GS4F

ERASMUS+ · SMALL-SCALE PARTNERSHIP IN YOUTH
Green Skills for Sustainable Futures

GREEN HORIZONS

DIGITAL HANDBOOK

Practical green & digital skills for youth workers, educators and young people



A HANDBOOK BY

Sustainable@ impactful innovation

ΑΝΑΧ ΕΝΕΡΓΕΙΑΚΗ

Stowarzyszenie Rozwoju Gminy Andrespol

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Green Horizons Digital Handbook

GS4F – Green Skills for Sustainable Futures

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About the GS4F partnership

Stichting Sustainable@ – Netherlands

Sustainable@
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Stichting Sustainable@ coordinates GS4F and leads the development and editorial consolidation of the Green Horizons Digital Handbook. Its contribution connects non-formal learning, sustainability, responsible digital participation and practical youth-led action.

ANAX ENERGY P.C. – Greece

ANAX ENEPΓEIAKH

ANAX contributes Greek environmental learning contexts, practical activity pathways, local investigation tools and resources for community engagement, source checking and safe digital participation.

SRGA – Poland

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SRGA contributes Polish local learning contexts, environmental demonstrators, EcoSnap and Digital Green Change Makers activities, adaptation scenarios and tools for reflection and continuation.

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How to Use This Handbook

This is a resource for non-formal youth learning, not a prescribed curriculum or a sequence of lessons that everyone must complete. Non-formal learning can be purposeful and well planned without relying on classroom-style instruction, formal examinations or a single correct answer. The starting point is the experience, interests and questions of young people. Facilitators create safe opportunities to explore real sustainability issues, try practical approaches, work with others and reflect on what changes.

Use the Handbook as a menu rather than a timetable. Select an activity that matters locally, invite participants to shape the investigation, adapt the duration and digital tools to what is available, and value different ways of participating. The youth worker is a facilitator, supporter and safeguarding lead rather than the sole source of knowledge. Participation, dialogue, experimentation, peer learning, creativity and community action are central. A useful outcome may be a question, an improved observation, a small collective action or a new relationship—not necessarily a polished product.

Activities may be used individually, combined into a short series or revisited over time. Invite young people to choose their own roles and decide how to share findings. Provide accessible alternatives to online participation and protect privacy, consent and safety. Use reflection to recognise learning and decide what to do next; avoid turning the experience into a graded exercise. For ready-to-use examples see Section 5; for outreach, reflection and implementation support see Sections 6–8; for reusable tools see Annexes B–H.

Quick start for youth workers

> Choose a theme and an activity in Section 5. For a first session, start with EcoSnap: a local observation, a checked source and a short youth-led reflection. Use the activity templates and safety checks in the annexes. You do not need specialist equipment or advanced digital skills.

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A simple session in five stages



1. Prepare – Identify a local issue, access needs, permissions, suitable location, safeguarding and a reliable source.
2. Explore – Invite young people to observe, question and collect only necessary information.
3. Check – Compare observations with trustworthy sources; distinguish evidence from opinion.
4. Act – Agree one realistic, youth-led response, such as a poster, map, repair activity or community briefing.
5. Reflect – Record what was learned, what changed and what should happen next.

Choose your route

New to the topic? Start with Sections 1–4. Ready to deliver? Go straight to Section 5 and select a country example or demonstrator. Working with community partners? Use Sections 6 and 9. Evaluating a session? Use Section 7 and the practical toolkit. Planning longer-term activity? Use Sections 8 and 10–12.

Safeguarding, access and evidence

Participation is voluntary. Adapt tasks for different ages, abilities, languages and levels of digital access. Do not publish identifiable photographs, precise personal locations or interviews without appropriate consent and safeguarding arrangements. Check local rules and venue procedures. Verify environmental claims and data before sharing; label all proposed activities as examples until they have actually been delivered.

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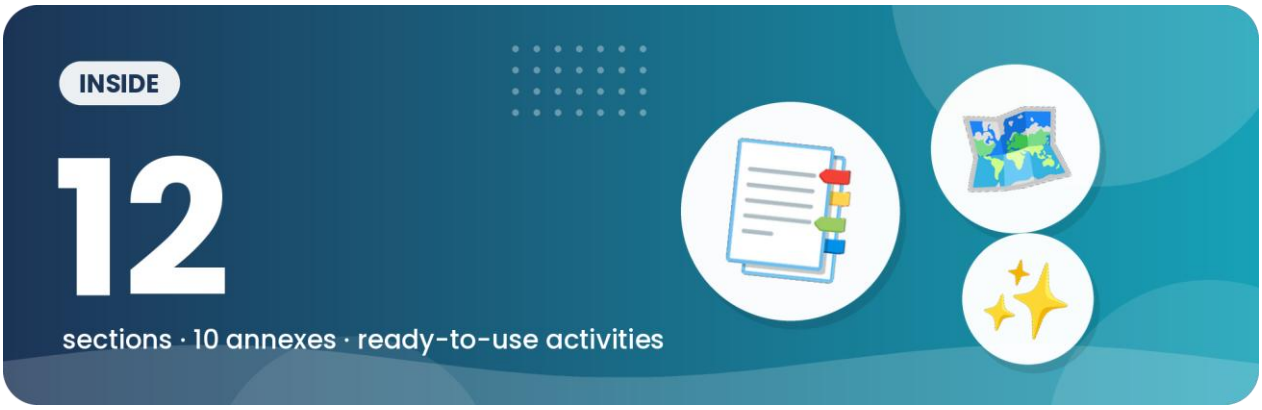

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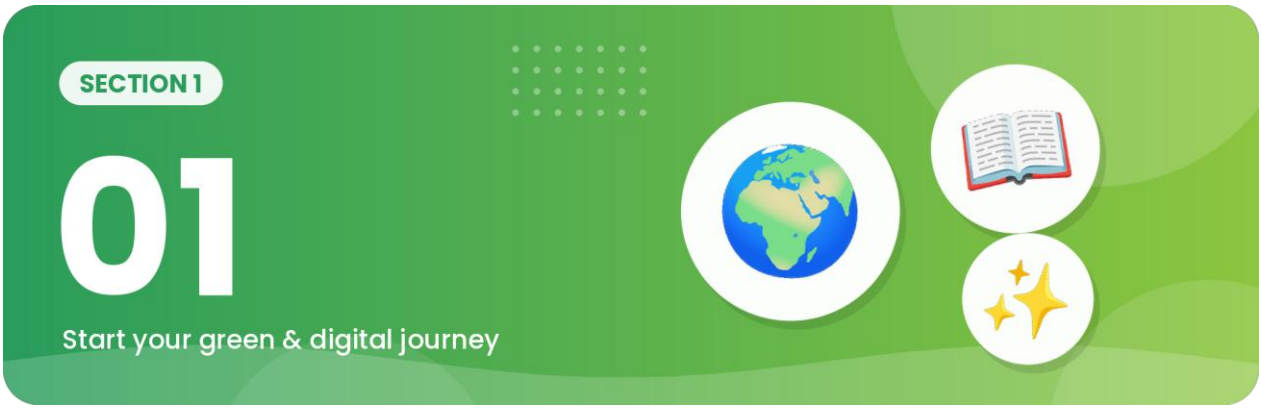

Introduction to GS4F and the Green Horizons Digital Handbook

1.1 Introduction

The GS4F (Green Skills for Sustainable Futures) project has been developed to support young people, youth workers and educators in strengthening green awareness, sustainability understanding and responsible digital participation through practical non-formal learning approaches. Activity 4, the Green Horizons Digital Handbook, represents one of the central implementation outputs of the project and has been designed to provide practical guidance, adaptable project examples and implementation support for organisations working directly with young people.

The handbook recognises that environmental sustainability and digital transformation are increasingly interconnected. Young people are growing up within highly digital environments, yet often remain unaware of the environmental implications associated with digital behaviours such as streaming, cloud storage, artificial intelligence usage, excessive device consumption and unsustainable digital practices. At the same time, digital tools also create significant opportunities for awareness raising, collaboration, community engagement and sustainability action.

For this reason, the handbook combines environmental sustainability with practical digital participation approaches. Rather than presenting sustainability as a purely theoretical topic, the publication focuses on practical implementation methods that can be adapted by youth organisations, educators and community groups across different local contexts.

1.2 Purpose of the Handbook

The purpose of the Green Horizons Digital Handbook is to provide youth workers, educators and participating organisations with practical guidance for implementing sustainability-focused learning activities using accessible digital approaches and Project-Based Learning (PBL) methods.

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The handbook has therefore been structured as a practical implementation publication supporting Project-Based Learning for sustainability where appropriate, youth-led environmental action, digital participation and responsible technology use, community engagement and outreach, reflection and evaluation activities, low-cost and accessible sustainability actions and adaptable demonstrator activities suitable for non-formal learning environments.

The publication is intentionally designed to remain flexible and scalable. Organisations may adapt the activities, demonstrators and engagement approaches according to local sustainability priorities, participant age groups, available resources and community needs.

1.3 Target Groups

The primary target groups for the handbook are youth workers, educators, trainers and organisations supporting non-formal learning activities with young people. The handbook has been designed to support practical implementation within community organisations, youth centres, educational environments and local sustainability initiatives.

Secondary target groups include young people participating in environmental awareness activities, local community organisations, volunteers and wider sustainability networks supporting youth engagement and green transition activities.

Importantly, the handbook is intended to remain accessible and adaptable. Activities and demonstrators have therefore been designed so they may be implemented within low-cost environments and scaled according to local capacity and available resources.

