nations Human Settlements Programme (UN-Habitat) (2021). Global Environment for Cities-GEO for Cities: Towards Green and Just Cities. UNEP, Nairobi. (page 46)

The map depicts the **Urbanisation** of the world with a majority of the population living in urban centres.



The period between 1975 and 2015 saw tremendous growth in global urban population: the global rural population increased by 488 million, while the global urban population grew by almost 2.4 billion. This meant that the urban share of the world's population grew from 38 per cent to 54 per cent.

As the environment changes across the globe, some of the conditions under which cities have developed and functioned are being transformed.

Air

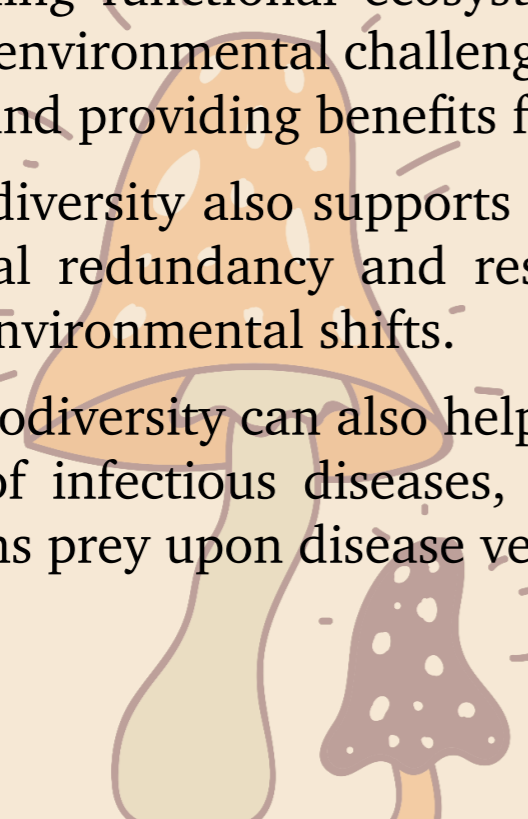
The atmosphere has no boundaries and its patterns of circulation make it one of the primary integrators of the Earth system. This means that global environmental changes – both near and far – impact the air quality and climate of cities.

Biodiversity

Biodiversity is directly linked to the quality of life of urban citizens, providing a multitude of benefits for humans from ecosystem services and nature's contributions to people. It is key for maintaining functional ecosystems, adapting to other environmental challenges like climate change and providing benefits for humans.

Species diversity also supports ecological and functional redundancy and resilience in the face of environmental shifts.

Urban biodiversity can also help to reduce the impact of infectious diseases, such as when organisms prey upon disease vectors.



Freshwater

Cities and their environmental dimensions of sustainable development depend on access to sufficient and safe freshwater resources. This explains why cities have historically developed near freshwater bodies.

Many cities face challenges to adapt to more frequent water shortages as a result of rapid and unplanned urban growth and inadequate water management. This trend is exacerbated by the changes in precipitation caused by climate change. Deforestation and other land-use changes in the watersheds of cities are further stressing urban water supplies and increasing the intensity of flooding.

These pressures have led to tensions between urban and rural water users, especially given that agriculture accounts for an average of 70 per cent of global freshwater withdrawals.

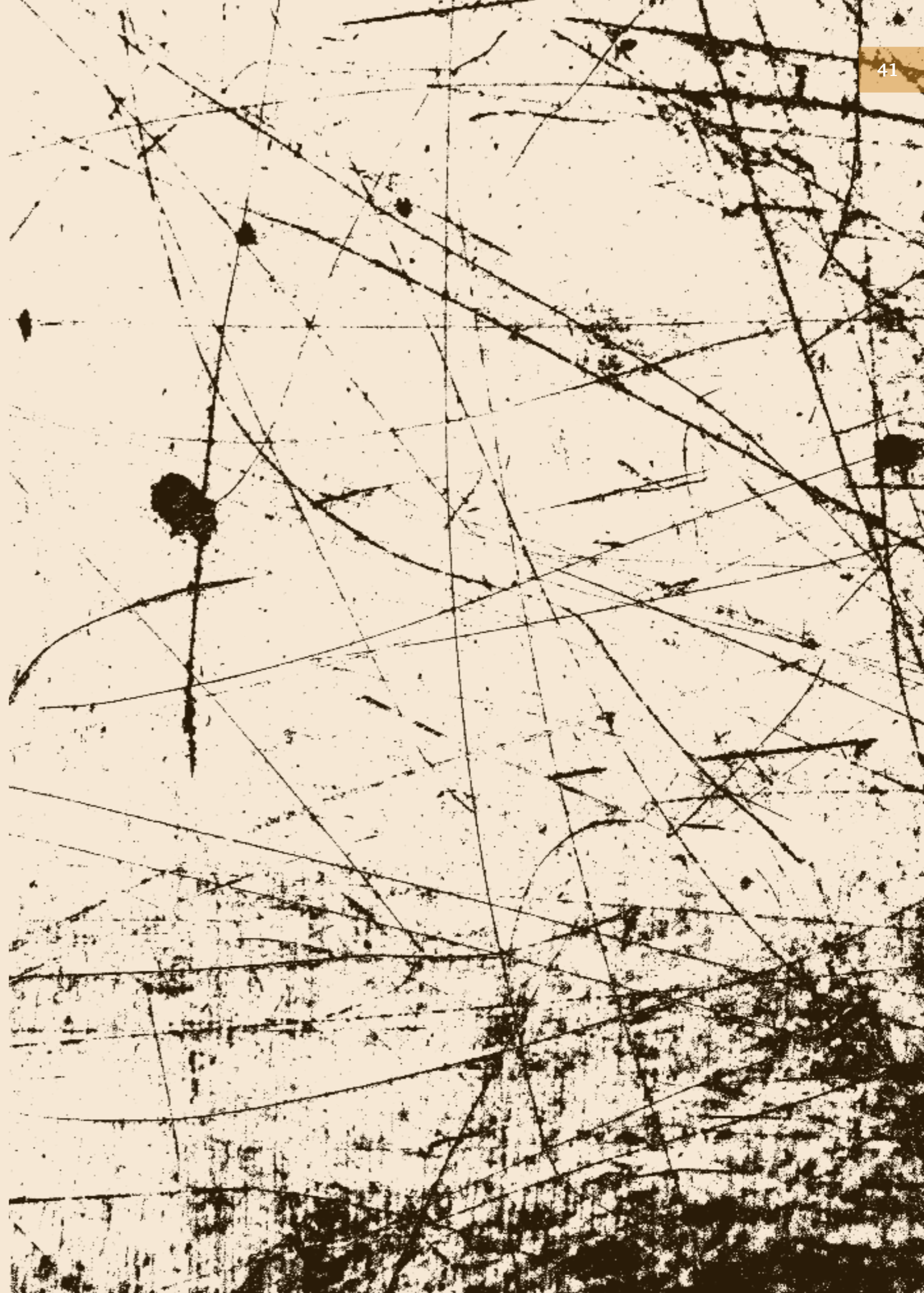
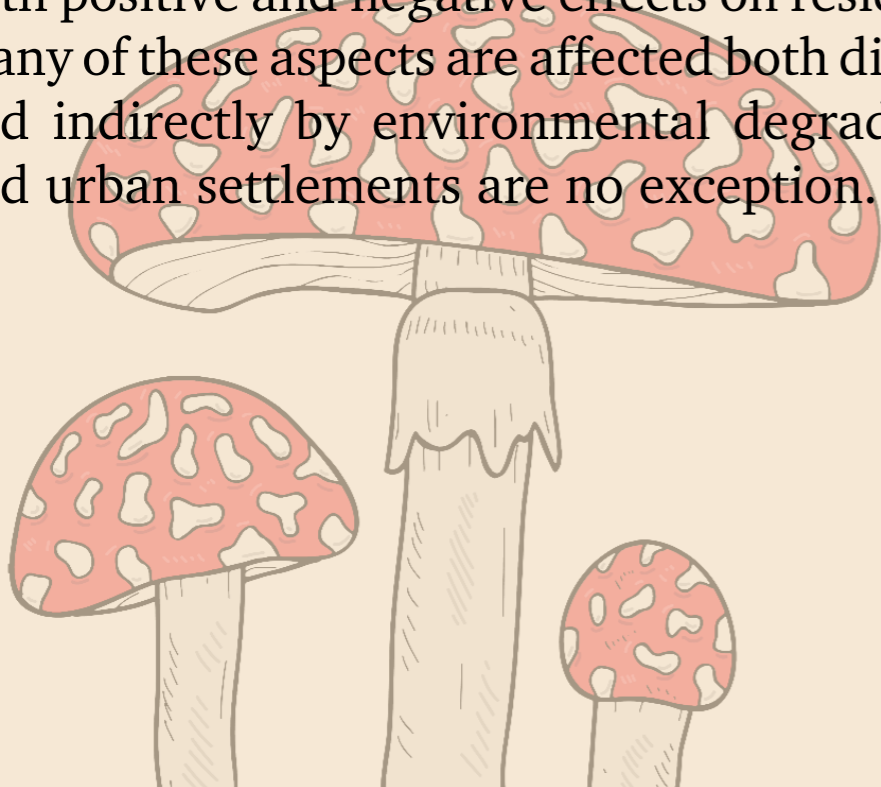


Oceans and Coasts

More than 700 million people are estimated to live in urban or quasi-urban areas that are 10 metres or less above sea level. These coastal communities are increasingly vulnerable to the effects of human-induced climate change. Increases in mean sea level and extreme weather events are predicted to continue throughout the century and beyond.

Land and Soil

As hubs of human activity, cities require land-based resources such as food, fodder, fibre and forest products that mainly depend on land areas beyond their limits. Land in urban areas and beyond can also be significantly impacted by urban planning decisions, which can have both positive and negative effects on residents. Many of these aspects are affected both directly and indirectly by environmental degradation and urban settlements are no exception.



Despite their diversity, cities have underlying similarities that allow them to be collectively reimagined and ultimately transformed. Building on these similarities while recognising diversity, the task is to design integrated transformational pathways and practices with the power to deliver desirable outcomes on climate, environment, human health, well-being and equity.

To be part of the solution, future cities must then address key arenas of urban life and collective action: environmental, economic and social sustainability and inclusive governance.

Cities are complex dynamic systems and there is no perfect way to partition their activities, problems or related policy prescriptions. The three dimensions focus on flows of energy and materials; urban form (land-use and activity patterns); and behaviours of the individuals and institutions that orchestrate urban life.

FUTURE CITIES

Dimension 1: Net-zero circular cities

Altering energy and material flows to significantly reduce natural resource extraction, and achieve near net-zero greenhouse gas emissions and other forms of pollution and waste.

Dimension 2: Resilient & sustainable cities

Changing urban form to protect vulnerable urban places and populations from environmental degradation, the impacts of climate change and extreme events, including associated disasters and everyday hazards.

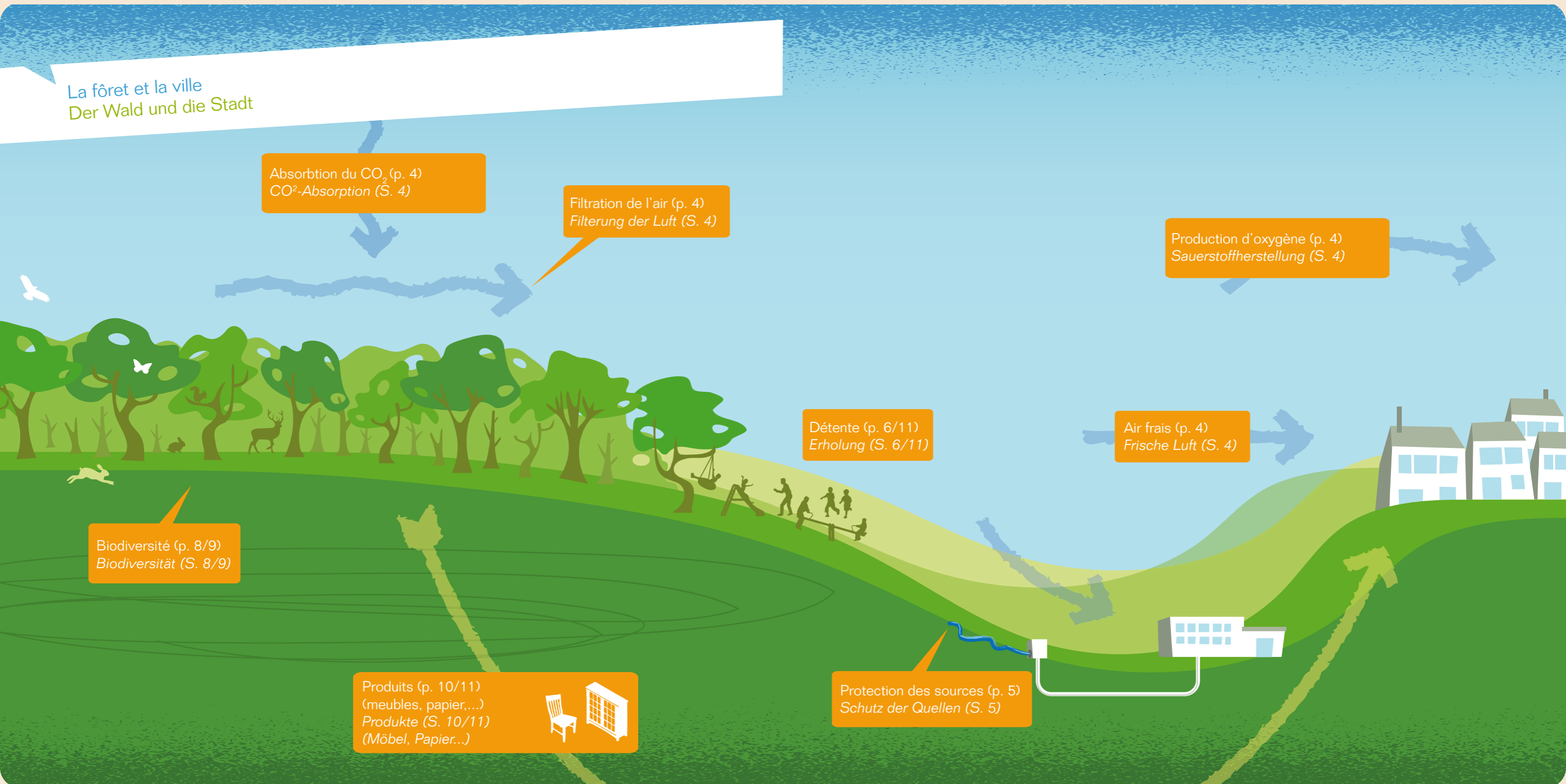
Dimension 3: Inclusive and just cities

Inculcating individual, collective and institutional behaviour and governance frameworks that include all urban residents, urban nature and biodiversity, while considering justice across generations.

The following sections delve upon certain individual aspects of the three dimensions mentioned above, that are relatable to individuals being actors of local change.

An excellent depiction produced by the city of Luxembourg highlighting the importance of forests for urban areas.

Notable are the economic, regulatory, purifying, protective role that forests play in maintaining biodiversity and ensuring urban areas remain liveable.





WASTE MANAGEMENT

Waste management is one of the essential utility services underpinning society in the 21st century, particularly in urban areas. Waste management is a basic human need and can also be regarded as a ‘basic human right’.

Ensuring proper sanitation and solid waste management sits alongside the provision of potable water, shelter, food, energy, transport and communications as essential to society and to the economy as a whole. Despite this, the public and political profile of waste management is often lower than other utility services.