1.4 How to Use this Handbook

The handbook should not be viewed as a fixed curriculum or rigid programme structure. Instead, it provides a practical framework through which youth workers and educators can support young people in exploring sustainability challenges, developing environmental awareness and participating in meaningful green and digital action.

Users are encouraged to adapt activities according to local sustainability priorities, combine digital and environmental themes relevant to participants, encourage reflection and discussion alongside practical activities, promote community participation and outreach, integrate multimedia, QR codes and digital storytelling where appropriate, and encourage young people to identify local sustainability challenges and solutions.

The handbook has also been designed to support collaborative implementation between organisations. Different demonstrators and contribution sections may therefore be adapted and expanded according to the expertise and experiences of participating partners.

1.5 Structure of the Publication

The Green Horizons Digital Handbook has been organised into a series of practical implementation sections progressing from sustainability awareness and digital responsibility towards demonstrator activities, reflection methods, community engagement approaches and practical implementation tools.

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The publication includes introductory sustainability and digital participation guidance, Project-Based Learning approaches where appropriate, demonstrator sustainability activities, digital engagement and reflection methods, implementation guidance for youth workers and educators, community outreach approaches, resource and planning support, and annexes containing templates, evaluation tools and practical implementation resources.

Together, these sections aim to support youth organisations and educators in delivering sustainability-focused activities which are practical, engaging, adaptable and aligned to the wider aims of the GS4F Erasmus+ project.

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Why Green and Digital Skills Matter

2.1 Introduction

The transition towards greener and more sustainable societies increasingly depends upon the ability of young people to understand both environmental sustainability and the digital systems shaping modern life. Young people today engage continuously with digital technologies through communication, entertainment, education, social media and emerging artificial intelligence tools. However, awareness of the environmental impact associated with digital behaviours often remains limited.

Digital activities such as video streaming, cloud storage, online gaming, cryptocurrency systems, artificial intelligence processing and rapid device replacement all contribute to growing energy demand and environmental pressure. At the same time, digital tools also create important opportunities for sustainability awareness, civic participation, environmental monitoring, collaboration and youth-led activism.

For youth workers and educators, this creates an important responsibility. Sustainability education can no longer focus solely on recycling or climate awareness in isolation. Young people increasingly require support in understanding how environmental sustainability and digital participation intersect within their daily lives.

The GS4F handbook therefore promotes a balanced approach which advances environmental awareness, responsible digital participation and practical sustainability action through accessible non-formal learning methods.

2.2 Understanding Green Skills

Green skills refer to the knowledge, behaviours, competences and practical actions supporting environmental sustainability and responsible resource use. These skills are becoming increasingly important across education, employment, communities and everyday life.

Within the context of GS4F, green skills are not limited to scientific or technical environmental knowledge. Instead, they include practical sustainability behaviours which young people can realistically apply within their own communities and daily activities.

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Examples of green skills explored within the handbook include reducing waste and unnecessary consumption, understanding sustainable lifestyles and behaviours, participating in community sustainability initiatives, promoting environmental awareness, supporting biodiversity and local environmental action, encouraging sustainable digital habits and identifying practical local sustainability challenges and solutions.

The handbook provides confidence for youth workers and educators to present sustainability as something practical, accessible and achievable rather than abstract or overwhelming. Activities should therefore focus on participation, experimentation and local relevance.

2.3 Understanding Digital Skills and Digital Responsibility

Digital participation plays an increasingly important role within education, communication, employment and social interaction. Young people today rely heavily upon digital technologies, often spending significant amounts of time online through mobile devices, streaming platforms, gaming environments and social media applications.

However, digital participation also creates environmental impacts which are often overlooked. Data centres, streaming services, cloud storage systems and artificial intelligence technologies all require substantial energy consumption and infrastructure support.

For this reason, the GS4F project promotes the idea of responsible digital participation. Young people should not only learn how to use digital technologies effectively, but also understand the environmental implications associated with digital consumption.

This handbook therefore reassures educators and youth workers to support discussions around digital energy consumption, unnecessary online storage and digital waste, excessive streaming and data usage, device lifespan and electronic waste, sustainable technology choices, digital wellbeing and screen balance, and positive uses of digital tools for sustainability action.

Importantly, the aim is not to discourage digital participation. Instead, the handbook advances more conscious, balanced and sustainability-aware digital behaviours.

2.4 Why Green and Digital Skills Must be Connected

Environmental sustainability and digital participation are often discussed separately. However, modern sustainability challenges increasingly require young people to understand the relationship between both areas.

Digital tools can strengthen environmental awareness through communication campaigns, community engagement, mapping tools, data collection, citizen participation and multimedia storytelling. Young people can use digital platforms to organise sustainability initiatives, share environmental messages and collaborate with wider communities.

At the same time, unsustainable digital habits can contribute significantly to environmental impact. Young people therefore require opportunities to critically reflect on their digital behaviours while also using digital tools positively and creatively.

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The GS4F handbook therefore promotes an integrated approach in which environmental awareness supports responsible digital behaviour, digital tools strengthen sustainability participation, reflection activities encourage critical thinking, practical projects encourage community action and non-formal learning creates accessible participation opportunities.

This combined approach supports the development of practical sustainability competences relevant to young people's everyday experiences and future roles within society.

2.5 Non-Formal Learning and Project-Based Learning Approaches

The handbook adopts a non-formal learning approach which prioritises participation, collaboration, experimentation and reflection. Rather than relying solely on theoretical teaching methods, the GS4F approach assists young people to learn through practical sustainability activities and community engagement.

Project-Based Learning (PBL) forms one useful approach within this wider non-formal learning context. PBL can encourage participants to explore real sustainability challenges through practical projects, collaborative problem solving and reflective learning where this is appropriate to the local setting and partner contribution.

Through practical project approaches, young people may investigate local environmental challenges, identify practical sustainability solutions, work collaboratively in teams, use digital tools creatively and responsibly, engage with local communities and reflect on the impact of their activities and behaviours.

Importantly, project-based activities do not need to be expensive or highly technical. Small-scale local projects can often create meaningful engagement while remaining realistic and accessible for youth organisations and educators.

2.6 Section Conclusion

Green and digital skills are becoming increasingly important for young people navigating a rapidly changing world shaped by environmental challenges and technological transformation. Youth workers and educators therefore play an important role in supporting practical sustainability awareness, responsible digital participation and meaningful community engagement.

The following sections of the handbook build upon these principles by introducing practical implementation approaches, demonstrator activities and participation methods which can be adapted for different youth work and educational contexts.

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SECTION 3

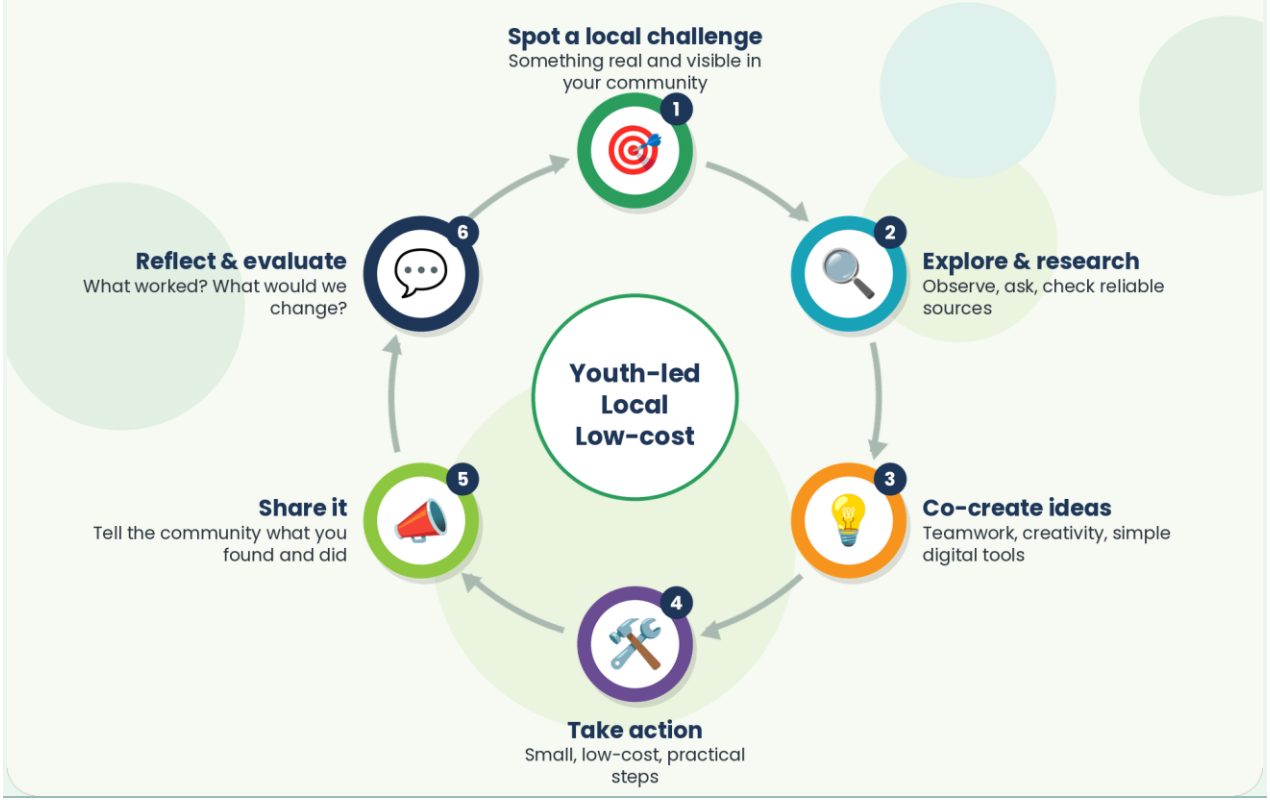
03

Learn by doing, together

Project-Based Learning for Sustainability

Figure 3.1 · Participatory sustainability project cycle

Young people lead each step; facilitators guide and support



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3.1 Introduction

Project-Based Learning (PBL) is included within the handbook as one possible and supportive methodology for sustainability-focused non-formal learning. It is not presented as a fixed or mandatory model, nor as an approach owned solely by S@. Instead, this section provides framework-level guidance to help partners and youth workers understand how project-based approaches may support practical sustainability participation where appropriate.

Within the GS4F project, project-based approaches can support environmental awareness, digital responsibility and community participation by encouraging young people to engage with local sustainability issues through practical activities, collaboration, experimentation and reflection.

Importantly, PBL activities do not require large budgets or highly technical environments. Many effective sustainability projects can be implemented using low-cost materials, local partnerships, simple digital tools and community engagement approaches.

3.2 Why Project-Based Approaches Matter

Young people often engage more effectively with sustainability topics when they are able to participate directly in activities which connect to their own experiences and communities. Project-based approaches create opportunities for practical action, teamwork and problem-solving while supporting reflection and critical discussion.

These approaches can also support wider transferable competences including communication, collaboration, creativity, reflection and digital participation. Through practical sustainability activities, young people can be encouraged to identify challenges, explore solutions and reflect upon the environmental and social impact of their actions.

The handbook therefore supports project-based approaches which remain practical, community connected, accessible, low-cost, adaptable to different age groups and contexts, linked to local sustainability challenges and supportive of responsible digital participation.

3.3 Core Principles

The framework guidance presented here is based on a number of broad principles which may be adapted by responsible partners and local facilitators. Young people should be encouraged to participate actively in identifying sustainability challenges, developing ideas and shaping implementation activities. Activities become more meaningful when participants feel ownership over the process.

Local relevance is also important. Projects should connect to real environmental or sustainability issues visible within local communities. This may include waste reduction, sustainable transport, biodiversity awareness, digital sustainability, community gardening, energy awareness or local environmental campaigns.

Reflection should be integrated throughout the process. Young people should be encouraged to discuss their experiences, evaluate challenges and consider how sustainability behaviours may apply within their daily lives. Collaboration should also remain central, with activities encouraging teamwork, shared responsibility and peer learning.

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Digital tools may be used creatively and responsibly to support sustainability action, communication and participation. They should not be used simply to increase digital output or unnecessary digital consumption.

3.4 Role of Youth Workers and Educators

Youth workers and educators play an important facilitation role within project-based sustainability activities. Rather than acting solely as instructors, facilitators support participants through guidance, encouragement, reflection and practical coordination.

Facilitators may support open discussion and participation, encourage experimentation and creativity, allow young people to shape activities where possible, connect projects to local sustainability challenges, support reflection and evaluation, encourage positive and responsible digital participation and maintain realistic project expectations.

Importantly, facilitators should not feel pressure to deliver highly technical sustainability projects. Small-scale practical activities often create stronger engagement and participation than over-complex project structures.

3.5 Examples of Project-Based Sustainability Activities

Project-based sustainability activities may take many different forms depending upon participant age groups, organisational environments and local sustainability priorities. They may include digital sustainability awareness campaigns, biodiversity mapping, waste reduction initiatives, sustainable transport awareness, community clean-up campaigns, social media sustainability storytelling, eco-photography projects, upcycling activities, sustainable digital behaviour campaigns and local environmental awareness events.

The demonstrator activities presented later within this handbook provide additional examples which may be adapted and scaled according to local needs.

3.6 Reflection and Evaluation within Project-Based Activities

Reflection is essential within sustainability-focused project work. Young people should be encouraged not only to complete activities, but also to consider how their actions, behaviours and decisions relate to wider environmental and digital sustainability challenges.

Reflection activities may include group discussions, digital storytelling, podcasts or voice recordings, reflective journals, image-based reflection, QR-linked feedback activities and peer evaluation exercises. Reflection should remain supportive, accessible and discussion-based rather than overly formal or assessment focused.

3.7 Low-Cost and Accessible Delivery

An important principle within GS4F is that sustainability participation should remain accessible. Youth organisations and educators often operate within limited financial environments and therefore require implementation approaches which are realistic and adaptable.

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The handbook therefore inspires the use of freely available digital tools, local partnerships and community engagement, reuse and repurposing of materials, simple low-cost activity structures, outdoor and community-based learning approaches and scalable project ideas adaptable to different organisational capacities.

The emphasis throughout the handbook is placed upon participation, creativity and sustainability awareness rather than expensive infrastructure or complex technical delivery.

Facilitators can use the participatory approaches in this section alongside the worked EcoSnap and Digital Green Change Makers examples in Section 5. Adapt the level of structure to the interests, experience and access needs of the young people involved.

3.8 Section Conclusion

Project-based approaches can provide useful methods for supporting sustainability awareness, digital responsibility and youth participation through practical action and reflection. By encouraging young people to engage directly with environmental challenges and local communities, project activities can create meaningful learning experiences which extend beyond traditional educational approaches.

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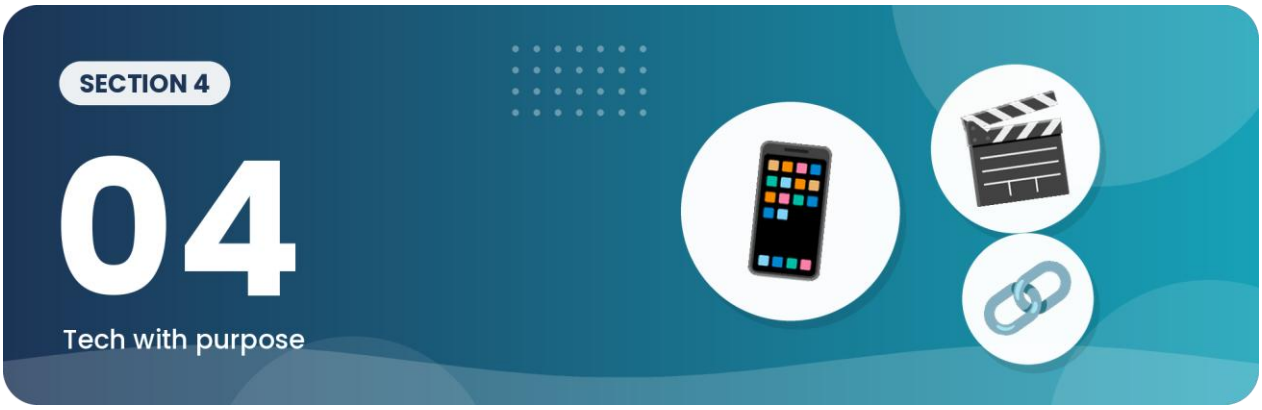

Digital Tools for Green Action

4.1 Introduction

Digital technologies increasingly influence how young people communicate, learn, collaborate and participate within society. Within the context of sustainability education, digital tools can provide important opportunities for awareness raising, creativity, participation and community engagement when used responsibly and purposefully.

The GS4F handbook therefore supports youth workers and educators to explore how accessible digital tools may support environmental awareness and sustainability action through practical non-formal learning activities. Importantly, the handbook does not promote digital technology for its own sake. Instead, digital participation should support meaningful engagement, reflection, collaboration and sustainability understanding.

This section introduces practical digital approaches which may be adapted according to organisational capacity, participant age groups and local sustainability priorities.

4.2 Responsible Digital Participation

Young people today spend significant amounts of time interacting with digital platforms and online environments. While digital technologies provide important educational and social opportunities, they also contribute to growing environmental pressures through energy consumption, data storage requirements, electronic waste and increasing infrastructure demand.

For this reason, the handbook supports educators and youth workers to promote responsible digital participation. This means helping participants to understand both the positive opportunities and environmental implications associated with digital technologies.

Responsible digital participation may include reducing unnecessary cloud storage and duplicate files, encouraging mindful streaming and media consumption habits, discussing device lifespan and electronic waste, promoting balanced and healthy digital behaviours, encouraging positive digital communication and using digital tools to support sustainability awareness and community participation.

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The intention is not to discourage technology use, but rather to support more conscious and sustainability-aware digital behaviours.

4.3 Digital Storytelling and Sustainability Communication

Digital storytelling can provide an engaging and accessible method for encouraging sustainability awareness and youth participation. Young people are often highly familiar with visual communication formats including short videos, podcasts, photography, social media content and digital presentations.

Youth workers and educators may therefore encourage participants to use digital storytelling approaches to explore sustainability themes, document activities and communicate environmental messages within their communities.

Digital storytelling approaches can include short sustainability awareness videos, photo journals and eco-photography, digital campaigns promoting environmental action, podcasts and recorded reflections, QR-linked activity trails, community interviews and social media storytelling focused on local sustainability issues.

Digital storytelling approaches can help strengthen creativity, communication skills and community engagement while making sustainability topics more accessible and relatable for young participants.

4.4 QR Codes and Interactive Learning

QR codes can provide a simple and low-cost method for connecting physical sustainability activities with digital content and reflection opportunities. The handbook aids the use of QR codes where they support accessibility, engagement and interactive participation.

QR codes may be used to connect participants to short videos and multimedia content, podcasts and audio reflections, sustainability information resources, digital evaluation activities, community engagement campaigns, interactive maps and trails, or project documentation and participant outputs.

Importantly, QR integration should remain simple and purposeful. Overcomplicated digital structures may reduce accessibility and create unnecessary barriers for participants.