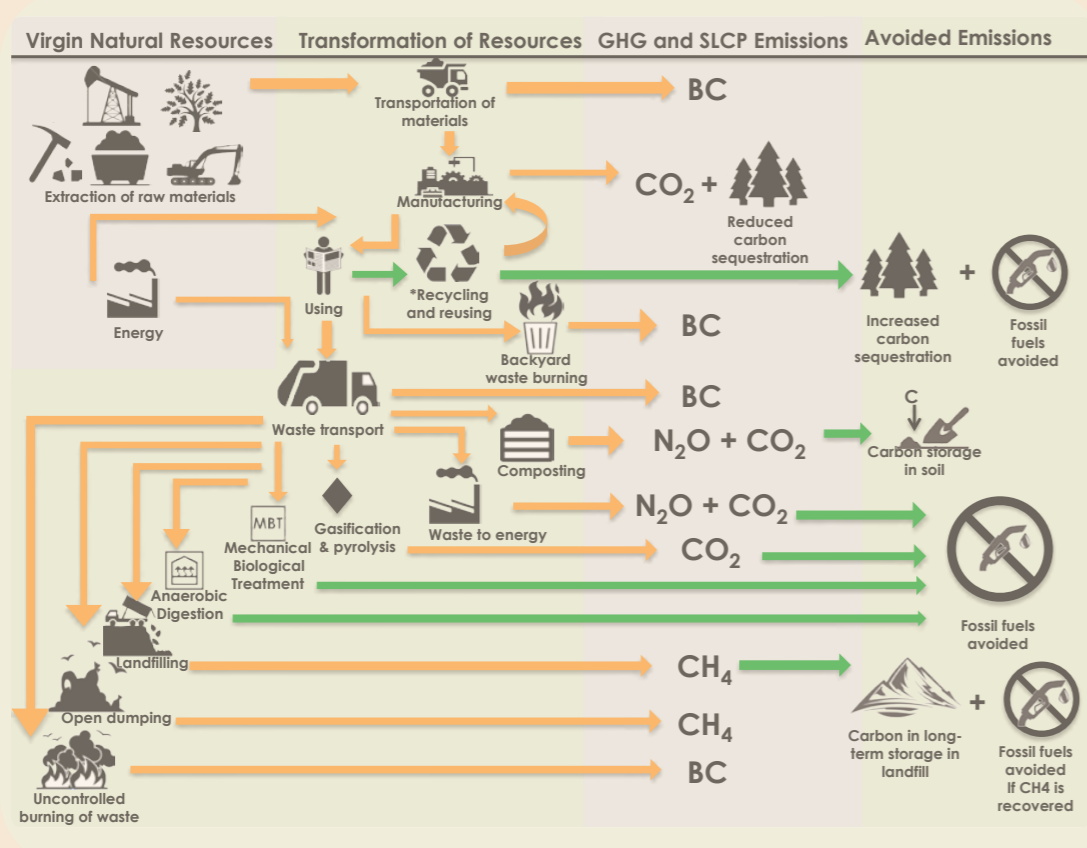
Public health: The absence of a solid waste collection service has a direct health impact on residents, particularly children. The uncontrolled burning of waste creates particulate and persistent organic pollutant emissions that are highly damaging locally and globally.

Environmental pollution: Dumpsites on land can pollute both surface and groundwater. These sites are often alongside rivers or the sea, and therefore may directly pollute them as well as the coastal environment. Coastal dumpsite erosion is one source of marine litter.

Waste Management to Resource Management

Many developed countries have made great strides in addressing waste management, particularly since the environment came onto the international agenda in the 1960s, and there are many good practice examples available for today's youth to learn from.

The goal is to move the fundamental thinking away from 'waste disposal' to 'waste management' and from 'waste' to 'resources' – hence the updated terminology 'waste and resource management' and 'resource management', as part of the 'circular economy'.



Source: Global Waste Management Outlook, United Nations Environment Programme (UNEP) 2015

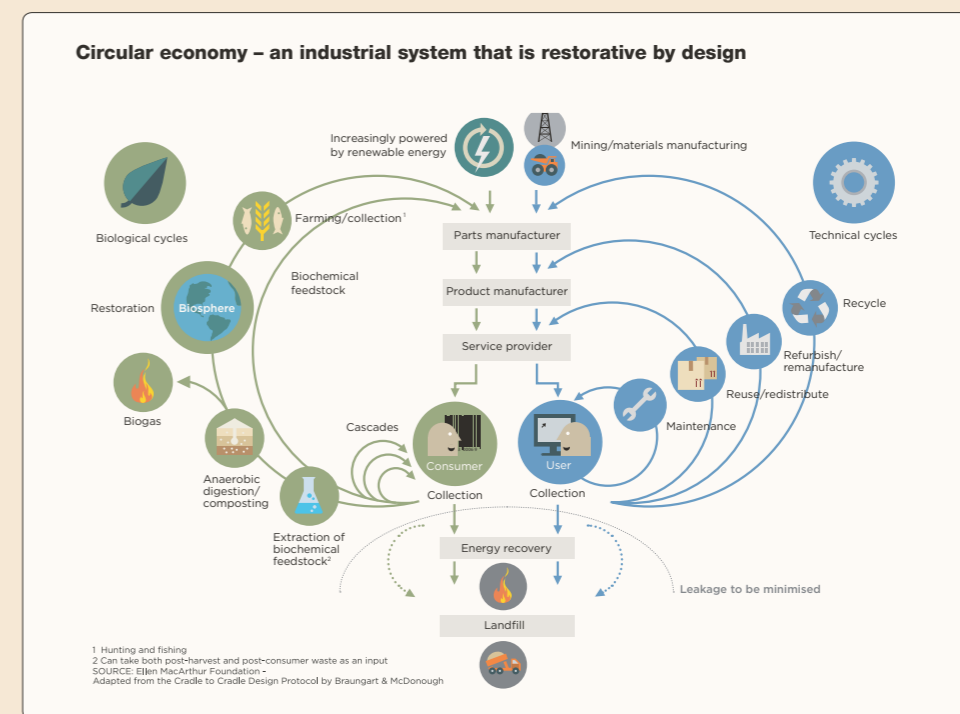
Where we are coming from: The linear economy and waste management



The Entry to Sustainable Development

Waste management is a cross-cutting issue impacting on many aspects of society and the economy. It has strong linkages to a range of other global challenges such as health, climate change, poverty reduction, food and resource security and sustainable production and consumption. The political case for action is significantly strengthened when waste management is viewed as an entry point to address a range of such sustainable development issues, many of which are difficult to tackle.

Where we need to get to: Resource management within a circular economy

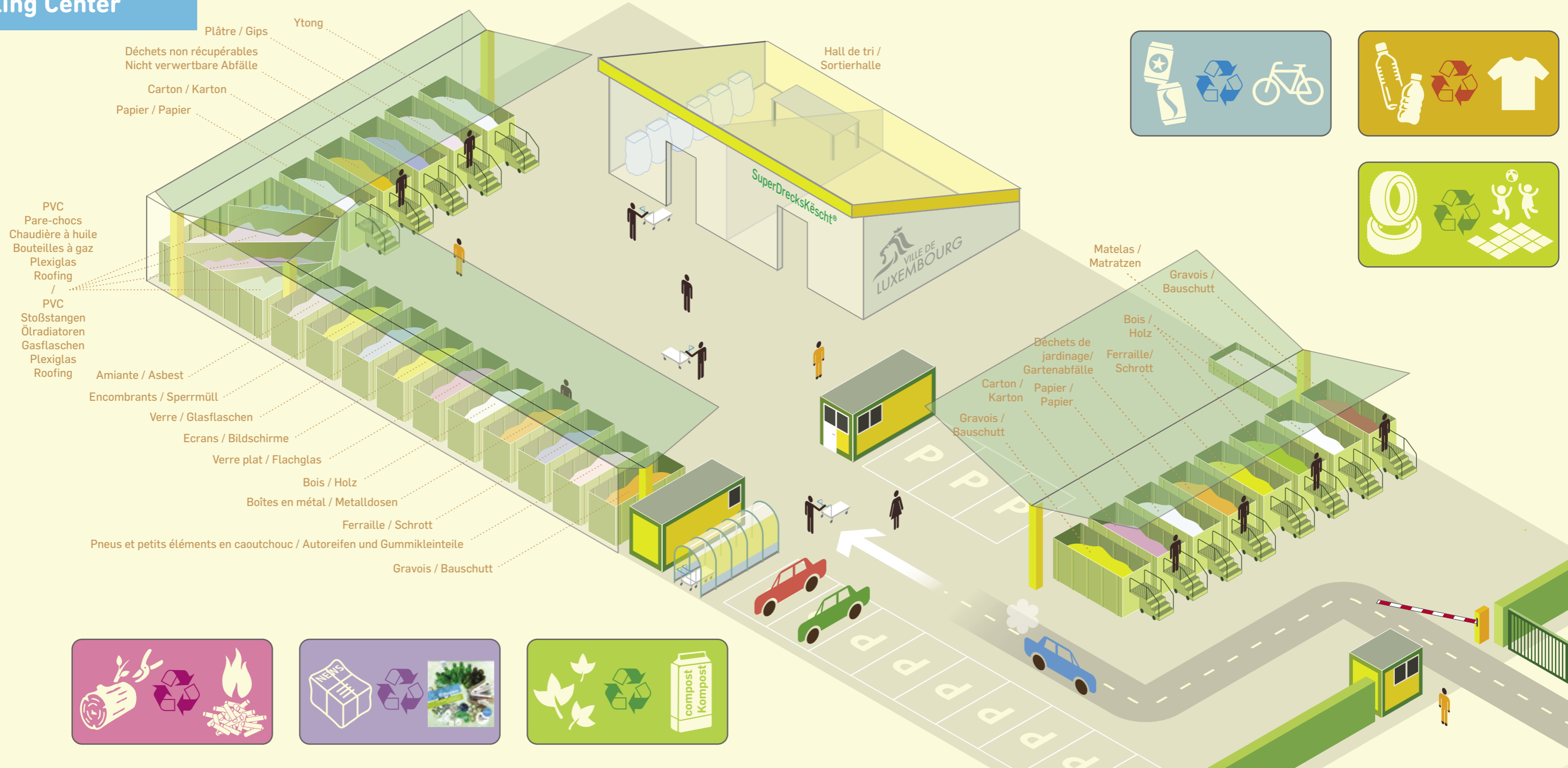


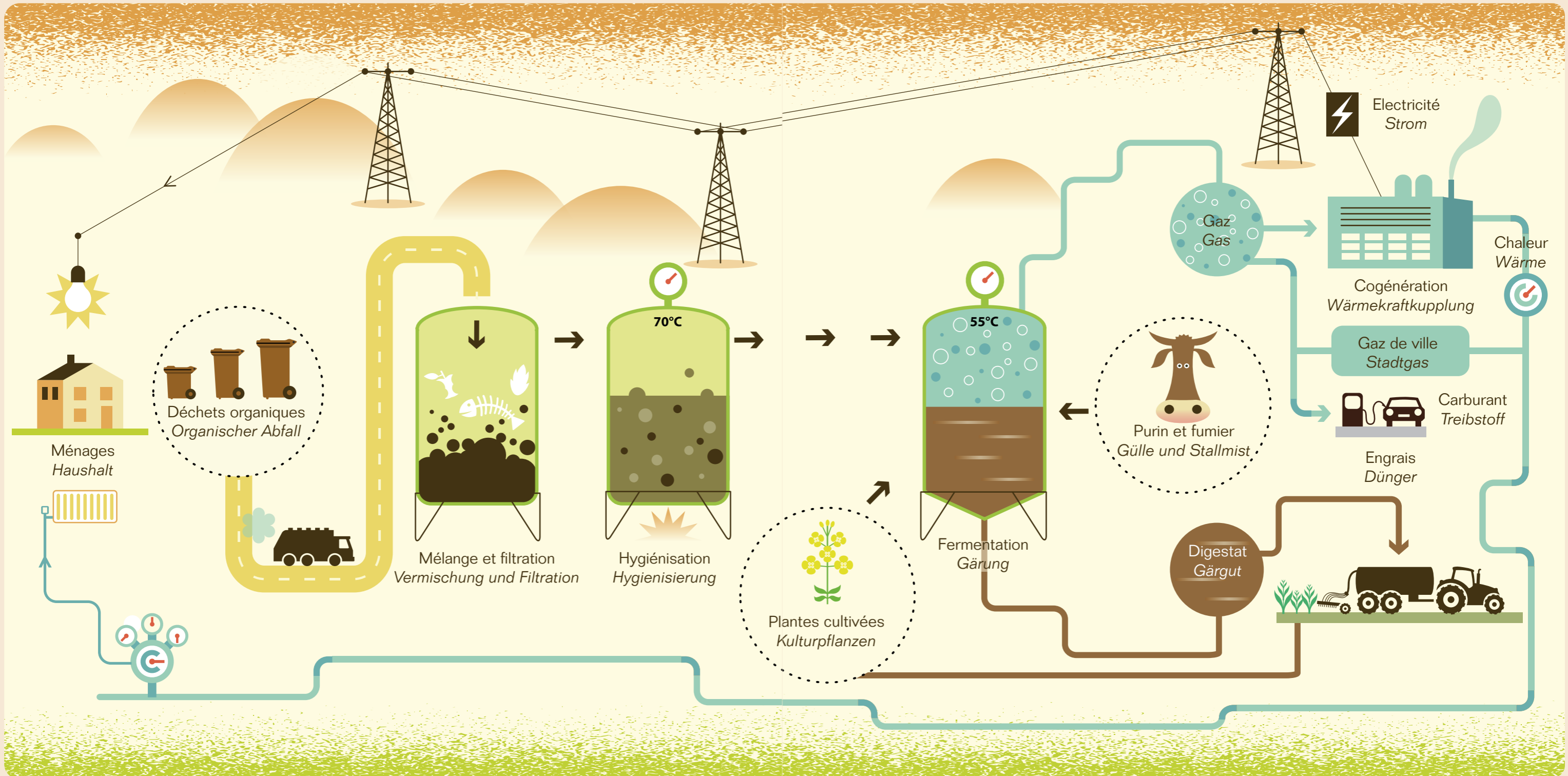
Source: Global Waste Management Outlook, United Nations Environment Programme (UNEP) 2015

The diagram highlights the multiple facets of sorting our waste. Each of these items can be then treated in the right manner to either reuse

them or be disposed off in the right manner that is environmentally conscious and friendly.

Recycling Center





Organic waste can be reused and re-valorised too. When done on a large scale, cities need the right logistics to make sure it is effective and efficient.

Source: Ville de Luxembourg. ECOlogique 2010/2 (Das Umweltmagazin der Stadt Luxembourg). Déchets organiques.

Urban Solutions to Reducing Food Waste

About 70 per cent of food consumption occurs at the urban level. Experts say city governments can help create circular food systems by raising awareness about food loss, promoting urban agriculture, providing free food waste recycling services, and banning organic waste from landfills.

Some tips:

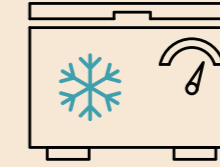
- Eat your leftovers
- Buy and cook the right amount
- Buy from small shops in more accurate quantities
- Use a cup measure to get the portion sizes right
- Schedule a day to cook up fridge leftovers, a *'ratatouille'* before restocking
- Share excess food with friends and neighbours, especially before leaving for a trip
- Growing fruits and vegetables
- Pickling surplus vegetables if you have a garden
- Composting inedible scraps



At Home, in the Kitchen



Limit repeated openings of the refrigerator door...
... and don't put anything hot inside. It's simple: the less the compressor runs, the less electricity it consumes.



Don't forget to defrost the freezer regularly. A 5 mm layer of ice increases energy consumption by approximately 30%.



The lid on the pan avoids squandering heat. Tip: Use residual heat, turning off the stove just before the food is cooked.



The larger the device, the greater the electricity consumption. Food for thought: 'Which tool can accomplish my task in the most sustainable way?'