4.5 Collaborative Digital Tools

Collaborative digital tools can help young people work together on sustainability projects, share ideas and document activities. Many freely available platforms provide opportunities for communication, collaboration and creativity within non-formal learning environments.

Examples of collaborative digital participation may include shared digital noticeboards, collaborative presentations, online brainstorming activities, digital mapping tools, sustainability challenge tracking, shared image galleries and online reflection activities.

Youth workers and educators should select digital tools appropriate to participant needs, organisational capacity and safeguarding requirements.

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4.6 Accessibility and Inclusion

Digital sustainability activities should remain accessible and inclusive. Not all young people have equal access to devices, stable internet connections or advanced digital skills. Activities should therefore avoid unnecessary technical complexity and remain adaptable for different learning environments.

The handbook inspires organisations to use freely available tools where possible, minimise technical barriers, provide flexible participation approaches, encourage peer support and collaboration, combine offline and online learning methods and ensure sustainability activities remain inclusive and community focused.

Importantly, strong sustainability participation does not depend upon expensive technologies. Creativity, reflection and community engagement remain more important than technical sophistication.

4.7 Digital Reflection and Evaluation

Digital tools may also support reflection and evaluation activities within sustainability projects. Participants can use digital formats to document learning experiences, reflect upon behavioural changes and communicate project outcomes.

Examples may include voice recordings and podcasts, digital journals, image-based reflection, QR-linked feedback forms, short video reflections and collaborative evaluation discussions.

Reflection activities should encourage open discussion, creativity and personal engagement rather than formal assessment approaches.

4.8 Section Conclusion

Digital tools can play an important role in supporting sustainability awareness, creativity, communication and participation when used responsibly and purposefully. Within the GS4F handbook, digital participation is positioned as a practical support mechanism for environmental awareness and community engagement rather than an end in itself.

The following sections introduce demonstrator activities and practical implementation approaches which combine sustainability participation, reflection and accessible digital engagement within non-formal learning environments.

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SECTION 5

05

Hands-on activities you can run tomorrow

Environmental Action Demonstrators

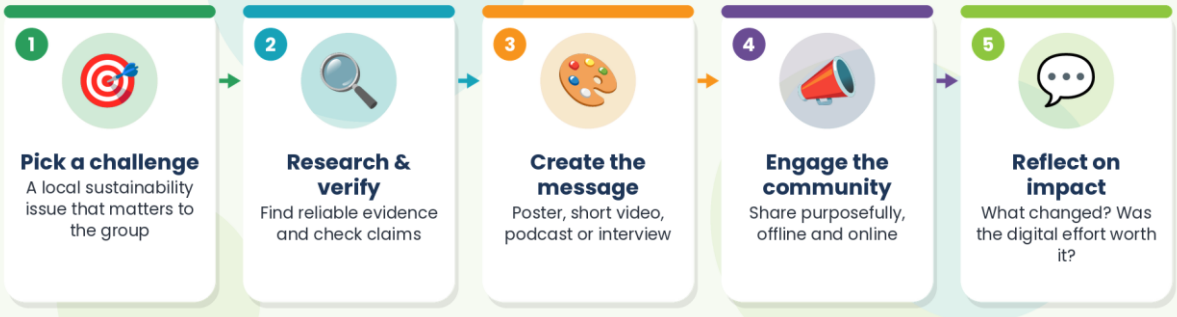
Figure 5.1 · EcoSnap observation-to-action pathway

From a photo to a local conversation and a realistic action



Figure 5.2 · Digital Green Change Makers pathway

Young people as creators of sustainability messages, not just receivers



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5.1 Introduction

Practical demonstrator activities form an important part of the Green Horizons Digital Handbook. Demonstrators help translate sustainability awareness into meaningful participation by providing adaptable examples which youth workers, educators and organisations may use within non-formal learning environments.

Importantly, the demonstrators included within this handbook are not intended to function as fixed delivery models. Instead, they provide practical examples which may be adapted, simplified or expanded according to local sustainability priorities, participant interests, available resources and organisational capacity.

The demonstrator approach adopted within GS4F focuses upon practical participation, environmental awareness, reflection, responsible digital participation and community engagement through accessible sustainability learning experiences. The emphasis throughout the handbook is therefore placed upon participation, creativity and local relevance rather than complex technical delivery structures.

The following demonstrators represent practical examples supporting the wider aims of Activity 4 and may be modified according to local implementation needs.

5.2 EcoSnap Demonstrator

EcoSnap has been developed as a practical sustainability engagement activity encouraging participants to explore environmental themes through photography, observation, reflection and digital storytelling. The demonstrator is designed to help young people connect sustainability concepts to visible local realities within their own communities and environments.

Rather than focusing solely on formal sustainability education, EcoSnap persuades participants to actively observe and interpret the world around them through visual engagement. Participants may document environmental challenges, sustainability actions, biodiversity examples or positive green initiatives using photography combined with short reflective commentary and discussion activities.

The activity intentionally remains flexible and accessible. Youth organisations and educators may adapt EcoSnap according to participant age groups, local sustainability priorities and available digital resources. Activities may be implemented using mobile phones, tablets or digital cameras depending upon organisational capacity and participant access to technology.

EcoSnap supports several important learning areas including environmental observation, sustainability communication, responsible digital participation, creativity and reflection. The visual nature of the activity can also help make sustainability discussions more engaging and relatable for participants who may not respond as effectively to purely theoretical learning approaches.

Possible themes explored through EcoSnap may include biodiversity and local wildlife, sustainable transport, waste and recycling, climate awareness, urban green spaces, water and energy use or examples of positive environmental behaviour within local communities.

An important part of the EcoSnap approach is reflection and discussion. Participants should be encouraged to explain why particular images were selected, what environmental issues are visible and how sustainability behaviours may be improved locally. These discussions help strengthen critical thinking while encouraging participants to connect sustainability topics to everyday life.

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Where appropriate, EcoSnap activities may also incorporate simple digital storytelling approaches such as QR-linked galleries, presentations, short podcasts or social media campaigns supporting wider community engagement and sustainability awareness.

5.3 Digital Green Change Makers Demonstrator

Digital Green Change Makers focuses upon youth participation, sustainability communication and community engagement through accessible digital approaches. The demonstrator fosters young people to identify local sustainability challenges and develop creative methods for raising awareness and encouraging participation within their communities.

The activity has been designed to position young people as active contributors rather than passive recipients of sustainability information. Participants are encouraged to explore how digital tools and communication methods may support positive environmental action, community discussion and sustainability awareness.

Activities may include the creation of sustainability campaigns, digital posters, short videos, podcasts, interviews, social media storytelling or community-focused awareness initiatives. However, organisations are encouraged to adapt activities according to participant interests, local contexts and available resources.

Importantly, the demonstrator is not intended to encourage excessive or unnecessary digital consumption. Instead, the activity promotes purposeful and responsible digital participation supporting creativity, collaboration and sustainability engagement.

The Digital Green Change Makers approach supports the development of communication skills, teamwork, environmental awareness, digital participation competences and confidence in community engagement. Participants are encouraged to reflect upon how digital communication may influence behaviours, strengthen sustainability participation and support positive local action.

Activities may be delivered within youth organisations, educational environments, community groups or informal learning settings depending upon local implementation needs. The flexibility of the demonstrator allows organisations to scale activities according to available time, resources and participant experience.

5.4 Reflection and Community Discussion

Reflection forms an essential part of sustainability participation and demonstrator implementation. Young people should be encouraged to consider not only what they have created or observed, but also how sustainability challenges connect to their own communities, lifestyles and behaviours.

Reflection activities may take many forms depending upon the learning environment and participant preferences. Some organisations may choose to facilitate group discussions and collaborative feedback sessions, while others may encourage digital journals, podcasts, image-based reflection activities or QR-linked discussion prompts.

The purpose of reflection is to encourage awareness, participation and critical thinking rather than formal assessment. Discussions should therefore remain open, supportive and participant focused. Reflection activities may also help participants recognise how local sustainability issues connect to wider environmental and digital challenges.

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Importantly, reflection should not be treated as a separate or isolated activity. Instead, it should remain integrated throughout demonstrator implementation in order to strengthen engagement, discussion and personal connection to sustainability themes.

5.5 Adaptability and Local Context

An important principle within the GS4F demonstrator approach is flexibility. The activities included within this handbook should not be viewed as rigid programme structures or mandatory delivery models. Instead, they are intended to provide adaptable examples which organisations and youth workers may shape according to local sustainability priorities, participant interests and available resources.

Different communities will experience sustainability challenges in different ways. Some organisations may focus upon biodiversity and local environmental protection, while others may prioritise digital sustainability, waste reduction, sustainable lifestyles or community awareness campaigns. The handbook therefore assists facilitators to connect activities directly to local contexts and participant experiences.

Adaptation may involve simplifying activities for younger participants, integrating local environmental themes, combining online and offline participation methods or linking activities to community events and sustainability campaigns. Youth workers and educators are encouraged to remain flexible and creative while maintaining the core principles of participation, reflection and sustainability awareness.

Importantly, local ownership and participant engagement are more valuable than strict adherence to fixed activity structures. Activities should therefore evolve according to the needs and interests of participants and communities.

5.6 Low-Cost and Accessible Delivery

The demonstrators included within the handbook are intentionally designed to remain realistic and achievable within small-scale educational and youth work environments. Activities should prioritise participation, engagement and sustainability awareness rather than expensive technology or complex delivery structures.

Many meaningful sustainability activities can be implemented using existing devices, freely available digital tools, community partnerships and simple communication approaches. Organisations are encouraged to make use of local resources, reuse existing materials where possible and develop scalable approaches suitable for their own organisational capacities.