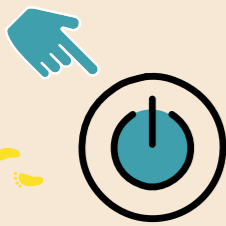
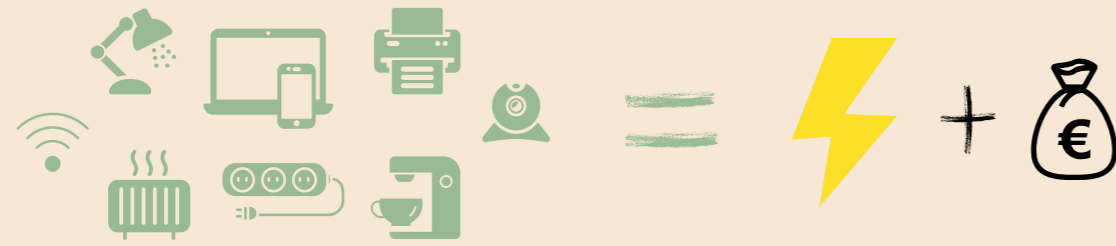
Fill the dishwasher to the maximum and use the 'eco' mode. Regularly decalcify. So the machine lasts longer and uses less energy!



Dirty kitchen appliances are extremely energy-intensive. To avoid: frost in the freezer, scaling in the kettle ...

ECONOMISING ENERGY

At work



Completely turn off inactive electronics. Even in standby mode, they consume energy!

Tip: Use multipin extensions with switches.



Is the climate getting warmer? In the office too?

Lower the heating, because each degree less saves up to 7% energy.



'Somebody turn off the lights please!'

Daylight is healthy and eliminates the need for electric lighting, especially in summer. PS: keep the windows clear.



Turn off the lights when the sun's out.

Sunlight is healthy and free, try to have the curtains open! In the evening, do not forget to turn off the electricity.



Lower the heating (and ventilate effectively).

Sleeping in an overheated room can cause headaches and uneasiness. To aerate, open the windows for about 5 - 30 minutes.



Limiting time on streaming apps. The internet is energy intensive.

Rule of thumb: Turning off all screens before going to bed.



Adopt a more ecological navigation on the net.

For example, limiting the number of open tabs, reducing the size of the files sent, unless the client needs higher size files...



Look to reduce the number of appliances.

Individual printers and coffee makers do not make sense... Community is the way forward.



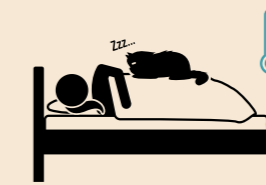
I encourage meetings by videoconference...

... when these make it possible to avoid excessively long and energy-intensive journeys, especially by car or flight.



Use indoor plants as a natural air conditioner.

In addition, they filter the air, break down pollutants and convert carbon-dioxide into oxygen.



Opt for a warm blanket in winter and light sheets in summer...

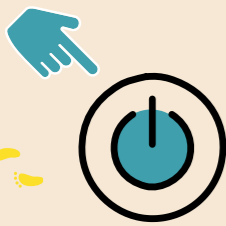
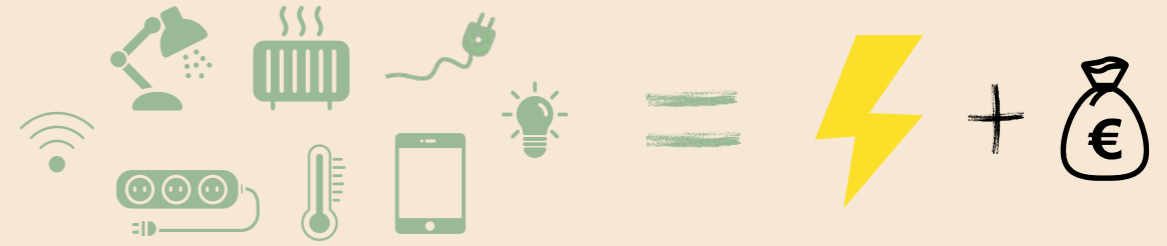
... in order to stay comfortable without depending so much on the heating, ventilation and airconditioning system.



Before sleeping, put my phone in airplane mode...

... or turn it off completely! This way the battery does not discharge while avoiding the waves during the night.

At home, in the living room



Completely turn off inactive electronics. Even in standby mode, they consume energy!

Tip: Use multipin extensions with switches.



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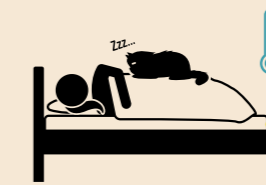
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WHAT DOES A
SUSTAINABLE DAY LOOK LIKE?

Starting the day, the sustainable way!

From the minute you stretch your arms over your head to get out of bed until the moment you go to sleep, your day consists of a series of decisions.

Committing to making those decisions sustainable can take practice, but it is worth it in the end, you'll be living a healthier life and contributing to a healthier planet.

Starting the day...

- Turn off the tap while you brush your teeth or wash your face
- Can you take a shorter, colder shower or bath? Try it! What about installing a more efficient shower-head?
- Unless you're boiling a kettle for the whole household, try to heat only as much as you need for your morning drink. See if your local shop offers fair trade or organic products; not only are they good for the planet but they also support communities in growing regions.

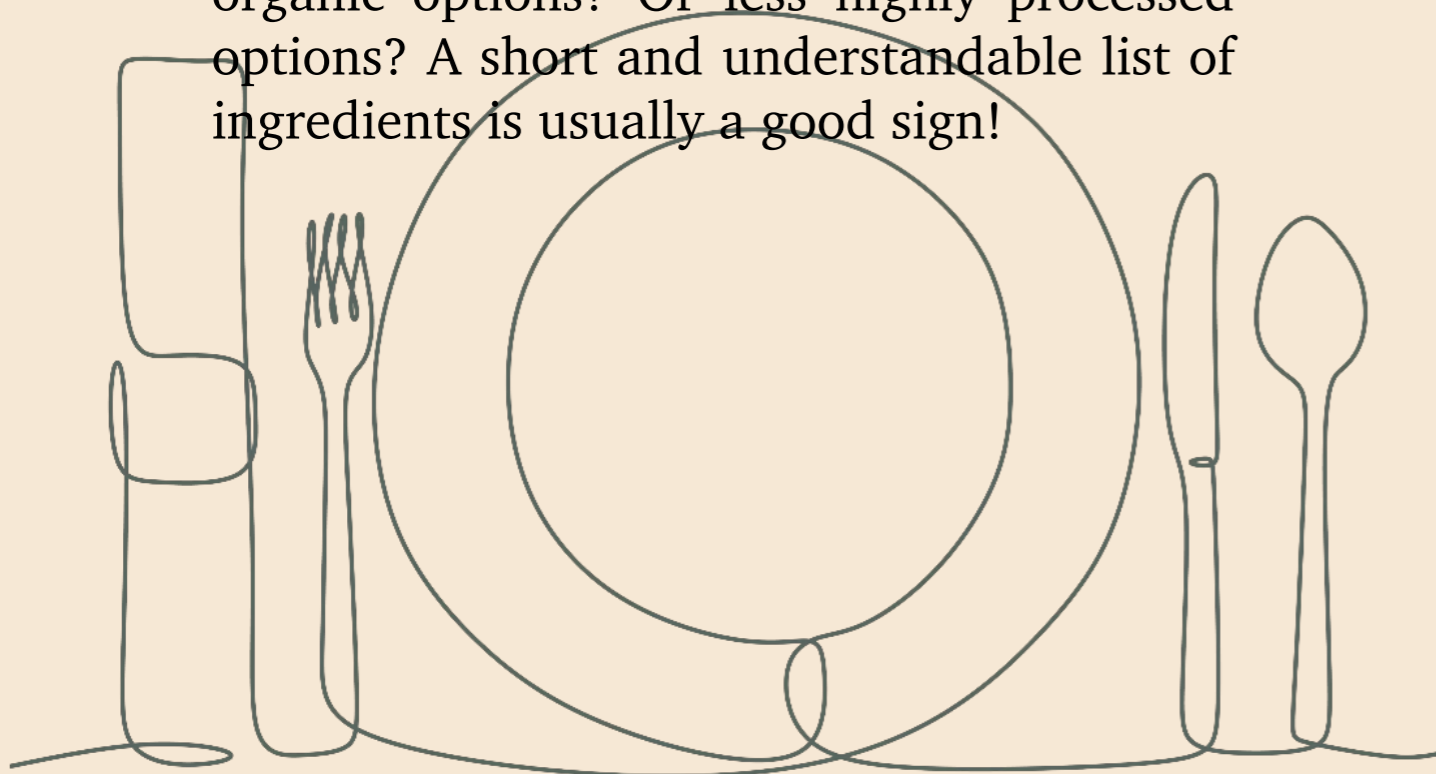


- Better yet, make two cups and take one with you out the door in a reusable mug; you'll save money and the environment. Don't forget to pack your lunch and a water bottle.
- Check the weather before you go; a scarf or sweater is better than heaters in the winter, and light layers make summer heat bearable instead of the A/C.
- Some of us can walk, cycle or use public transport to get where we are going. If you're one of those lucky people, good for you! Keep it up. If you must drive, can you ride share or carpool? When in a car, four passengers are better than one.
- On your way out, make sure you've turned off all the lights. And no matter how much your dog or cat asks, don't leave the TV on all day!

When hunger bites...

Sustainability sometimes requires balancing your budget against your commitment to the environment, and making trade offs. In that way, we are faced with some of our biggest choices when we go food shopping. Fresh or frozen? Imported or local? Vegetables or candy bars? We are in control of the things we put in our bodies, and we can use those food choices to shape the global economy. Don't forget your reusable bags!

- It's helpful to make a list before you go to the store, so that you're not tempted by things you may not need
- Shop in season and try to buy local.
- Read the label – are you able to choose organic options? Or less highly processed options? A short and understandable list of ingredients is usually a good sign!

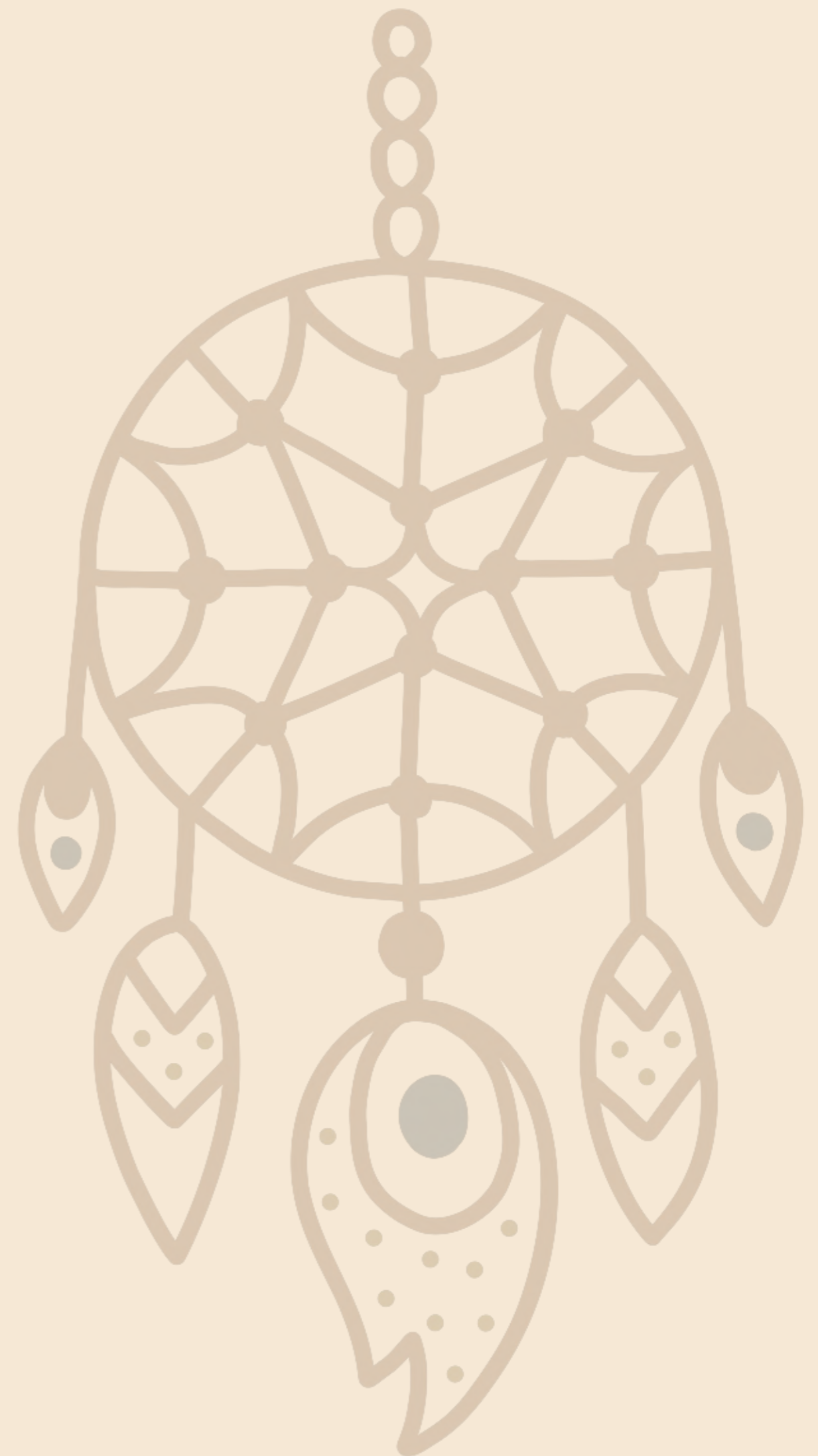


- Do you live near a fresh fruit and vegetable market? Consider buying fruits and vegetables direct from the farmers who grow them. They may not be as perfect-looking as the things in the supermarket, but they probably taste even better. Plus, less packaging! Some places have food cooperatives, where you can buy your staples like rice, flour, sugar and oats in bulk. You can bring your own containers and buy only as much as you need. They also encourage volunteering so that you can get to know your local food community.
- Do you live in a place that allows composting? All you need is a bin with a lid and a place to dump it in the garden. The rich soil that emerges from the compost can be used to nourish your own vegetable or herb garden.
- Takeout food can be super tasty but also super waste-y. If you can, ask the delivery folks NOT to give you plastic utensils, and rinse your containers so they can be reused, or recycled.
- And don't forget – leftovers make great lunches. Whether you cook, order in or go out, there's nothing better than getting to savour that meal the next day.

Retail Therapy

There is a reason that they call it shopping – buying things can make you feel good. But buying too many things leads to too much unnecessary consumption, which means a lot of stuff ends up getting dumped. So when you're feeling blue and only a new shoe will do, how about going for a walk instead?

- Fast fashion is called fast fashion for a reason; it moves in and out of style quickly and it wears out quickly, too. It's best to try and purchase the best-quality clothes and shoes that you can.
- Have you ever been thrifting? There are so many treasures to be discovered at second-hand clothing stores and markets. You can have a whole new look for less.
- Support local craftsmanship! Every country has a distinctive style of national dress, and a host of talented designers at home making beautiful, wearable clothes. Shop local and support local talent –you'll look good and feel good.



Leisure Time

We are all rushing around busy, all the time. So in our down time we want to do things that make us feel good, rested, and able to be around our friends and family. That's the perfect time for sustainability oriented activities – making the fun things we choose to do with our time Earth friendly.

- Remember that compost you were making? How about planting a garden – no matter how big or small your space, you can add a bit of greenery. Whether it's in pots on a window ledge or balcony, or covering a large space in a bigger yard, try your hand at a green thumb. Some places have community gardens; see if you can get signed up to pick up a shovel.
- Volunteering for a cause you believe in, whether it is social justice, animal rights, or climate change or anything else, is a powerful way to use your voice for sustainability. Whether it is at the local level or at the national level, in person or online, get involved and support the things you care about. Nothing feels better than being part of a movement.

- Feed your brain and raise your voice! At a time where information is so easy to access through books or e-books and online science-based sources, take time and learn more about environmental issues. Being conscious about the environmental challenges we are facing and its solutions, make us more comfortable when talking about a sustainable lifestyle with friends and family.
- Everyone loves a holiday. But if you can stay closer to home and get there on public transport, give it a try. Air travel is the least sustainable method of getting from one place to another. So if you can, limit your time in the sky. You can also offset your emissions by contributing to airline carrier offset funds.

And to a perfect night's sleep...

- That turned off tap from the morning? Same ritual for tooth brushing and face washing before bed.
- Is your bed weather-friendly? If you can keep your windows open to let a breeze in, it's a lot more comfortable than the hum of an air-conditioner. If you can put a heavier cover on your bed in winter, instead of using piped heat, that's a great way to be cozy with the planet.





Chapter III
Rural Outlook



Rural green skills refer to the specific set of competencies and knowledge required to address environmental challenges in rural areas.

These skills are essential for individuals working in agricultural, natural resource management, and rural development sectors, as they contribute to the preservation of ecosystems, the efficient use of resources, and the overall well-being of rural communities.



Sustainable Farming refers to skills related to sustainable agricultural practices, such as organic farming, permaculture, or conservation agriculture. These skills focus on minimizing the use of chemical inputs, optimizing resource efficiency, promoting biodiversity, and enhancing soil health.

Organic Farming is the ability to cultivate crops and raise livestock using organic methods, which means avoiding the use of synthetic chemicals and genetically modified organisms. This approach promotes biodiversity, soil health, and sustainable food production. It involves implementing practices such as compost or well-rotted manure, which contribute to enhancing the composition and texture of the soil, its ability to retain water and the availability of essential nutrients.



GREEN LIFE-SKILLS AND
FUTURE EMPLOYMENT



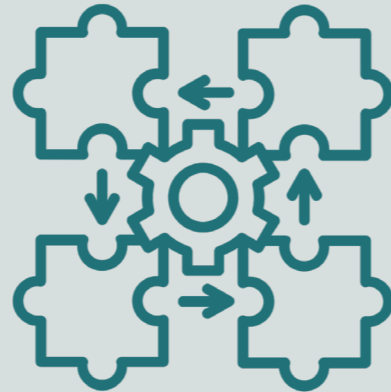
Permaculture is a holistic approach to land management that aims to create sustainable and self-sufficient systems by imitating the efficiency and balance found in natural ecosystems. It encompasses a wide range of disciplines and techniques, including agriculture, water management, energy, construction, waste management, and community development. Permaculture seeks to design and maintain productive ecosystems that mimic the diversity, stability, and resilience of natural systems. By integrating the needs of people and the environment, permaculture provides food, energy, shelter, and other needs sustainably. Permaculture can be applied in both rural and urban settings, and it offers a multidisciplinary toolbox of solutions for creating harmonious and regenerative landscapes.



Conservation Agriculture is a farming system that prevents arable land loss and restores degraded lands. It promotes permanent soil cover, minimal disturbance, and plant diversity. This approach enhances biodiversity and natural processes, improving water and nutrient efficiency for sustainable crop production. CA principles are adaptable to all agricultural landscapes with locally suitable practices.

Climate Change Adaptation and Resilience

Skills in understanding climate change impacts, implementing adaptation strategies, and building community resilience. These skills involve assessing vulnerabilities, developing climate-resilient infrastructure, and promoting climate-smart practices in agriculture, forestry, and other sectors.



Natural Resource Management



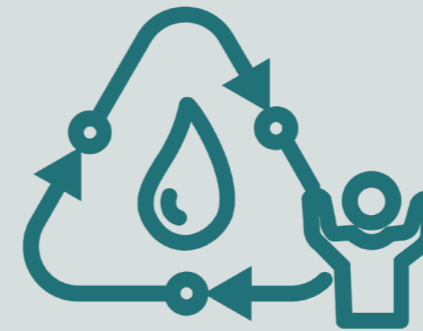
Understanding and implementing sustainable natural resource management practices is crucial for rural areas. This includes skills in land conservation, watershed management, forest restoration, wildlife conservation, and sustainable fishing and aquaculture practices. Effective management of natural resources ensures their long-term availability and benefits.

Renewable Energy Systems

Knowledge of clean energy technologies, such as solar, wind, and hydroelectric power, and their implementation in rural settings. This skill enables the utilisation of renewable energy sources for electricity generation, heating, and other energy needs.



Water Management



Understanding efficient water use and conservation practices in rural areas. This skill includes rainwater harvesting, irrigation techniques, water storage and distribution systems, and

the implementation of water-saving techniques in agriculture and households. These skills help optimize water use, prevent water pollution, and ensure the availability of clean water resources.

Green Building and Infrastructure

It refers to the knowledge and application of environmentally friendly construction techniques, materials, and infrastructure design. This skill focuses on promoting energy efficiency, waste reduction, and the use of sustainable building practices. Green building skills enable the construction of energy-efficient and eco-friendly structures in rural areas. By understanding and implementing green building principles, with these skills, people can contribute to the creation of structures that minimize environmental impact and maximize resource efficiency.

This skill is essential for fostering sustainable development in rural areas, where the construction and maintenance of environmentally conscious buildings can have a significant impact on local communities and the surrounding natural environment.



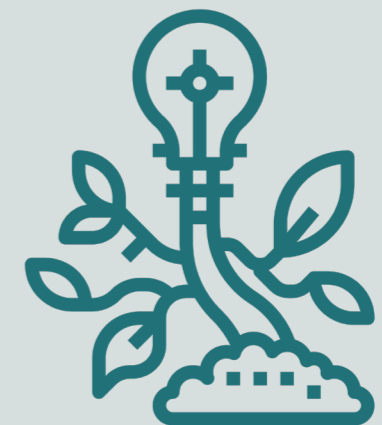
Waste Management and Recycling



Skills in waste management and recycling help rural communities adopt sustainable waste practices. Recycling skills involve understanding waste management systems and actively participating in recycling initiatives. This includes knowledge of waste segregation, recyclable materials, proper sorting and disposal methods, composting, recycling systems, and the promotion of circular economy principles. Effective waste management reduces pollution, conserves resources, and promotes a cleaner and healthier environment.

Green Entrepreneurship

Skills related to the establishment and management of environmentally sustainable businesses in rural areas. These skills include identifying green business opportunities, developing sustainable business models, and implementing eco-friendly practices.





Sustainable Rural Tourism

Rural destinations, with their slower pace of life, locally-grown food, and natural environment, are gaining popularity among tourists. Sustainable tourism in rural areas has significant economic

and employment potential, directly through job creation in the sector and indirectly through supportive sourcing industries.

Green skills in this context involve promoting responsible tourism practices that respect local cultures, preserve natural heritage, and support rural economies.

This includes knowledge of community-based tourism, eco-tourism, nature-based recreational activities, sustainable hospitality practices, and cultural heritage preservation. Sustainable tourism can generate income, create employment opportunities, and preserve rural landscapes and traditions.

Traditional Practices

Skills in recognizing and valuing native knowledge and traditional practices in the area that promote sustainable resource management and conservation.



These skills involve respecting and learning from local traditional knowledge holders and integrating their wisdom into sustainable development initiatives.

Organic agriculture is a production system that sustains the health of soils, ecosystems, and people. It relies on ecological processes, biodiversity, and cycles adapted to local conditions, rather than the use of inputs with adverse effects.

Organic Agriculture combines tradition, innovation, and science to benefit the shared environment and promote fair relationships and good quality of life for all involved.

ORGANIC FOOD &
ORGANIC AGRICULTURE

According to the European Commission, the idea of producing organically means respecting the rules on organic farming.

These rules are designed based on general and specific principles to encourage environmental protection, preserve Europe's biodiversity and build consumer trust in organic products.

These regulations cover all areas of organic production and are based on a number of key principles, such as

- prohibiting the use of GMOs
- forbidding the use of ionising radiation
- limiting the use of artificial fertilisers, herbicides and pesticides
- prohibiting the use of hormones and restricting the use of antibiotics to simply when necessary for animal health

To recognise organic products, the European Union has established an organic logo - a coherent visual identity for organic products produced within the EU. This makes it easier for consumers to identify organic products and helps farmers market them across the entire EU.

WHAT IS ORGANIC FARMING?

Organic production is an overall system of farm management and food production that combines best environment practices, a high level of biodiversity, the preservation of natural resources and the application of high animal welfare standards

KEY PRINCIPLES



The use of chemical pesticides and synthetic fertilisers is banned



Antibiotics are severely restricted



GMOs are not allowed



Crops are rotated



The EU's organic logo guarantees EU rules on organic farming have been respected



europarl.eu

Sources:

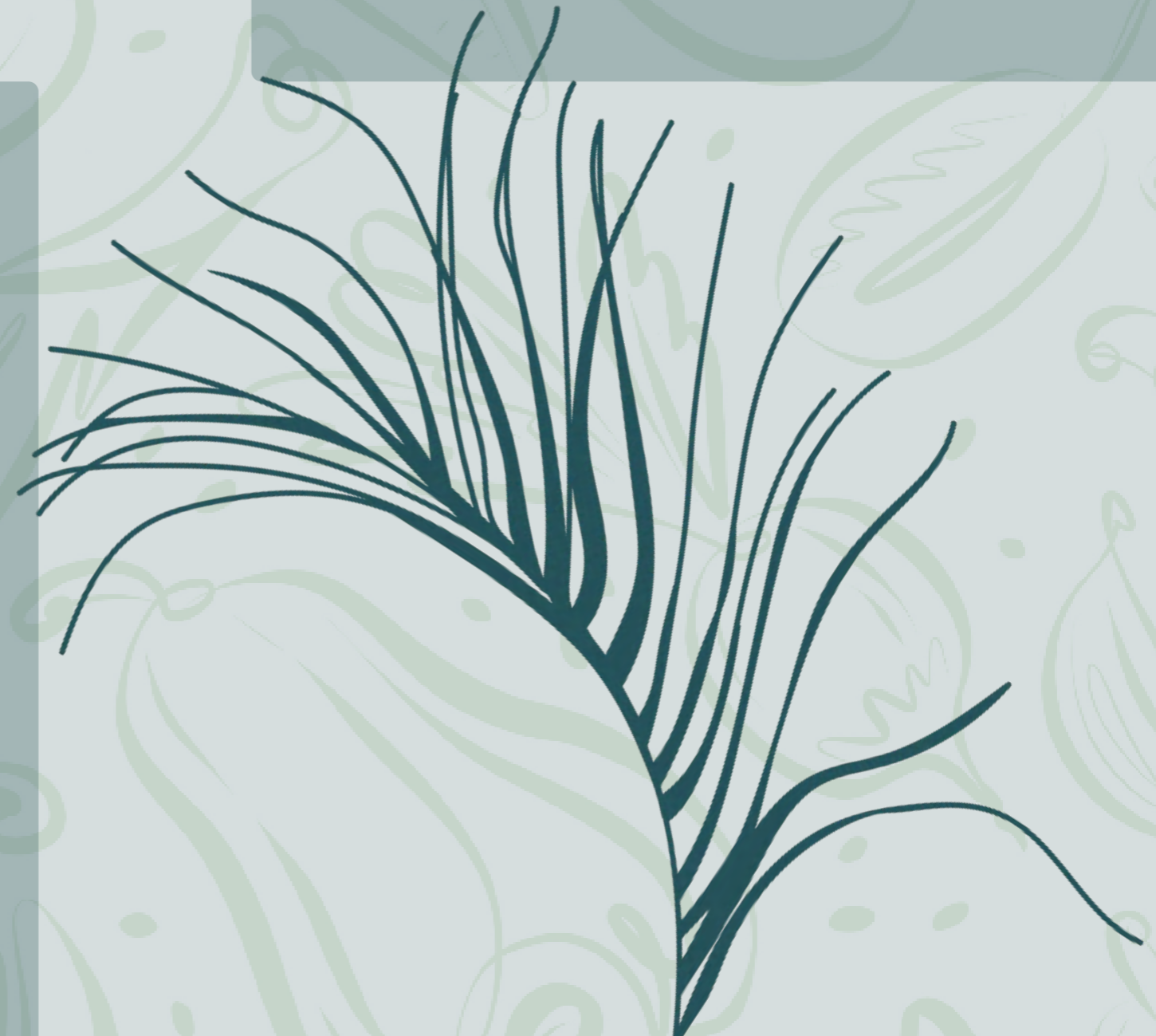
EPRS, European Commission

Source: The EU's organic food market: facts and rules (infographic) <https://www.europarl.europa.eu/news/en/headlines/society/20180404STO00909/the-eu-s-organic-food-market-facts-and-rules-infographic> (Accessed: June 04, 2023)

Benefits of Organic Agriculture

Organic food production offers significant advantages for the biosphere and ecosystem. Its sustainable practices focus on soil health, water conservation, climate change mitigation, biodiversity conservation, GMO-free approaches, and the provision of ecological services. Choosing organic products not only benefits our health but also supports a more environmentally friendly and resilient agricultural system.

Organic agriculture goes beyond conventional farming practices by considering the long-term impact of agricultural interventions on the agro-ecosystem. This approach offers numerous advantages for the biosphere and ecosystem, promoting sustainability and ecological balance.

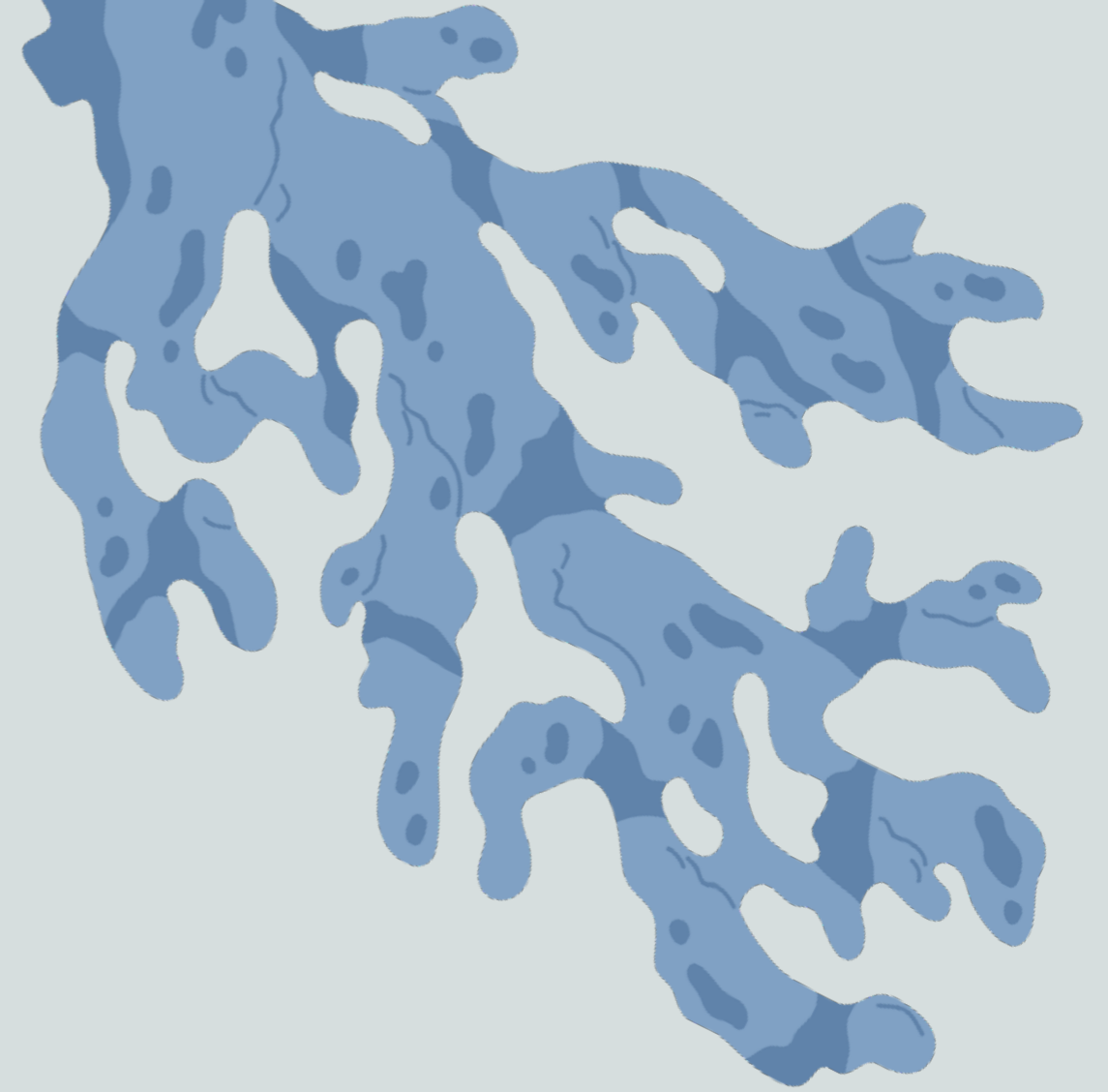


Climate Change Mitigation: Organic agriculture contributes to mitigating climate change by reducing non-renewable energy use and sequestering carbon in the soil. Organic practices minimise the need for agrochemicals, reducing fossil fuel consumption. Additionally, techniques like minimum tillage, returning crop residues to the soil, and integrating nitrogen-fixing legumes increase carbon sequestration, soil productivity, and carbon storage. Studies indicate that organic farming maintains higher levels of soil organic carbon, which enhances the potential of agriculture to mitigate climate change.