Importantly, the handbook recognises that not all organisations or participant groups will have equal access to technology, infrastructure or financial resources. For this reason, accessibility and adaptability remain central principles throughout the demonstrator approach.

The emphasis should therefore remain on creativity, participation and community engagement rather than technical sophistication or highly resourced delivery environments.

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5.7 Section Conclusion

The demonstrator activities included within the GS4F handbook provide practical examples supporting sustainability awareness, responsible digital participation and community engagement through non-formal learning approaches. By encouraging creativity, reflection and participation, demonstrators help transform sustainability concepts into meaningful local action.

The following sections continue this implementation focus by exploring community engagement approaches, participation methods and practical support tools for youth workers and educators.

5.8 Country learning pathways and ready-to-use activities

The following partner-authored examples extend the EcoSnap and Digital Green Change Makers approaches in Section 5. They are presented as adaptable learning activities unless expressly identified as a documented local case or event. Local data and source links should be rechecked before delivery.

5.8.1 Greece – Central Macedonia

Introduction

Green Transition in Central Macedonia

Status Verified Greek local context

Central Macedonia is a diverse region of northern Greece combining large urban areas, agricultural plains, rivers, wetlands, coastal zones and mountain landscapes. This diversity makes sustainability a practical local issue rather than a distant policy topic. The Region of Central Macedonia is responsible for regional development planning, environmental protection, transport and civil protection, and its regional planning includes climate-adaptation measures.

Climate and environmental pressures are visible in everyday life. Regional climate information highlights heatwaves, drought, flooding and water-management challenges. The region also needs to manage air quality, natural resources, agricultural pressures and the resilience of settlements and infrastructure. Water is particularly important because urban needs, agriculture, flood protection and wetland ecosystems are connected.

The green transition creates opportunities for young people to participate in practical ways. Young adults can investigate environmental information, document what they see in their communities, compare observations with official data, create accessible digital content and communicate evidence to organisations or public authorities. These activities do not require specialist engineering or scientific knowledge.

Digital participation and sustainability

Digital tools are most useful when they support a real sustainability question. A map can show where an environmental issue occurs. A spreadsheet can organise observations. A phone camera can document a public-space condition. A shared document can turn several observations into one community evidence brief. The digital tool is a means of participation, not the goal of the activity.

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Responsible digital participation also means checking information before sharing it. Participants identify the original source, publication date and responsible institution, distinguish direct observation from interpretation, and state what the available evidence cannot prove. When photographs, interviews or online publication are used, participants work with consent, data minimisation and accessible alternatives.

Target group

Young people aged 18–30.

Youth workers, educators, mentors and community facilitators.

Participants with different levels of digital confidence, including paper, audio and group-based participation.

Young people facing economic, geographic, linguistic or other barriers to participation.

Learning approach

The activities follow a simple cycle: observe or ask a local question; gather and check evidence; work collaboratively; create a useful output; discuss limitations; and identify a realistic next step. Participants learn by doing and are not expected to calculate energy yields, test water chemistry or conduct specialist environmental surveys.

Verified Greek Best Practice Case Study



Status Verified Greek best practice

Location: Thessaloniki, Central Macedonia, Greece

Documented setting: The 3rd Food Waste Prevention Forum for food sales and distribution businesses, held on 26 June 2024 at the Municipality of Thessaloniki's Recycling, Repair and Reuse Centre.

Background: The forum was organised by the Municipality of Thessaloniki and Harokopio University within LIFE-IP CEI-Greece, with support from the Ministry of Environment and Energy and the Green Fund. It brought together businesses, public bodies, universities and civil-society actors to discuss food-waste prevention, innovation, practical solutions and cooperation.

Documented No Waste contribution: NO WASTE TECHNOLOGIES / NO WASTE GREECE documented its participation as a speaker and presented digital applications aimed at reducing food waste, including dynamic pricing and electronic sales tools for products approaching their date marking.

Objectives

Prevent avoidable food waste by improving decisions around products approaching their date marking.

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Connect actors across the food supply chain around practical prevention measures.

Use digital information and innovation to support better food-waste decisions.

Promote circular-economy thinking in which food and resources retain value for as long as possible.

Why it is best practice

The Thessaloniki case connects a real local setting with a concrete waste-prevention challenge and cooperation among different actors. It also demonstrates a practical green–digital relationship: digital information and pricing tools can support decisions that reduce avoidable food waste. The case is especially useful for youth education because it shows that sustainability involves consumers, businesses, public institutions, data and shared responsibility.

Community impact

The forum created a structured space for networking, exchange of practices and discussion of solutions across the food supply chain. The wider LIFE-IP CEI-Greece programme includes food-surplus and food-waste prevention actions in Athens and Thessaloniki, a food-waste monitoring and prevention platform, and continuing capacity-building activities.

Relevance to young people

Young adults encounter food waste as consumers, workers, students and community members. The case allows them to explore how date marking, information, purchasing decisions and business practices interact. It can also inspire youth-led outputs such as an evidence-based food-waste guide, interview summary or local awareness message.

Digital participation element

Participants examine how digital information can identify products approaching their date marking and influence waste-prevention decisions. They then compare this with their own assumptions and discuss who controls information, how it is communicated and where digital tools may create unintended effects.

Expected learning outcomes

- Explain the difference between preventing food waste and managing waste after it is created.
- Identify how a digital tool can support a sustainability decision.
- Recognise the roles of consumers, businesses and public bodies.
- Check a sustainability claim against a reliable source.
- Create a short, accessible, evidence-based message for a defined audience.

Participant discussion questions

Where in the food chain can waste be prevented before it becomes waste?

What information would help a consumer make a better decision?

When can a digital tool reduce waste, and when could it encourage more consumption?

Which actors have the greatest ability to change the system?

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What would a useful youth-led food-waste message look like in our community?

Evidence / Source

- Municipality of Thessaloniki — documentation of the 3rd Food Waste Prevention Forum, 26 June 2024.
- LIFE-IP CEI-Greece / Circulargreece — forum and circular-economy implementation documentation.
- NO WASTE GREECE / NO WASTE TECHNOLOGIES — documented participation and description of food-waste prevention applications.



Local context: Greece, Central Macedonia. Participants investigate a visible solar installation, a public building with solar panels, or a prepared map/photograph. The activity focuses on observation and public information rather than engineering.

Learning Objective: Participants can locate a renewable-energy installation, record basic observations, find an official source, distinguish observation from verified information, and explain one limitation.

Materials A smartphone or tablet (optional); printed map; observation sheet; access to official ADMIE renewable-energy connection statistics; pens or shared digital document.

Duration: 90–120 minutes; 45-minute classroom-only version available.

PROCEDURE

- Introduce: What can we learn from a solar installation without being energy engineers?
- Choose a safe public viewpoint or use a prepared image/map.
- Record general location, date, visible installation type and surrounding land use. Do not record private addresses.
- Check the official ADMIE renewable-energy statistics and identify what information they provide.
- Compare observations with official information. Mark statements as observed, source-supported or uncertain.
- Discuss one question or trade-off such as land use, local acceptance, grid connection or landscape visibility.
- Create a one-page Solar Detective Card.

FACILITATOR GUIDANCE

- Keep technical explanations simple; no calculations are required.
- Explain that grid-connection/capacity information is not the same as real-time electricity generation.
- Do not treat one installation as representative of the whole region.
- Offer a map-based alternative for participants who cannot safely access a field location.

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- Remove faces, number plates, private addresses and sensitive infrastructure details before sharing.
- Offer text-only, audio or printed outputs.

Expected Participant Output

A Solar Detective Card containing an image or description, general location, date, three observations, one official source, one supported statement, one uncertainty and one follow-up question.

Reflection

When did our first impression change after checking official information? What can we responsibly say, and what would require more evidence?

Evidence / Source

- Independent Power Transmission Operator (ADMIE) — Renewable Energy Sources connection statistics.
- Region of Central Macedonia — regional planning and climate-adaptation information.
- ANAX source material — local renewable-energy observation and source-verification method.

Status Adaptable educational scenario



Local context: Central Macedonia faces water-management challenges alongside alternating drought and intense rainfall. The activity can be carried out in Thessaloniki or another urban area, or through maps and prepared images.

Learning Objective: Participants can identify everyday urban water uses, connect observations with official water or flood-risk information, distinguish evidence from assumptions, and propose one realistic action for a household, organisation or public body.

Materials City map; smartphone (optional); observation sheet; access to the Ministry of Environment and Energy Flood Risk Management Plans portal; printed extracts for offline work.

Duration: 90–120 minutes.

PROCEDURE

- List places where water is used, stored, moved or protected.
- Choose a safe public route or area such as a park, street, public building, drainage feature or water-related infrastructure visible from public space.
- Record visible signs of water management.
- Check official information for the Central Macedonia water district.
- Create a 'What we observed / What the source says / What remains uncertain' table.

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- Map three stakeholders who may have different interests in water.
- Propose one practical action and one wider system-level action.

FACILITATOR GUIDANCE

- Do not enter waterways, restricted areas or private land.
- Do not treat visual signs such as dry soil or standing water as scientific diagnoses.
- Explain that flood-risk information supports planning and does not predict one street's exact future condition.
- Use a prepared map and photographs when fieldwork is unsuitable.
- Keep the discussion balanced: urban needs, agriculture, biodiversity and flood protection can interact and sometimes compete.

Expected Participant Output

An Urban Water Investigation Map or one-page evidence brief showing the chosen area, three observations, one official source, two stakeholders, one uncertainty, one practical action and one system-level question.