Ecological Services: Organic agriculture promotes interactions within the agro-ecosystem that are essential for both agricultural production and nature conservation. The ecological services derived from organic farming include soil formation and conditioning, waste recycling, carbon sequestration, nutrient cycling, predation, pollination, and habitat creation. By supporting organic products, consumers contribute to a less polluting agricultural system and reduce the hidden costs of agriculture in terms of natural resource degradation.

Soil Health: Organic farming prioritises soil-building practices such as crop rotations, intercropping, and the use of organic fertilisers. These practices enhance soil formation, improve soil structure, and promote the growth of soil fauna and flora. As a result, nutrient and energy cycling increase, and the soil becomes more capable of retaining water and nutrients. Furthermore, organic techniques play a vital role in controlling soil erosion, reducing the loss of nutrients, and ultimately maintaining and enhancing soil productivity.



Water Conservation: Synthetic fertilisers and pesticides used in conventional agriculture often lead to groundwater pollution. In contrast, organic farming prohibits the use of these chemicals and instead utilises organic fertilisers and promotes biodiversity to enhance soil structure and water infiltration. Well-managed organic systems with their nutrient-retentive abilities significantly reduce the risk of groundwater pollution. In areas facing pollution challenges, transitioning to organic agriculture is encouraged as a restorative measure.

Biodiversity Conservation: Organic farmers act as both custodians and users of biodiversity. They prefer traditional and adapted seeds and breeds, which exhibit resistance to diseases and resilience to climatic stress. Organic agriculture promotes diverse combinations of plants and animals, optimising nutrient and energy cycling. By maintaining natural areas and avoiding chemical inputs, organic fields create habitats for wildlife, attracting various species including pollinators, pest predators, and wild flora and fauna. Research consistently shows that organic farming fosters greater biodiversity compared to other farming systems.



GMO-Free Approach: Organic food production strictly prohibits the use of genetically modified organisms (GMOs) at all stages. Organic farming opts for natural biodiversity instead of relying on GMOs, as their potential impact on the environment and human health is not fully understood. The organic label guarantees consumers that GMOs have not been intentionally used in the production and processing of organic products. While organic agriculture cannot guarantee complete GMO-free status due to the potential transmission of GMOs through pollen, it remains a steadfast choice for those concerned about GMO use.

ORGANIC AGRICULTURE AND ITS BENEFITS FOR CLIMATE AND BIODIVERSITY

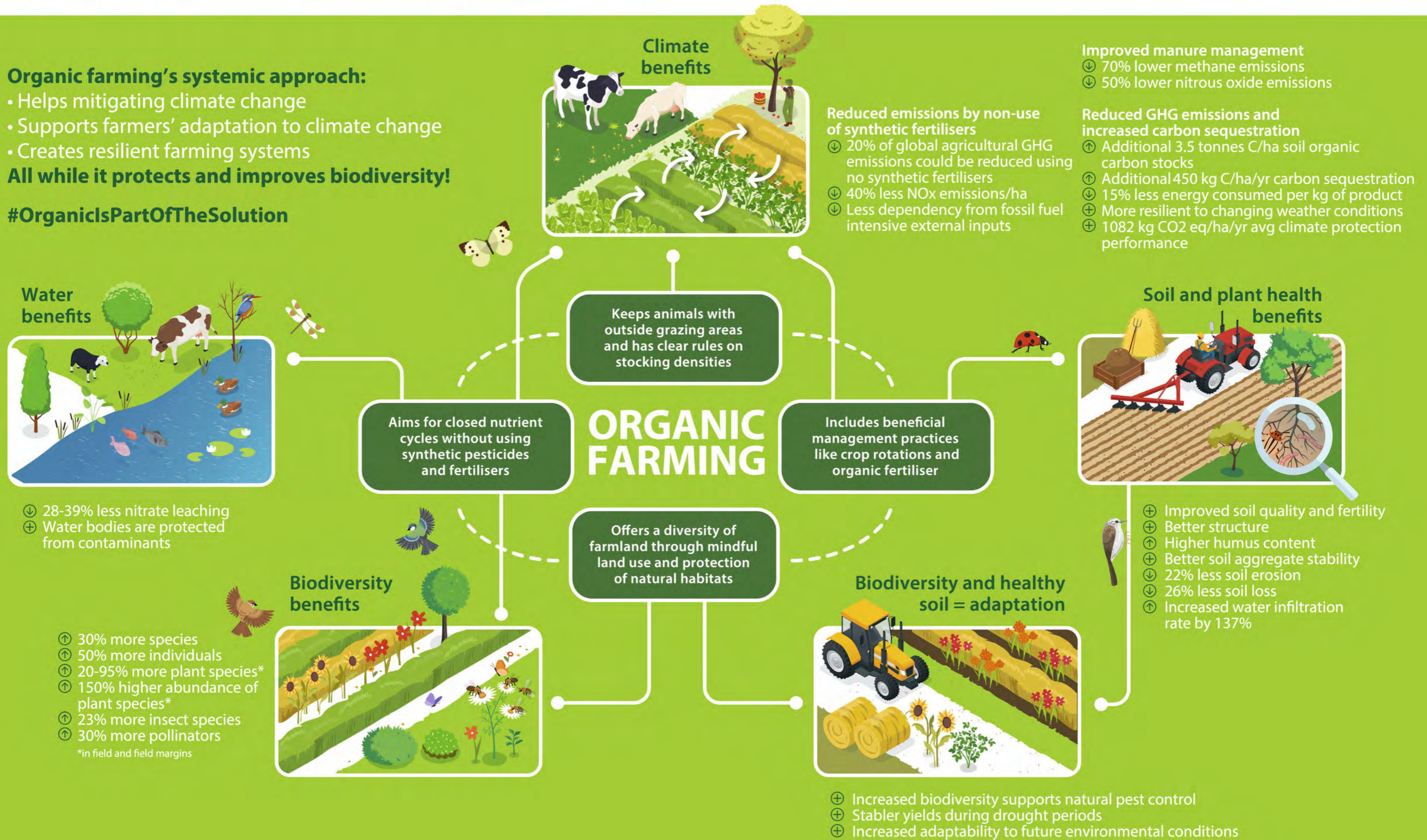
Source: Organic benefits for climate and biodiversity. IFOAM. <https://www.organicseurope.bio/library/organic-benefits-for-climate-and-biodiversity/> (Accessed: May 20, 2023)

Organic farming's systemic approach:

- Helps mitigating climate change
- Supports farmers' adaptation to climate change
- Creates resilient farming systems

All while it protects and improves biodiversity!

#OrganicIsPartOfTheSolution



Types of Organically Grown Food



Fruits and Vegetables

FAO identifies organically grown fruits and vegetables which are cultivated without the use of synthetic pesticides, genetically modified organisms (GMOs), or chemical fertilisers. Apples, strawberries, tomatoes, spinach, carrots, and bell peppers are commonly grown as organic produce.

Grains and Legumes

Organic grains, including wheat, oats, and barley, are produced through environmentally friendly practices focused on building soil fertility, crop rotation, and natural pest control methods. By avoiding synthetic inputs, organic grain production promotes soil health, reduces chemical residues in the environment, and ensures the availability of nutritious and uncontaminated grains for consumption.

Legumes, such as lentils, chickpeas, and beans, are also cultivated without synthetic inputs, contributing to sustainable food systems.



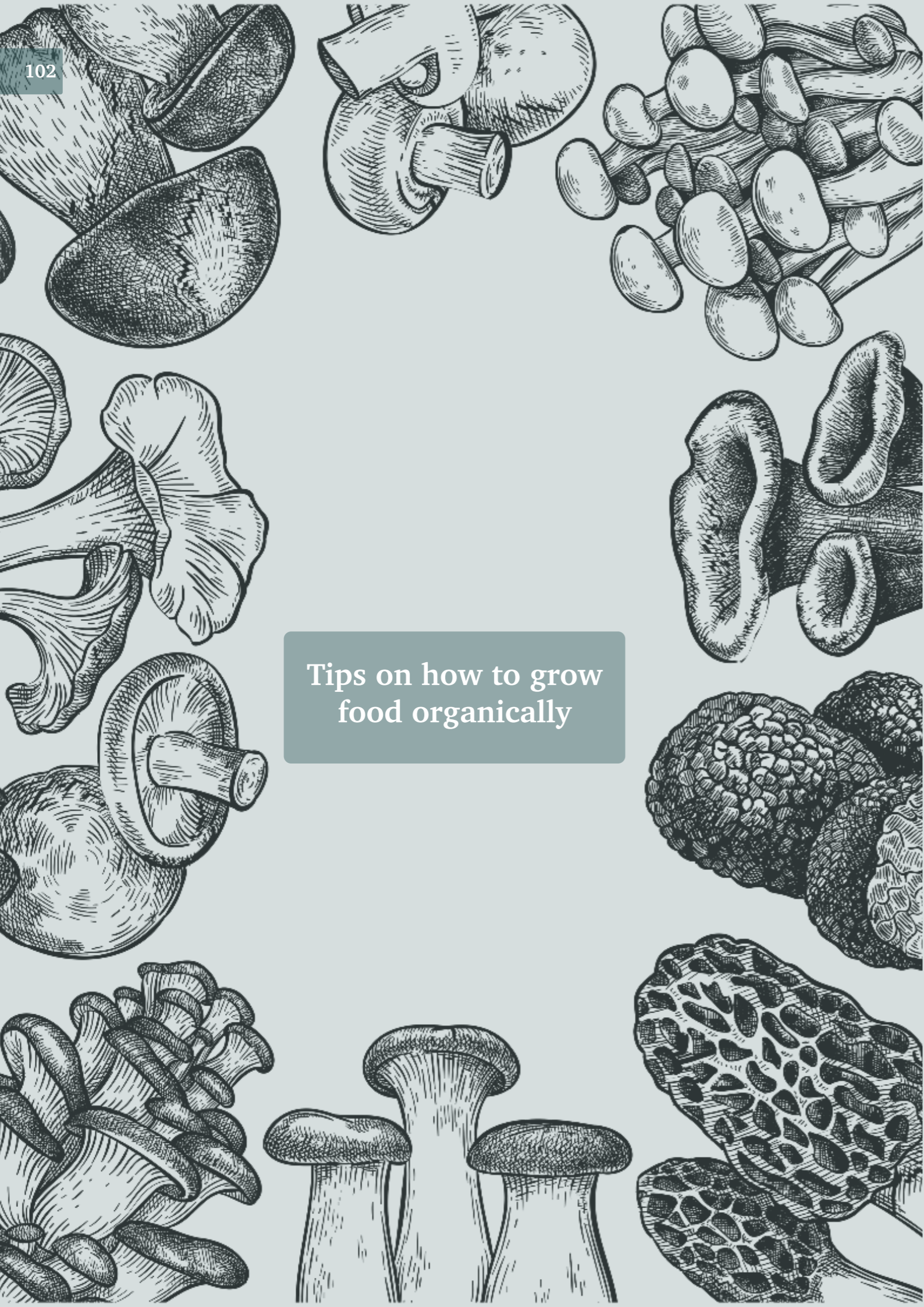
Meat, Poultry, and Dairy Products

Organic animal products come from animals raised in accordance with organic standards. FAO emphasises that organically raised animals have access to outdoor spaces, consume organic feed, and are not treated with antibiotics or growth hormones. Examples include grass-fed beef, free-range chicken, and organic milk and cheese.



Honey

Organic honey is produced by bees that forage on organic flowers and crops. Organic bee-keeping practices promote the health of bee colonies and the preservation of natural habitats.



Tips on how to grow food organically

- Make the soil healthy. Add organic matter, such as compost or well-rotted manure, to improve soil fertility, structure, and water-holding capacity.
- Encourage beneficial insects by planting diverse flowering plants. Use physical barriers like nets or row covers to protect plants from pests, and manually remove pests when necessary.
- Practice crop rotation by alternating the types of crops grown in a specific area each season. This helps prevent the build-up of pests and diseases and improves soil health.
- Use organic fertilisers, such as compost or natural mineral-based fertilisers, to provide essential nutrients to plants in a slow-release and environmentally friendly manner.
- Implement efficient irrigation methods, such as drip irrigation or mulching, to conserve water and prevent soil erosion. Water plants deeply but infrequently to promote healthy root development.
- Use mulch, hand-weeding, or mechanical de-weeding equipment to control weeds without the use of synthetic herbicides. Mulching also helps conserve soil moisture and suppress weed growth.
- Stay informed about organic farming practices, attend workshops, and connect with local organic farming communities or organisations for guidance and support.

Chapter IV
Youth Camps

The graphic is a circular arrangement of icons in a light orange color. The central area is a solid dark red circle containing the text "Chapter IV Youth Camps". The icons surrounding the circle include a smiling sun, a watering can, a leafy plant, a flower, a recycling symbol, a factory with smoke, a bee, a lightbulb, a water drop, an apple, a faucet, a flower, a recycling symbol, a house, a sun, a bee, a bicycle, a sun with a face, a plug, a car with a face, a bee, an apple, a flower, a recycling symbol, a house, a sun, a bee, a bicycle, a sun with a face, a plug, a car with a face, a bee, an apple, a flower, a recycling symbol, a house, a sun, a bee, a bicycle, a sun with a face, a plug, and a car with a face.

Youth camps are supervised programmes promoting educational, athletic, or cultural development. They are conducive to learn new skills in a safe and nurturing environment.