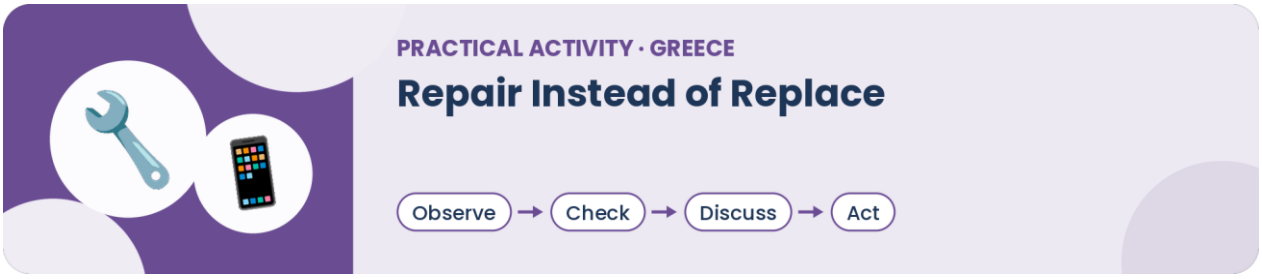
Reflection

Which water problem is easiest to see, and which is harder to see? Who is responsible for the part of the water system we investigated?

Evidence / Source

- Ministry of Environment and Energy — Flood Risk Management Plans portal, including the Central Macedonia water district.
- Region of Central Macedonia — climate-adaptation and environmental information.
- Hellenic Statistical Authority (ELSTAT) — official national and regional statistics.

Status Adaptable educational scenario



Local context: Circular economy, reuse, repair culture and sustainable consumption can be explored through everyday clothing, household objects, furniture and digital-device examples. No specialist repair skills are required.

Learning Objective: Participants can apply a repair-first decision process, identify reuse or repair options, evaluate reliable information and create a practical guide for more sustainable consumption.

Materials Safe clean everyday objects or photographs; paper; markers; smartphone/laptop optional; manufacturer information where relevant; EOAN information on recycling and e-waste.

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Duration: 90 minutes.

PROCEDURE

- Place several everyday objects on tables and ask what participants would normally do with them.
- Introduce the sequence: keep using; maintain; repair; lend/share; donate/resell; refurbish; recycle through the correct route; dispose only when necessary.
- Choose one object and investigate whether it can be repaired, reused or safely passed on.
- Create a Repair Before Replace card showing the problem, possible solution, safety consideration and next step.
- Add a digital element such as a simple decision tree, digital poster or QR-linked reliable resource.
- Share cards and identify one change a youth centre, household or organisation could adopt.

FACILITATOR GUIDANCE

- Do not dismantle batteries or electrical equipment.
- Use only clean, safe objects.
- Explain that repair is not always safe or economical; participants should recognise when professional repair or recycling is appropriate.
- Do not pressure participants to disclose ownership, value or personal circumstances.
- Never record serial numbers, account screens, contacts or location history.

Expected Participant Output

A Repair Before Replace card or mini-poster containing the item, problem, repair/reuse possibility, evidence/source, safety note, next step and one organisational suggestion.

Reflection

What makes repair difficult in our community: skills, cost, time, information, access to services, product design or habits?

Evidence / Source

- Hellenic Recycling Agency (EOAN) — official information on waste prevention, recycling and extended producer responsibility.
- European Green Deal — EU policy context for resource efficiency and the circular economy.
- ANAX source material — repair/reuse decision sequence and privacy-safe digital-device approach.

Status Adaptable educational scenario

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Local context: The Axios Delta is a protected wetland ecosystem in Central Macedonia and part of the Natura 2000 network. It is also recognised as a wetland of international importance under the Ramsar Convention. The activity focuses on respectful observation and environmental stewardship.

Learning Objective: Participants can observe biodiversity and habitat features, use digital mapping or recording responsibly, distinguish possible identification from verified information, and contribute to a shared picture of the local ecosystem.

Materials Smartphone/camera (optional); printed or offline map; biodiversity observation sheet; official Natura 2000/protected-area information; pencils; binoculars if available.

Duration: 2–2.5 hours including field observation, or 75–90 minutes using prepared images and maps.

PROCEDURE

- Introduce the Axios Delta as a protected wetland and discuss why wetlands matter for biodiversity, water, landscapes and communities.
- Choose a safe public observation point or use facilitator-provided images/maps.
- Observe habitat features from a distance: water edges, vegetation, agricultural margins, trees, dead wood or visible bird activity.
- Record only what can be observed confidently. If an identification app is used, label it 'possible identification' until checked.
- Add observations to a shared map or spreadsheet using a general location. Do not publish sensitive species or nest locations.
- Create one biodiversity record with an accessible description, source and uncertainty note.
- Discuss one stewardship action that protects the site without adding pressure to wildlife.

FACILITATOR GUIDANCE

- Follow site rules and safe public routes.
- Do not collect plants, animals, feathers, nests or other natural materials.
- Do not feed, chase or deliberately approach wildlife.
- Do not publish sensitive species locations or identifiable images without consent.
- Use habitat-based observation rather than a competition to record the most species.
- Provide a non-field route using official maps and facilitator-provided images.

Expected Participant Output

A collaborative biodiversity map layer or observation cards containing habitat observations, general location, date, source, confidence/uncertainty and one stewardship suggestion.

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Reflection

How can digital tools help us notice nature without turning nature into content to be captured at any cost? What should remain private to protect a sensitive place or species?

Evidence / Source

- National Environment and Climate Change Agency (NECCA / OFYPEKA) — official protected-area and Natura 2000 information.
- Natura 2000 — official European protected-area network information.
- Axios Delta local protected-wetland information describing its biodiversity and Natura 2000/Ramsar status.

Status Verified location + adaptable educational activity

5.8.2 Poland – Andrespol and Łódź context

SRGA Activity Collection and Facilitation Materials

The Polish examples below complement the EcoSnap and Digital Green Change Makers methods with locally adaptable activities based on public information, observation and accessible digital tools.

Demonstrator examples



Status of example: adaptable scenario — not a documented completed implementation.

Country / local context Poland; adaptable to the Municipality of Andrespol, the Łódź metropolitan area or another small municipality–city interface.

Target group Young people aged 18–30; groups of 6–24 participants supported by a youth worker, educator or mentor.

Challenge addressed Young people frequently encounter air-quality messages and transport debates without distinguishing current measurements, longer-term patterns, local observations and personal impressions.

Digital dimension: Use of the official GIOŚ Air Quality Portal https://powietrze.gios.gov.pl/pjp/current , source/date recording, a shared spreadsheet or simple digital map, and an accessible presentation.

Green dimension Air quality, mobility choices, exposure, public space, and the relationship between individual travel behaviour and municipal transport or infrastructure responsibilities.

Activity description Teams select two or three safe local observation points, such as a public transport stop, a youth-centre entrance and a quieter green street. They record the time, general weather context, a simple

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traffic-intensity category and visible conditions without attempting to measure pollutants themselves. They then check the nearest official GIOŚ station and record the time, pollutant, index and data status. The teams compare what was observed with what the official data can and cannot prove, identify possible mobility or communication improvements and prepare a one-page evidence brief.

Expected learning outcomes Participants can:

- Distinguish observation from monitored data;
- Cite an official source with date and time;
- Explain at least two limits of the evidence; and
- Formulate one individual or organisational response and one institutional response.

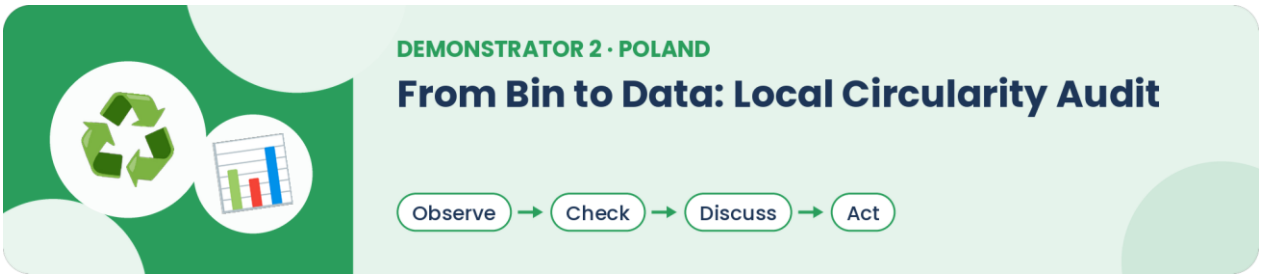
Skills developed DigComp — information search and evaluation, data management, collaborative content creation, safe sharing and problem solving. GreenComp — systems thinking, critical thinking, problem framing, collective action and individual initiative.

Required resources One shared internet-enabled device per team or printed GIOŚ screenshots prepared by the facilitator; observation sheet; spreadsheet or paper table; optional free mapping tool.

Possible implementation in school / youth organisation: One 90-minute preparation and data session, a 45–60 minute local walk and one 90-minute analysis and presentation session. No specialist sensor is required.

Evidence or source: GIOŚ publishes current hourly measurements and the Polish Air Quality Index https://aqicn.org/map/poland/pl/ . Its portal also explains that current automatic-station data are preliminary and may be revised — an important lesson in data quality and uncertainty.

Adaptation note for other countries: Replace GIOŚ with the relevant national or regional official monitoring portal. Preserve the distinction between field observation, monitoring data, interpretation and recommendation.



Status of example: adaptable scenario — not a documented completed implementation.

Country / local context Poland; designed for municipalities with scheduled household collection and a Point for Selective Collection of Municipal Waste (PSZOK), including Andrespol.

Target group Young people aged 18–30 in youth organisations, vocational schools, universities, volunteer groups or community programmes.