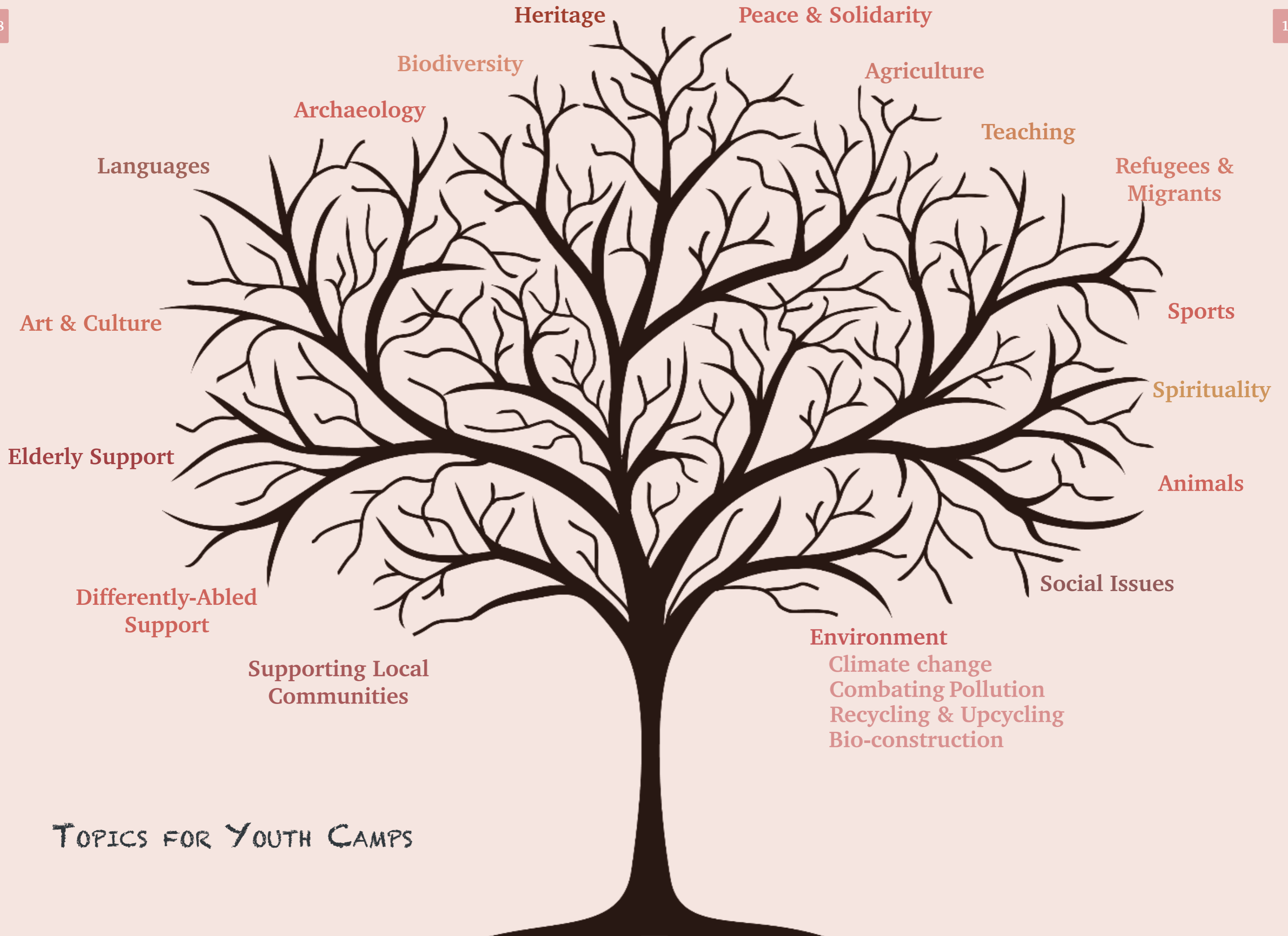
Youth camps are held around the year, lasting between one to three weeks. Anywhere between ten to thirty individuals participate, work and live together as a team in a rural setting.

Traditionally, camps were held in summers in a woody place with hiking, canoeing and campfires. Nowadays, they are held also in autumn and winter, depending on the country and are often organised by an organisation (NGO, scouts, etc.) and could be a paid camp.

There are camps for youth upwards of six years, adolescents, teenagers and mature group with no upper age limit.

Often, a very mixed group with participants from many different countries, nationalities, backgrounds and ages participate since there are not qualifications or skills required to participate.

This is what makes them so enriching and diverse for participants.



TOPICS FOR YOUTH CAMPS



STRUCTURE OF YOUTH CAMPS

Part I: Stringing up the bonds

As participants in youth camps come from a variety of backgrounds, (depending on the duration of the camp) the initial couple of days would be tailored to abet participants opening themselves up and create a cohesiveness in the group.

Jovial activities called ‘icebreakers’ to **thaw the tension** and **liven up the mood** promote this. Activities are planned to encourage participants to interact and engage with one another. Often participants share information about themselves which would help the group associate them with a certain aspect in the thematic under purview.

Multiple such activities over the initial time-frame of the camp allow participants to get comfortable with one another and proselytise the general acceptance and understanding.

Part II: Harmonic Amalgam

The idea of a family, a group that sticks together through tough and thin is not created overnight. This part of the camp is oriented to **induce cohesion** between the participants.

Usually, participants are encouraged to speak about themselves to find the common threads between them. This may be through talking about their fears, expectations, contributions to create a conducive camp atmosphere.

Team-building activities are usually held to **foster working together**, especially in smaller groups, earning mutual trust and confidence. Such activities help calm individuals who are on edge being outside their comfort zone (family, neighbourhood, locality, etc.) while simultaneously present them with a new group of acquaintances.



Part III: Thematic

Every youth camp has a topic, a general idea that it is advertised with to encourage participants to join.

During the initial days of the camp, the thematic would be introduced through discussions and debates among the participants. Organisers often ask participants to research on a topic prior to commencement of the camp. In the camp, they would be split into smaller groups to kick-start the initial discussion, the results of which would then be shared in the general setting.

Such an approach permits **common understanding**, ensuring participants grasp the main concepts and comprehend the topics of the camp.

Open debates (nostalgically around a bonfire but practically anywhere) where participants agree or disagree on certain controversial subjects also helps to get the group together forging new bounds and give organisers clarity on certain participants' roles within the camp group.



Part IV: The Crux of the Matter

The main part of the youth camp would be usually to develop activities to support the local community or locality where the activity happens.

This is habitually coupled with learning new concepts, methodologies, techniques while partaking in sightseeing and cultural visits, fun, sports and games. Depending on the location, there could also be some free days to explore the local area, visit other cities, towns, nature reserves, cultural spaces or any other place of interest.

The **main activities** in each camp differ according to the topic, the setting (rural, urban, wilderness), the country (depending on national priorities), the age group of the participants, the season.

Reading the **camp informational package** prior to applying to participate in the youth camp is very important. Often such a document is provided (and the items are explained in full clarity) on the advertised website or pamphlet. If not, such information should be asked for.

Items that are important include security, sleeping conditions, food (especially if there are special dietary requirements), restrooms, showers and potential activities.

The **location** could be in the wild with mostly outdoor activities, hiking, kayaking, biking, running (barefoot), survival games, etc.

The **accommodation** could be in tents at a camp-site for the entire duration or in a bungalow or a youth hostel. However, while participating in a youth camp, participants should be ready to stay in hostels, camping tents or just on a mattress on the floor at a school or a similar public utility centre.

In some adventurous camps, concerning **basic amenities**, there may be no showers (in the wilderness), participants may have to head to a nearby lake or river to shower. Restrooms may be a similar feature. It would be better to start in a beginner's camp (if one is not accustomed to such level of ingenuity) in a hostel in rural or urban location to ensure a comfortable start and not getting overwhelmed by the very first camping experience.

Part V: Community Aspect

Right before the end of the camp there could be an event, exhibition, workshop or activity conducted jointly with the local community.

Such events show what was done during the duration of the camp in the locality. It is always a good opportunity to interact with the local community.

Often, youth camp participants remain engrossed on meeting the other participants that they fail to notice where they are, or the local people. This experience is one that should not be missed.



Part VI: Evaluation

Conducting periodic evaluations helps both participants and organisers understand the mood and permit them to take course for corrective action.

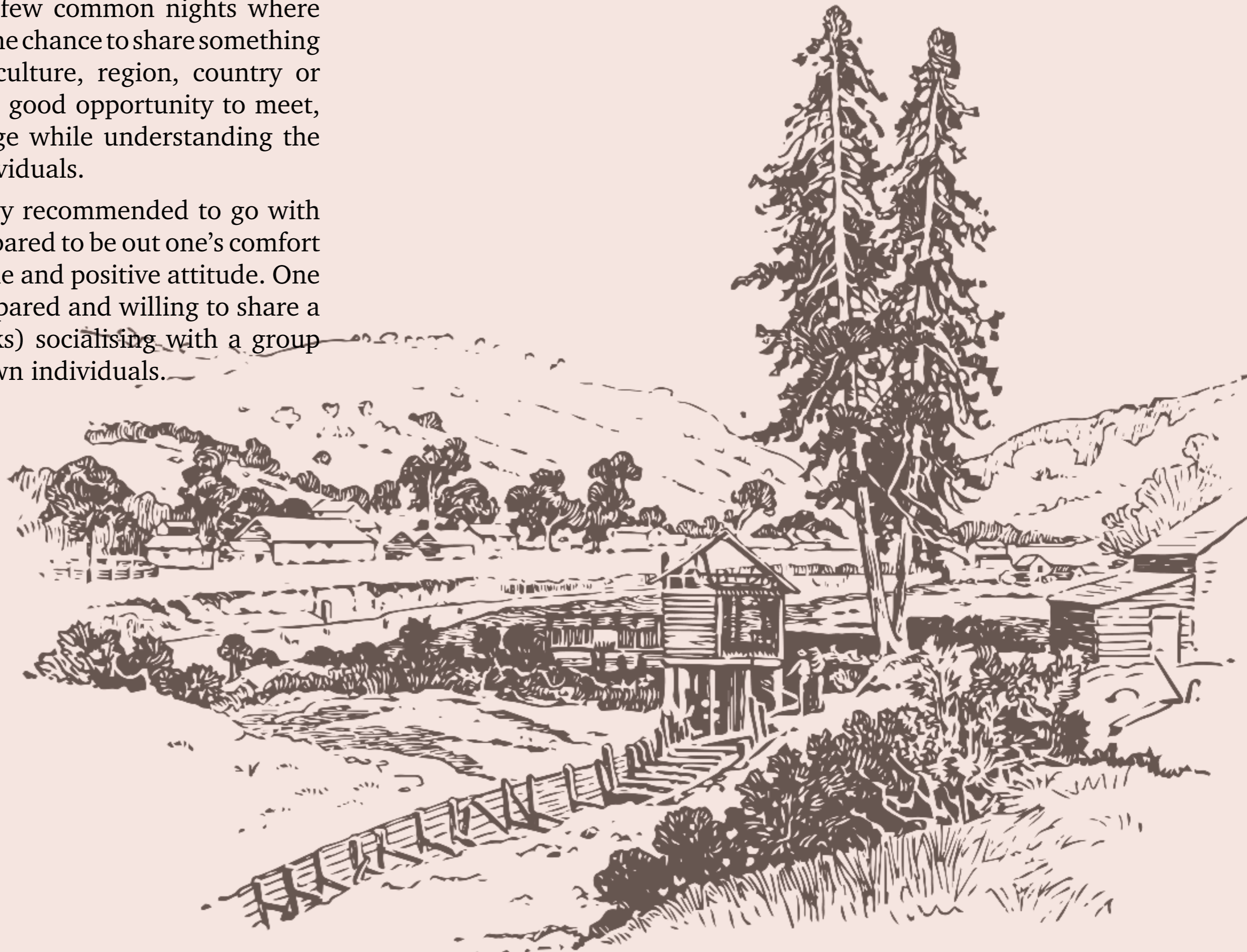
Evaluations could be done at periodic intervals to gauge the general camp implementation.

The final evaluation would take place on the very last day of the camp. Almost all camps conduct a final evaluation to receive feedback and help improve items for such future camps.

This helps to ensure that both the participants and the organisers hear out one another, albeit in a group and take the lessons learnt home.

As part of the main activities, probably there would be a few common nights where participants have the chance to share something about their own culture, region, country or tradition. This is a good opportunity to meet, share and exchange while understanding the differences as individuals.

It is hence highly recommended to go with an open mind, prepared to be out one's comfort zone, with a flexible and positive attitude. One should also be prepared and willing to share a few days (or weeks) socialising with a group of hitherto unknown individuals.





ORGANISING A CAMP

Step I: Planning

Location of the youth camp should be decided upon, i.e. both for the accommodation and the activities. The place should be based on local needs from the community. It would be advisable to meet local stakeholders, municipality officials and others who live in the locality. This should be reserved at first.

Facilities to ensure meals and drinks are obtained at a reasonable price (if not prepared locally, for which then ingredients need to be procured). Participants are happy when fed well. Try to reduce food waste by not only cooking for the approximate number of people but also avoiding single-use cutlery.

Human resources and logistics on how many people would be needed to implement the camp on the ground. At least three are needed to ensure minimum quality standards are fulfilled: one to two facilitators or coordinators and one for logistics and potential emergencies.

Budget A calculation of all detailed costs must be done to know how much participants would have to pay to cover camp costs. Ensure contingency costs for emergencies or unexpected issues.

Step II: Documentation & Agreements

Organisers will need to prepare a document with all the details of the camp including:

- (i) description,
- (ii) organiser information and contact person for information and queries,
- (iii) age and profile of the participants who can apply,
- (iv) details of the accommodation and location,
- (v) travelling,
- (vi) insurance,
- (vii) draft agenda,
- (viii) checklist of items.

Step III: Promotion of the Camp

To get the word out, it is necessary to promote the camp. This is done through publishing online on social media, through word-of-mouth and on platforms that work exclusively to inform participants about forthcoming camps.

Our project, **Joint Ventures project (Jeunes et des Espaces Vertes)** has a platform to promote youth camps, while permitting them to access this handbook, a checklist of items needed for the camp and even will provide them case studies on youth camps.

Step IV: Participant Selection

If there are more participants than places available, the final list should be narrowed down and participants' motivation to participate should be taken into consideration.

Preference should be given to balance newcomers and experienced participants, and equally so to maintaining the age bracket balance.

Step V: Participant Preparation

To assist in proper preparation of the participants, a channel of communication would have to be set up. This is facilitated by the use of social communication channels (to the tune of Telegram or Signal. Whatsapp could be an alternative though there are serious data concerns due to its parent company). Emails could be sent out to convey the most important information to all the participants as they are easier to have an overview of the items.

A common preparatory meeting could be organised wherein the organisers and the participants exchange their expectations and the rules and guidelines are shared.

Step VI: Implementation

The final preparations, including logistic arrangements should be finalised before the commencement of the youth camp.

It is crucial to explain all the security, accommodation and other arrangements and rules to the participants at the introductory session to the participants.

The organisers should entertain questions from the participants and allow for clarifications and explanations. This will permit individuals to be at ease during their stay at the camp.

Step VII: Evaluation

The evaluation must be carried out at different levels:

- (i) With **the participants**: to understand how the activities went and level of group satisfaction (to learn how to improve youth camps)
- (ii) With **the organisers and facilitators**: to check if everything went as planned and how potential problems and conflicts propped up and were overcome

It is preferable to ask for a detailed feedback for this can help boost the quality of activities.



Documentation

- Passport
- Travel Tickets
- Invitation Letter
- Informational package
- Emergency documents

Clothes

- Old clothes (two of each)
- Enough innerwear
- Old sports | comfortable shoes
- Hiking shoes
- Long trousers
- Enough socks
- Jacket
- Hat | Cap
- Sunglasses
- Raincoat
- Nightwear

Leisure Time

- Swimwear
- Shoes
- Clothes for sightseeing

Technology

- Phone Charger
- Headphones
- Camera
- Power Bank
- Travel applications

Toiletries

- Toothpaste & Toothbrush
- Scissors
- Shampoo
- Shower gel
- Shaving razor
- Soap
- Hand/Body Cream
- Wet Wipes
- Antiseptic spray
- Sun cream
- Hair spray
- Extra pair of glasses
- Contact lenses, lens solution
- Cosmetics
- Sandals/flip-flops for shower
- Towel

First Aid

- Bandages, adhesives
- Personal prescriptions
- Insect repellent
- Cold, Allergy medication
- Diarrhoea medication
- Kinesio tapes

General

- Book | notebook
- Pen | pencil
- Games
- Cash | card for emergency use
- Water bottle to refill
- Liquid detergent
- Earplugs
- Backpack (avoid suitcase)
- Pocket tissues
- Lamp





FIRST AID

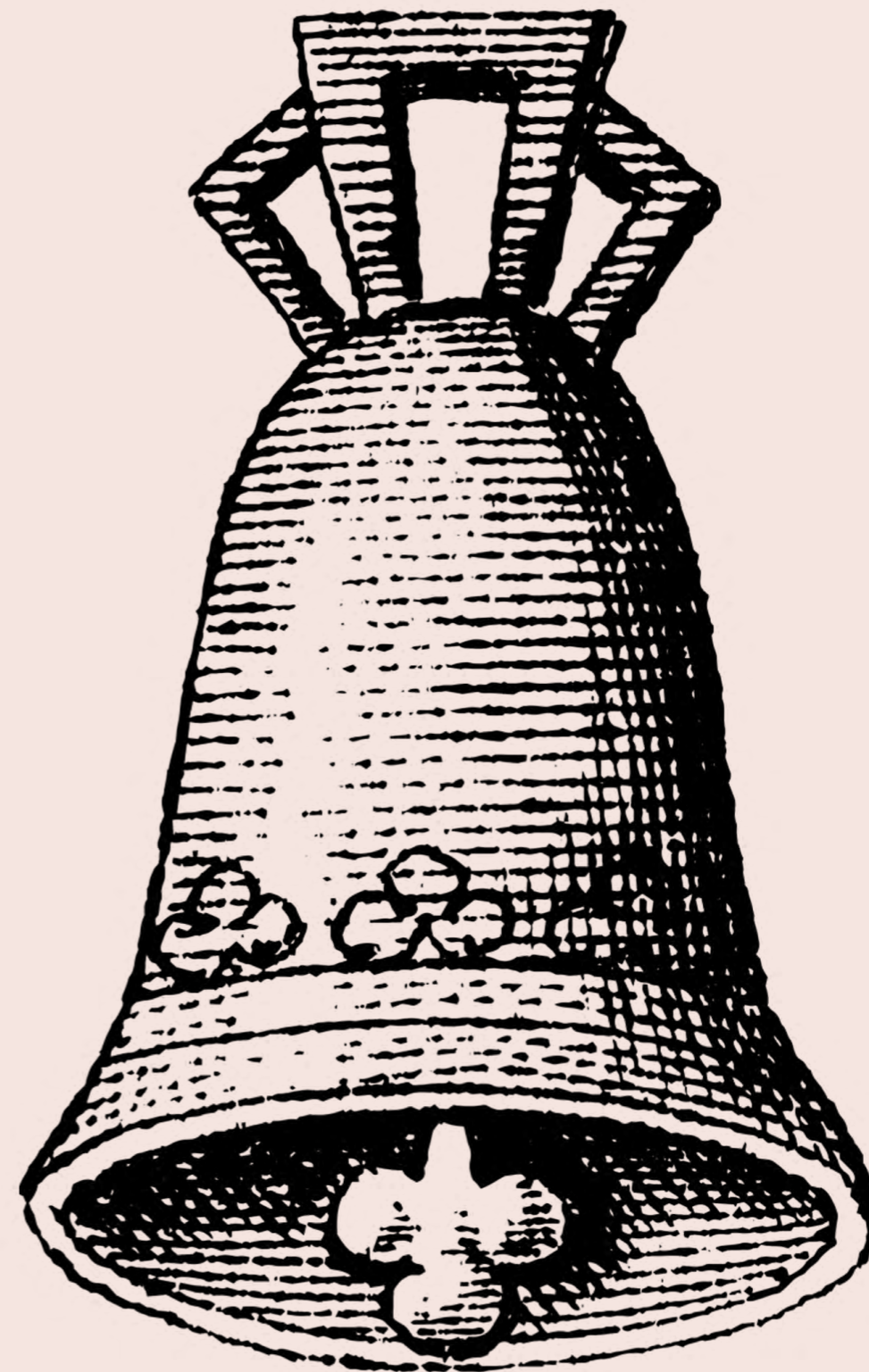
When exploring the outdoors, camping in the woods or hiking, it is important to be prepared for unexpected emergencies that may arise.

Having basic first aid knowledge can make a significant difference in ensuring the safety and well-being of yourself and others.

Knowing first aid is an essential skill that can help you provide quick and effective help to someone in need. The first steps you take in an emergency situation are often crucial and can make a big difference.

General Guidelines

- Before helping, make sure the **area is safe** for persons injured and yourself.
- When approaching, try to come from the direction they are facing, so they can see you. This **reduces the risk of scaring them** or causing unnecessary movement.
- Check on the person. Assess the person by checking for a **response, normal breathing, and pulse**.
- If the person can talk or cry, assume their airway is open, and their **breathing is okay**. Leave them in the position where they are most comfortable, unless safety or well-being requires moving them.
- You can **ask questions** or examine them further with their consent to **gather more information**.
- Communicate with them, explain what you're doing, and be **respectful and caring**.
- A lack of first aid equipment should not stop you from providing help. Use whatever you can find around you.
- If the **situation is serious**, call **emergency services** right away.



It is important to know the most common cases encountered in an outdoor setting and steps to be taken when providing immediate assistance until professional medical help arrives.

Heat and Cold-Related Emergencies

Extreme temperatures can cause risks in outdoor environments. It is essential to recognise the signs and provide appropriate care.

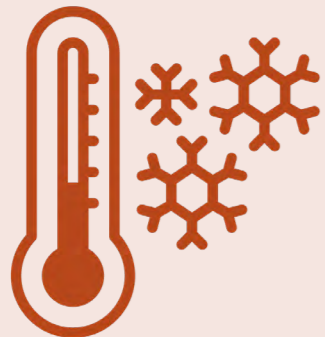
Heatstroke: Collapse or fever caused by exposure to excessive heat of the atmosphere

- Move the person to a shaded area and remove excess clothing.
- Cool the body using wet towels or by gently pouring water over them.
- Seek medical help immediately.



Hypothermia: Abnormally low body temperature

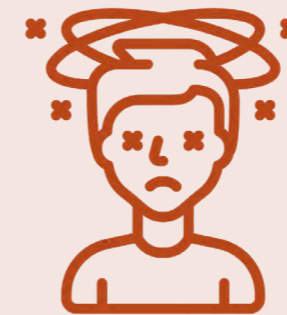
- Move the person to a warm and sheltered place.
- Remove wet clothing and replace it with dry layers or blankets.
- Provide warm fluids if conscious.
- Seek medical help immediately.



Dehydration: It occurs when the body loses more fluids than it takes in, leading to an imbalance in the body's water levels, and it often happens while outdoors.



- Find a shaded area for the person to rest and cool down.
- Offer them water or an oral rehydration solution in small, frequent sips. Encourage them to rest until they start feeling better.
- Monitor their condition closely. If their symptoms worsen or they show signs of severe dehydration (such as confusion, rapid breathing, or rapid heartbeat), or if the person is unconscious or unable to drink, seek immediate medical help.



Giddiness: Fainting or giddiness is a temporary loss of consciousness caused by a decrease in blood flow to the brain. Usually, a person undergoes a short time of feeling lightheadedness or dizziness before they collapse. This is the ideal time to provide first aid.

- Help the person into a safe and comfortable position.

- While in the safe position, encourage the person feeling faint to perform counter-pressure manoeuvres on their own (leg crossing and tensing or squatting).
- If counter-pressure manoeuvres are not possible, ask the person to lie down and raise their legs at an angle of 30–60 degrees to help increase blood flow to the brain.
- If the person is responsive and capable of swallowing, provide them with water to drink.
- If the person's condition worsens, or if there are any concerns, seek professional medical help.

Bites and Stings: Insects/marine animal bites and stings can occur while camping or hiking. Quick reaction is important for relieving pain and preventing complications.



- Remove the person from the area to prevent further exposure to the insect.
- If there is a stinger present, gently scrape it off the skin using a credit card or similar object.
- Wash the affected area with soap and water to reduce the risk of infection.

- Apply a cold compress or ice pack wrapped in a cloth to reduce pain and swelling.
- Consider using over-the-counter antihistamines or topical creams for relief.
- Monitor for signs of a severe allergic reaction and seek medical help if necessary.



Cuts and Wounds: Cuts and abrasions are common injuries in outdoor environments. Proper wound care is crucial to prevent infection and promote healing.

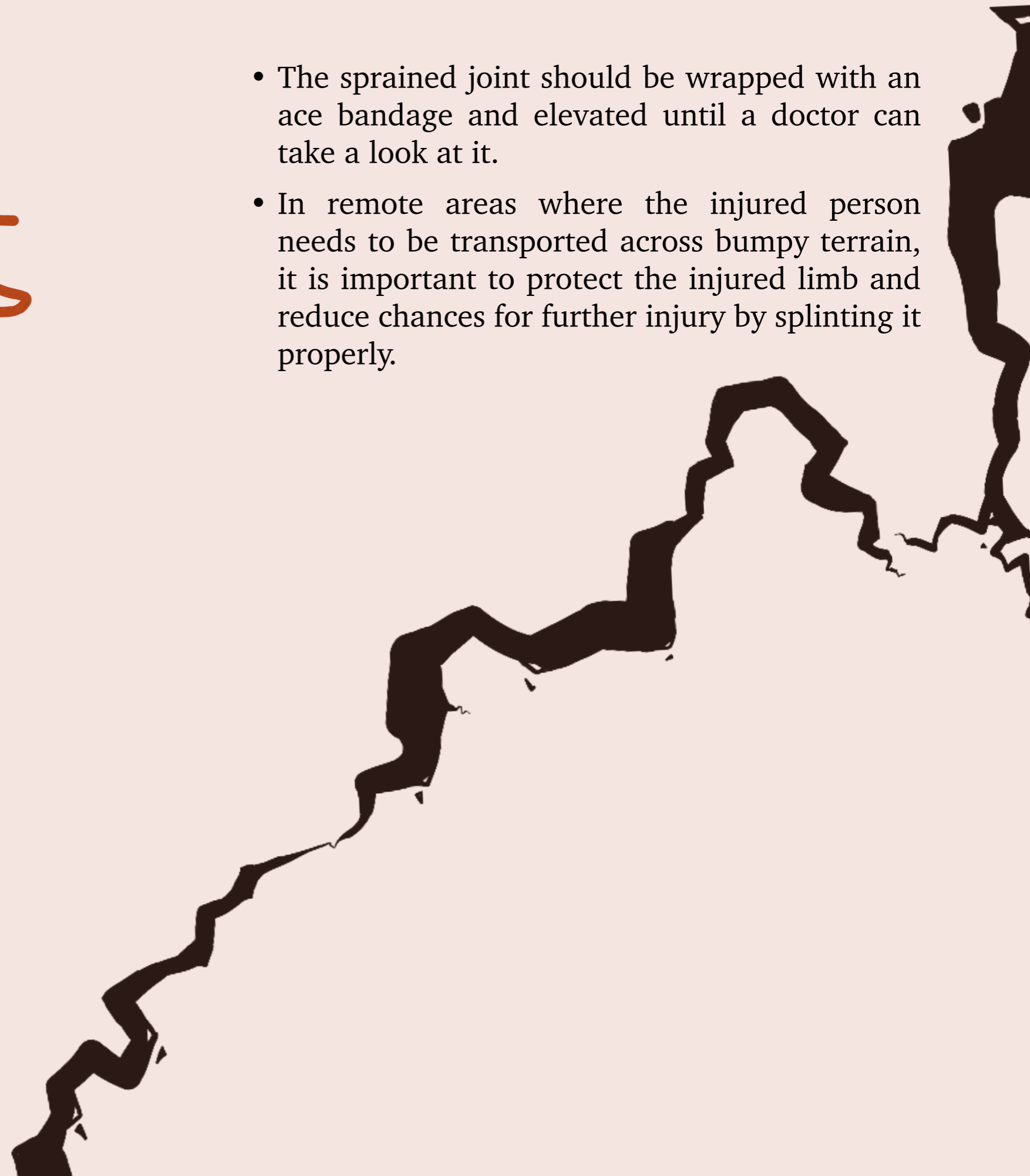
- Clean the wound gently with clean water or a mild antiseptic solution.
- Apply a sterile dressing or bandage to protect the wound from further contamination.
- If bleeding is severe, apply direct pressure using a sterile cloth or dressing.
- Elevate the injured limb to minimise bleeding.

Fractures and sprains: Fractures, or sprains, can occur during hiking or camping accidents. Immediate management is essential to prevent further injury. Understanding how to stabilise and support injured limbs is crucial until professional medical help can be received.



- The ground rule acronym for sprains is RICE: Rest, Ice, Compression, Elevation.
- Assess the situation for suspected fractures based on visible deformity, severe pain, swelling, or loss of function.
- Help the person stay still and avoid unnecessary movement.
- Use improvised materials like sturdy sticks, trekking poles, or rolled-up clothing to create a splint.
- Apply a cold compress wrapped in a cloth to reduce swelling.
- Elevate the injured limb to minimise swelling and provide comfort.

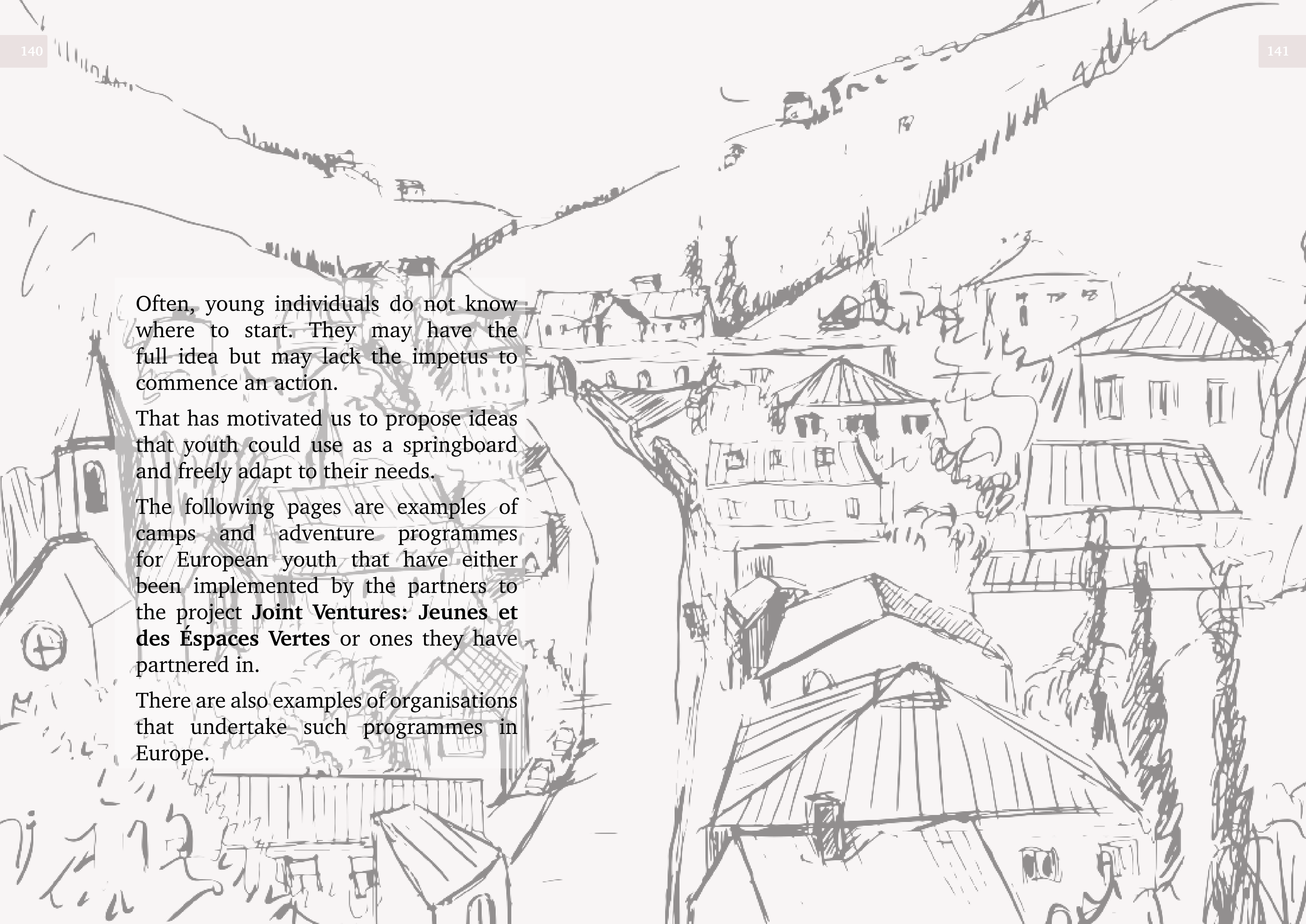
- The sprained joint should be wrapped with an ace bandage and elevated until a doctor can take a look at it.
- In remote areas where the injured person needs to be transported across bumpy terrain, it is important to protect the injured limb and reduce chances for further injury by splinting it properly.





Case Studies

The image features a central dark blue circle containing the text "Case Studies". This circle is encircled by a ring of diverse, hand-drawn line-art icons. The icons include natural elements like a sun with a smile, leaves, a flower, a bee, a lightbulb, a water drop, an apple, a water tap, a cloud, a house, a sun, and a flower. Industrial and technological symbols include a factory with a chimney, a recycling symbol, a house with a recycling symbol, a bicycle, a plug, and a USB connector. Other icons include a watering can, a recycling arrow, a recycling bin, a car, a house, and various plants and flowers.