Challenge addressed Waste-separation rules are known in broad terms, but learners may not understand the local service pathway, the difference between reuse and waste collection, or how municipal and statistical information can be checked.

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Digital dimension: Use of an official municipal waste page, the GUS Local Data Bank, an optional open-data portal, a shared audit table and a short accessible infographic or digital notice. https://bdl.stat.gov.pl/bdl/dane/podgrup/temat/9 ; https://bdl.stat.gov.pl/bdl/metadane/podgrupy/223 ; https://www.bip.andrespol.pl/77,odpady-komunalne ; https://www.gov.pl/web/klimat/tekstylia

Green dimension Waste prevention, reuse, selective collection, textiles, electronic waste, circular economy and institutional responsibility.

Activity description Participants select four everyday items, for example a damaged phone cable, wearable clothing, unusable textiles and a small household item. For each item they verify the local route: continued use, repair, donation or reuse, designated collection or PSZOK. They compare the official local information with a small anonymous audit of facilities at the youth centre or school. The group then identifies one confusion point and designs a fact-checked visual guide or internal improvement proposal.

Expected learning outcomes Participants can:

- Distinguish waste prevention, reuse and disposal;
- Find and cite current local official instructions;
- Identify one limitation in available data or guidance; and
- Propose a feasible organisational improvement.

Skills developed DigComp — information evaluation, structured data entry, content creation, copyright-aware communication and problem solving. GreenComp — valuing sustainability, systems thinking, critical thinking and collective action.

Required resources Municipal/BIP information, GUS BDL access or prepared extracts, observation sheet, shared device or printouts, and a basic design or word-processing tool.

Possible implementation in school / youth organisation: Two 90-minute workshops plus a 30-minute facility walk. The audit must not involve opening waste containers, touching unknown waste or collecting personal household data.

Evidence or source The Andrespol BIP provides current municipal-waste information, a collection schedule effective from March 2026 and a PSZOK page. National rules require separate collection of textiles from January 2025, with PSZOK as the minimum municipal solution. GUS BDL provides official waste and environmental indicators.

Adaptation note for other countries: Replace Polish waste categories and municipal services with the applicable local system. Keep the sequence: verify service information, observe organisational practice, identify a gap and communicate a realistic improvement.



Status of example: adaptable scenario — not a documented completed implementation.

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Country / local context Poland; suitable for Andrespol, Łódź, another municipality or a neighbourhood with contrasting paved and green spaces.

Target group Young people aged 18–30; 8–25 participants.

Challenge addressed Climate adaptation is often taught through distant disasters. Learners need to examine everyday exposure, shade, drainage, water and green infrastructure without making unsupported causal claims.

Digital dimension Use of Hydroportal/ISOK, GUS BDL or local open data, optional GDOŚ Geoserwis, a simple map and geotag-free photographs.

Green dimension Heat comfort, water retention, flood and drought awareness, trees and green areas, biodiversity and equitable access to resilient public space.

Activity description Teams compare three local places using a standard checklist: shade at the time of visit, surface type, visible drainage, seating, drinking-water access, vegetation, accessibility and users who may be particularly exposed. They consult official public maps or data to understand the wider water and environmental context. They then create a map containing three evidence statements, two uncertainties, one low-cost recommendation and one structural recommendation.

Expected learning outcomes Participants can:

- Use a public spatial-data source;
- Separate observed site features from hazard information;
- Identify how different groups may experience the place differently; and
- Propose measures at individual, organisational and municipal levels.

Skills developed DigComp — data navigation, map interpretation, content creation, accessibility and problem solving. GreenComp — supporting fairness, systems thinking, futures thinking, adaptation and political or collective agency.

Required resources Printed or online map, observation sheet, camera optional, paper map or free mapping tool, accessible slide or report template.

Possible implementation in school / youth organisation: One 60-minute preparation session, one 60-minute local audit and one 90-minute mapping and reflection session.

Evidence or source Hydroportal is a public portal covering flood risk, drought and water-management plans. GUS BDL contains data on water, green areas and environmental conditions. GDOŚ Geoserwis provides official spatial information on forms of nature protection. https://bdl.stat.gov.pl/bdl/dane/podgrup/temat/9 ; https://isok.gov.pl/hydroportal.html ; https://geoserwis.gdos.gov.pl/mapy/?usedesktop=true

Adaptation note for other countries: Use the relevant national water and protected-area portals. Do not treat a short field visit as a scientific climate assessment; use it to frame questions and proposals.

EcoSnap activities

Each EcoSnap activity follows the handbook logic of observation, photography, interpretation, digital communication and reflection. A photograph is treated as a starting point for evidence work, not as proof on its own.

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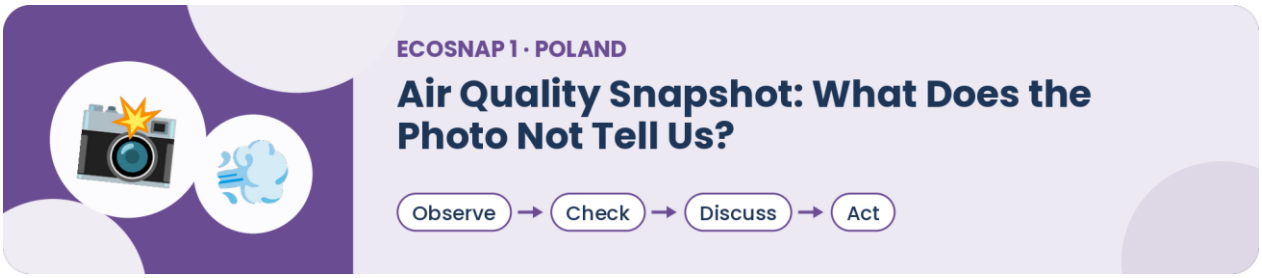

Short description Learners photograph a street or public-space condition and compare the visual impression with time-matched official GIOŚ information.

Objective Distinguish visual observation, monitored data and interpretation.

Digital tool or method GIOŚ Air Quality Portal; screenshot with source, date and time; shared evidence table.

Sustainability focus Air quality, mobility and responsible interpretation of environmental data.

STEP-BY-STEP INSTRUCTIONS

- Choose a safe public observation point.
- Record the date, time and general context.
- Take a photograph without identifiable people or vehicle registration plates.
- Check the nearest official station and record the pollutant, index, time and data status.
- Write one statement supported by the data and one statement the data cannot support.
- Add one individual or organisational action and one institutional action.

Time needed 45–60 minutes plus 20 minutes for group reflection.

Individual / pair / group work Pairs or groups of three.

Expected output One accessible EcoSnap card containing a photograph or description, official data reference, evidence statement, limitation and action proposal.

Reflection question When did our first impression agree with the data, and when did it tempt us to claim too much?

> **Teacher / facilitator note:** Explain that current hourly GIOŚ data are preliminary. Do not compare stations as if they represented every street equally.

Accessibility note Allow an audio observation or text-only card; provide a table rather than colour-only air-quality categories.

Safety / data protection note Stay on public paths. Do not photograph faces, house interiors, number plates or precise home locations.

Local application example A route between a youth centre, bus stop and quieter residential street in Andrespol or the Łódź area.

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Short description Learners document a clean sample item or product image, verify the official local route and identify whether prevention, repair or reuse should come before disposal.

Objective Build practical circular-economy literacy and source-verification skills.

Digital tool or method Municipal BIP or PSZOK pages, GUS BDL and a shared decision tree.

Sustainability focus Waste prevention, selective collection, textiles, e-waste and reuse.

STEP-BY-STEP INSTRUCTIONS

- Select a clean item, not loose waste.
- Describe its condition and potential continued use.
- Check the local official guidance.
- Record the route and source date.
- Photograph the item against a plain background without personal information.
- Create a four-step decision tree: keep or repair; reuse or donate; designated collection; residual route.
- Identify one point residents may misunderstand.

Time needed 60–75 minutes.

Individual / pair / group work Pairs or small groups.

Expected output A verified disposal or reuse card with a source and review date.

Reflection question Which decision reduces waste before recycling is even considered?

> **Teacher / facilitator note:** Check current local rules before the session. Waste systems change; old posters have surprisingly long afterlives.

Accessibility note Use icons plus text, high contrast and a plain-language version. Provide printed official extracts.

Safety / data protection note Do not handle unknown, sharp, chemical, medical or dirty waste. Hide serial numbers, labels and addresses.

Local application example Current Andrespol waste schedule and PSZOK information; national textile collection requirements introduced in 2025.

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ECOSNAP 3 · POLAND

Shade, Surface and Summer Comfort

Observe → Check → Discuss → Act

Short description Teams compare a shaded and an exposed public place using a standard observation checklist.

Objective Connect local design features with heat comfort, accessibility and adaptation while recognising uncertainty.

Digital tool or method Simple photograph pair, shared checklist and optional map; no specialist sensor required.

Sustainability focus Climate adaptation, green infrastructure, public health and fairness.

STEP-BY-STEP INSTRUCTIONS

- Select two nearby public places.
- Visit them at approximately the same time.
- Record shade, surface, vegetation, seating, water access and accessibility.
- Take non-identifying photographs or write descriptions.
- Identify users who may experience the places differently.
- Draft one low-cost and one structural improvement.
- Mark observations and assumptions separately.

Time needed 60 minutes of fieldwork plus 30 minutes of discussion.

Individual / pair / group work Groups of three to five.

Expected output A two-place comparison card or before-and-after proposal.

Reflection question Who benefits from shade and accessible green space, and who is responsible for providing it?

> **Teacher / facilitator note:** Do not present subjective comfort as a temperature measurement. If thermometers are used, apply the same method and discuss limitations.