Often, young individuals do not know where to start. They may have the full idea but may lack the impetus to commence an action.

That has motivated us to propose ideas that youth could use as a springboard and freely adapt to their needs.

The following pages are examples of camps and adventure programmes for European youth that have either been implemented by the partners to the project **Joint Ventures: Jeunes et des Espaces Vertes** or ones they have partnered in.

There are also examples of organisations that undertake such programmes in Europe.

Case Study I: Upcycling Youth Camp

Every minute, one million plastic bottles are sold worldwide and only 1 in 5 are recycled. In 2018, the global production of plastics was 359 million tons, a weight similar to the approximate weight of the world's population.

A study by the WEF (World Economic Forum) reveals that less than 20% of the plastic generated worldwide is recycled. This results in around 10 million tons of plastic waste ending up in the oceans every year.

This project could help to empower youth, showing real examples on how to create their own social entrepreneurship projects related to the environment and non-formal education. The objectives of the project are:

- To promote the entrepreneurial spirit of young people through up-cycling projects
- To empower the participants by giving them the necessary training (theory, tools, techniques) to start their own projects of up-cycling and non-formal education
- To raise awareness among participants about the real effects of our current consumption and life habits, creating a space for reflection and debate about sustainability
- To promote European programs such as Erasmus+, ESC and Erasmus for Young Entrepreneurs

Potential Agenda:

Day 1: Arrival and city visit

Day 2: Welcome, presentations, game-name, ice-breakers, team-building

Day 3: Introduction to up-cycling, materials, tools, final products

Day 4: Up-cycling Workshop I: Chairs with tyres, tables with pallets, eco-bins

Day 5: Visit to a museum

Day 6: Up-cycling Workshop II: Chairs with tyres, tables with pallets, eco-bins

Day 7: Up-cycling Workshop III: Precious plastic, natural cosmetics, tetra bricks

Day 8: Youthpass, 8 key competences, Erasmus+, Young Entrepreneurs and ESC. Next Steps: creating your own Erasmus+/ESC Solidarity/Upcycling projects

Day 9: Preparation of Dissemination event

Day 10: Departures

During the project, different workshops create the following products:

- Chairs/seats with tyres
- Tables with pallets
- Eco-bins with tyres
- Recycled plastic key rings
- Eco-bricks with tetra-packs

Links:

Xeración Valencia, Spain (<https://xeracion.org/english/>)

Case Study II: Bioconstruction Camp

The present-day youth face an uncertain future due to the crisis of the last decade of political, labour and environmental instability. This harsh reality weakens the foundational values of the EU, such as decent employment, affordable housing and social rights.

On the other hand, one of the most important challenges facing the world is climate change, and the best way to face it would be involving youth in sustainable and green entrepreneurship.

The project idea is to empower youth to create their own social entrepreneurship projects in the environmental field specially into the eco-buildings. The objectives are:

- To boost the entrepreneurial spirit of young people through environmental projects.
- To empower participants with the training (theory, tools, techniques, etc.) to start their own projects related to eco-building.
- To encourage youth by giving them competences on social and environmental entrepreneurship.
- To promote European programs such as Erasmus+, ESC and Young Entrepreneurs giving a special focus to youth development and youth initiatives.

Potential Agenda:

Day 1: Arrival and city visit

Day 2: Presentations, know each other, ice-breakers, expectations.

Day 3: Team-building event. Basics of bio-construction from the origins to 3D construction with straw, sand and soil. Let's do it: Building different types of brics.

Day 4: Let's do it! Working with domes and containers. Preparing materials, space, surface, measures, covering. Preparing plaster for next day.

Day 5: Working with dome and containers

Day 6: Visiting a museum

Day 7: Finishing dome and containers

Day 8: Youthpass, 8 key competences, Erasmus+, Young Entrepreneurs, European Solidarity Corps and other opportunities for youth. Writing an Erasmus+ project.

Day 9: Open workshop. Evaluation & closing.

Day 10: Departure

During the project participants create basic structures made with natural materials such as clay, straw, sand and water. They also build a dome made with recycled plastic and a base of 'superadobe' which makes them capable of creating eco-buildings.

Links:

Xeración Valencia, Spain (<https://xeracion.org/english/>)

Case Study III: Make Your Own Youth Camp

Based on the previous experiences with youth camps over the last few years, we have been able to observe that activities in which the participants had to develop and facilitate their own workshops and sessions were very enriching and very well received by young people. In addition, during the sessions in which participants could learn how to write their own youth camp we saw great interest and motivation.

For these reasons, this youth camp would allow participants to create and facilitate their own activities related to social and environmental issues through different sessions that they can put it into practice with the rest of the participants. Also, there is time to learn how to create and manage a non-profit association, all necessary information about the Erasmus+ program, how to write a youth camp from the very basics to completing an application on the Erasmus+ platform.

Thus, the objectives of the project are:

- Empower the participants by giving them the necessary skills and knowledge to create and manage a non-profit association.
- Promote youth participation and the entrepreneurial spirit of the participants by providing them with the tools, knowledge and skills necessary to write, request and facilitate youth camp.
- Promote and facilitate the national and international mobility of the participants through European programs such as Erasmus+, CES and Erasmus for Young Entrepreneurs.
- Make the participants aware of environmental conservation, active citizenship, healthy habits, turning them into multiplier agents of change.

Potential Agenda:

Day 1: Arrival and city visit

Day 2: Welcome, presentations, game-name, ice-breakers, team buildings, Open Debate.

Day 3: Research about topics by teams

Day 4: Preparation of team sessions for days 5, 6, 8 and 9

Day 5: Team 1's session. Evaluation and feedback

Day 6: Team 2's session. Evaluation and feedback

Day 7: Hiking and clean-up

Day 8: Team 3's session. Evaluation and feedback

Day 9: Team 4's session. Evaluation and feedback

Day 10: Youthpass, 8 key competences, Erasmus+, Erasmus for Young Entrepreneurs, European Solidarity Corps and other opportunities for youth and creating their own projects

Day 11: Departure

DAYS 5, 6, 8 and 9 are fully organised and facilitated by participants (by teams) related to one of the topics from European Environment Agency (EEA) previously chosen:

- Climate Change (adaptation or/and mitigation, to be decided later within the team)
- Urban sustainability
- Renewable energies
- Reduce, Reuse, Recycle (Circular Economy)
- Air pollution
- Loss of biodiversity

Links:

Xeración Valencia, Spain (<https://xeracion.org/english/>)

Case Study IV: Ivy Tour Basilicata

Since 2015, Ivy Tour Basilicata have worked to spread an ecological message: the desire to re-establish an ancient relationship with the Earth. This is done through organising trips and excursions in Basilicata to reconnect guests with the wild nature.

The region of Basilicata in southern Italy is not yet a mass tourism destination and the organisation is committed to preventing it from becoming one. The trips are designed for small groups, to facilitate personal contact with and between participants. Close attention is also paid to the impact actions have on ecosystems.

The organisation does everything to enhance the local economy and the so-called human destinations by involving other guides, accommodation facilities, artists and craftsmen.

Among the main activities are trekking, canyoning, excursions between sea and mountains, weekend in Basilicata, vacation and tour in Basilicata.

Links:

Basilicata Turismo - Ivy Tour Operator e agenzia di viaggio in Basilicata (<https://www.ivytour.it/>)

Dicono di noi: rassegna stampa sui nostri ritiri di Forest Bathing - IvyTour Basilicata (<https://www.ivytour.it/blog/forest-bathing-retreat-rassegna-stampa/>)

5 motivi per intraprendere viaggi avventura in Basilicata (<https://www.ivytour.it/blog/5-motivi-per-intraprendere-viaggi-avventura-in-basilicata/>)

Free maps: Cartine e mappe della Basilicata da scaricare (<https://www.ivytour.it/blog/cartine-e-mappe-della-basilicata-da-scaricare-gratis/>)

Case Study V: Aquarius Policoro: La Scuola del Mare e Della Vela

The scholastic organisation was founded in 1992 with the aim of transmitting the passion, love and respect for the sea. The Aquarius campuses have as their objective the teaching of nautical activities, which transmit to the students, in addition to the strictly technical part of the disciplines, also a seafaring spirit and a lot of safety in the water.

Enthusiasm, availability, ability to coexist and adapt, respect and conservation of the environment are fundamental aspects of teaching and campus life.

The Aquarius operates in Policoro, a tourist center in Basilicata overlooking the coast of the Ionian Sea between Puglia and Calabria. In one of the few pristine areas that since 1997 has been awarded the 'Blue Flag of Europe' for its clean sea.

The organisation undertakes school camps. During the stay, many nautical-sports and recreational activities are undertaken. The 'Campo Scuola' project is divided into three parts: technical sports, naturalistic-environmental, historic-cultural.

Links:

Aquarius Policoro (<http://www.aquariuspolicoro.com/>)

Case Study VI: Infopollino Centro Excursions

The Pollino National Park is the largest protected area in Italy, with its 192 thousand hectares, and extends between the south of Basilicata and the north of Calabria. The organisation was founded in 2010 with a common passion to support this national park and its riches. Visiting the Pollino National Park is equivalent to taking a dip in the most extreme nature of one of the last untouched stretches of the Italian peninsula.

Guide services offered include: environmental and excursion, aquatrekking, tubing and Pollino National Park official guides,. Other services include river technicians and rescuers, environmental education operators, instructors, orienteering and wildlife technicians.

Experiences include:

- Trekking: Easy walks suitable for everyone to discover the Loricato pine and the Pollino National Park
- Watertrekking: Activity suitable for everyone, it includes 1.5 km of river in total safety, in close contact with nature to discover the river flora and fauna.
- Snowshoeing: on the trail of wild animals e Panoramic snowshoe hike.
- Rafting and mountain biking
- School camps and environmental education
- Mushroom and chestnut picking: Easy walks in chestnut groves and in the Pollino woods for the collection of chestnuts and the search for mushrooms.

Links:

Infopollino Centro Excursions (<https://www.infopollino.com/>)

Case Study VII: Connecting With Nature

The youth-led event brought together a group of young individuals passionate about environmental conservation and sustainability. Held in a scenic natural setting, the event aimed to deepen their understanding of the impact humans have on the ecosystem and explore ways in which they can contribute to the restoration and protection of nature.

The event fostered a sense of connection and appreciation for the natural world through various activities in the woods. Participants engaged in hands-on experiences, such as nature walks, wildlife observation, forest clean-up, and interactive sessions on ecological principles. These experiences allowed them to witness firsthand the beauty of nature while recognizing the destructive actions that have led to its degradation such as deforestation, pollution, and overexploitation of natural resources. The discussions also highlighted the importance of individual and collective actions in mitigating these impacts.

A key focus of the event was building relationships with nature for mutual benefits. Participants were encouraged to develop a deep connection with the natural world, understanding the interdependence between humans and ecosystems and creating a harmonious relationship with nature.

Links:

Fraternitas (<https://erasmusplus.wixsite.com/fraternitas/projekty>)

Case Study VIII: Compass

The training course offered hands-on experience aimed at equipping participants with the skills to create outdoor activities that promote active engagement in nature, healthy lifestyle, fostering a deeper connection with the outdoors. Set in the beauty of nature, the course provided a series of workshops and practical sessions on how to design and lead outdoor activities that inspire young people to spend time outdoors and appreciate it.

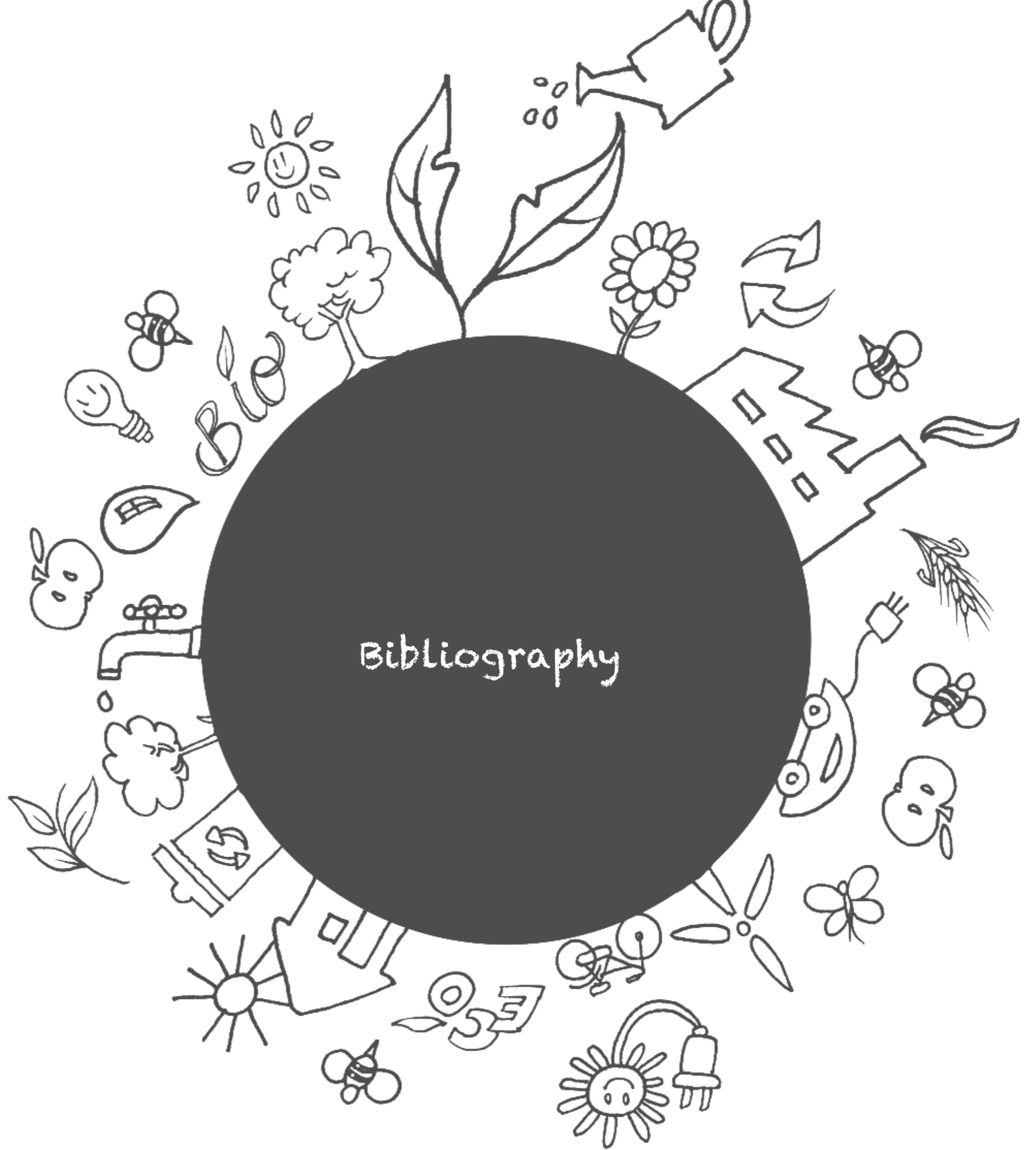
The course covered various aspects of outdoor engagement, including basic navigation skills. Participants learned how to observe and interpret nature's cues, to navigate their surroundings. They gain an understanding of using a compass and map, enabling them to plan and guide youth in outdoor adventures safely. Participants learn to interpret natural indicators, such as the behaviour of birds or changes in animal activity, to predict weather patterns. This skill enhances their ability to plan outdoor activities while ensuring the safety and comfort of youth participants.

Throughout the training course, participants had the opportunity to be in the natural surroundings, immersing themselves in the outdoor experience. They learned essential camping skills, and Leave-NO-Trace principles, which promote responsible outdoor practices. Participants created memorable outdoor experiences that nurture a lifelong connection with the natural environment.

Links:

Fraternitas (<https://erasmusplus.wixsite.com/fraternitas/projekty>)





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