Accessibility note Choose wheelchair-accessible routes. Allow seated observation, remote map analysis or facilitator-provided photographs.

Safety / data protection note Avoid high heat-risk periods, private property and unsafe road edges.

Local application example A paved square, bus stop, school or youth-centre entrance, or park edge in a small municipality or Łódź.

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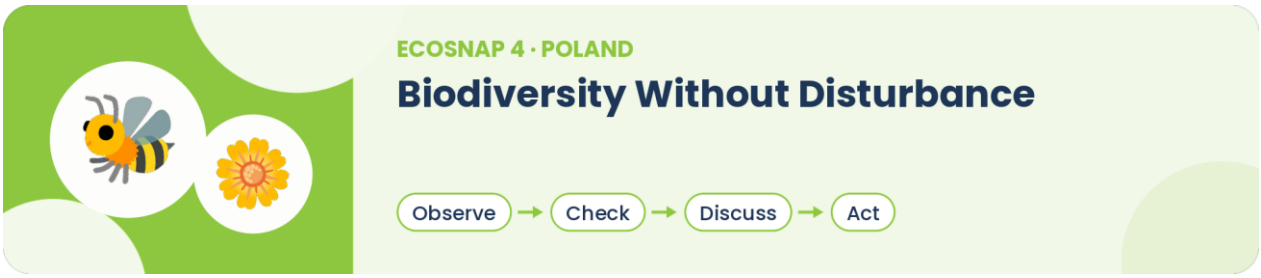

Short description Learners document habitat features rather than collecting organisms and verify whether the site is within or near a protected area.

Objective Develop respectful observation, nature-data literacy and careful identification.

Digital tool or method GDOŚ Geoserwis; optional identification application used only as a hypothesis; accessible image caption.

Sustainability focus Biodiversity, habitat quality and responsible nature engagement.

STEP-BY-STEP INSTRUCTIONS

- Select a public path or green area.
- Photograph habitat features from a distance: tree layers, dead wood, flowering plants, water edge or nesting opportunities.
- Do not touch, collect or disturb wildlife.
- Check the official protected-area map.
- If an identification application is used, label the result “possible identification” until verified.
- Write one habitat observation, one uncertainty and one protection-friendly action.

Time needed 60–90 minutes.

Individual / pair / group work Pairs or groups.

Expected output EcoSnap habitat card with alt text, map source and uncertainty note.

Reflection question How can digital tools improve observation without turning nature into content to be captured at any cost?

> **Teacher / facilitator note:** Focus on habitat relationships rather than a competition to identify the most species.

Accessibility note Use accessible paths or facilitator-provided images; allow sound descriptions and large-print or tactile maps where available.

Safety / data protection note Do not publish precise locations of sensitive species or nests. Follow site rules.

Local application example A local park, forest edge, stream corridor or legally protected area checked in GDOŚ Geoserwis.

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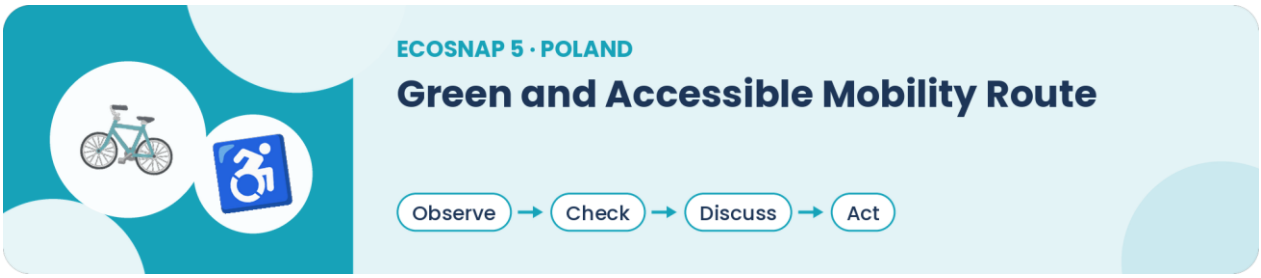

Short description Learners audit one everyday route for low-emission mobility and accessibility, then communicate a balanced improvement proposal.

Objective Link sustainable mobility with inclusion, public infrastructure and digital mapping.

Digital tool or method Official timetable or open data where available, route map, photo-free option and shared barrier log.

Sustainability focus Walking, cycling, public transport, accessibility and equitable mobility.

STEP-BY-STEP INSTRUCTIONS

- Define a route of approximately 500 metres to 2 kilometres.
- Record crossings, pavement continuity, cycle facilities, bus stops, shade, lighting and barriers.
- Check official timetable or open data where relevant.
- Avoid rating an entire transport system from one visit.
- Select the three most consequential barriers.
- Prepare an evidence-based map and one request addressed to the appropriate institution.

Time needed 75–120 minutes.

Individual / pair / group work Small groups with assigned roles.

Expected output Accessible route map, barrier log and short institutional recommendation.

Reflection question Can an option be environmentally preferable but inaccessible to some users? What would a fair solution require?

> **Teacher / facilitator note:** Include participants with different mobility experiences in defining criteria. Do not simulate disability as a game.

Accessibility note Offer remote map analysis and ensure the field route itself is safe and accessible.

Safety / data protection note Do not photograph identifiable passers-by or vehicle plates. Obey road-safety rules.

Local application example A route connecting a bus stop, school, library, municipal office or youth centre in Andrespol, or an urban route using Łódź open transport data.

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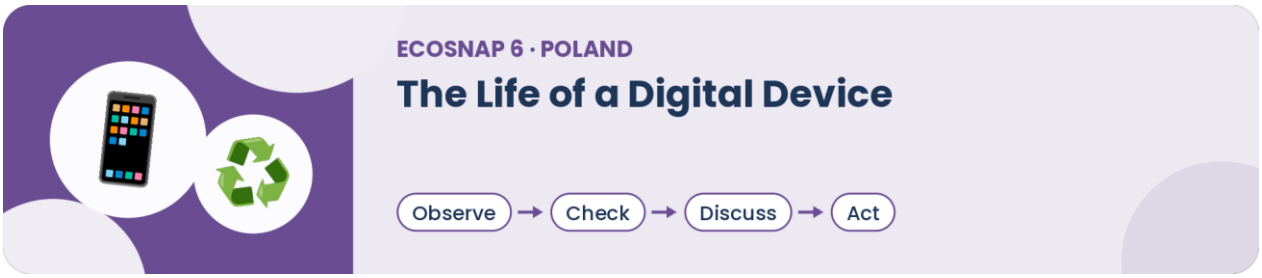

Short description Learners trace the decision pathway for one device: maintain, repair, pass on, refurbish or use designated e-waste collection.

Objective Connect digital participation with material use, device lifespan and secure data removal.

Digital tool or method Manufacturer support information, municipal PSZOK information, a simple life-cycle timeline and secure-data checklist.

Sustainability focus E-waste prevention, repair, reuse, responsible disposal and data security.

STEP-BY-STEP INSTRUCTIONS

- Use a personal device only voluntarily or work with a generic example.
- Record an approximate age range, function and repairability questions without serial numbers.
- Identify maintenance or repair options.
- Check reuse or donation conditions and data-erasure requirements.
- Verify the designated local collection route.
- Create a decision timeline and one organisational device-life recommendation.

Time needed 60–90 minutes.

Individual / pair / group work Individual reflection followed by pairs or groups.

Expected output Device-life decision card and privacy-safe checklist.

Reflection question Which decision extends useful life without transferring data or safety risks to another person?

> **Teacher / facilitator note:** Do not pressure participants to disclose device value, ownership or personal circumstances.

Accessibility note Provide a generic printed device scenario and allow oral or paper-based output.

Safety / data protection note Never publish serial numbers, account screens, contacts or location history. Do not dismantle batteries or devices.

Local application example Use the local PSZOK or e-waste route and a generic phone, laptop or cable scenario.

Digital Green Change Makers examples

The following examples show young people as evidence users, communicators and local conveners. They are adaptable scenarios rather than claims about completed projects.

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Status of example: adaptable scenario — not a documented completed implementation.

Who are the change makers? A team of 6–12 young adults supported by a youth worker and, where possible, a municipal or educational contact.

Local problem: Confusion between personal impressions, social-media claims and official air-quality information.

Digital action: Create a short series of accessible evidence cards or a two-minute audio/video explainer using official GIOŚ data, source and date labels, and a visible limitations section.

Green outcome: Improved local understanding and a practical discussion about mobility, heating, public information or exposure. The measured educational outcome is evidence literacy and communication quality, not a claimed reduction in pollution.

Community involvement: Invite a library, school or youth centre, or municipality to host a discussion and direct users to the official portal.

Skills developed Source evaluation, data interpretation, accessible content creation, teamwork, civic communication, systems thinking and collective action.

What makes it transferable? The format works with any official monitoring system and can be produced as print, audio, slides or low-data web content.

Risks and limitations: Current hourly data are preliminary; stations do not represent every street; messaging can become alarmist or politically polarised. Use source labels, uncertainty statements, neutral moderation and no health advice beyond official guidance.

Young people in Poland can act as local evidence translators by connecting official air-quality information with everyday observations and community questions. Their task is not to produce a new pollution measurement, but to explain what verified data show, what they do not show and which actors can respond.



Status of example: adaptable scenario — not a documented completed implementation.

Who are the change makers? A youth group, student volunteers or a school or youth-centre eco-digital team.

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Local problem: Unclear internal rules for textiles, e-waste, reusable items and everyday purchasing or event materials.

Digital action: Conduct a small facility audit, verify municipal rules, create an accessible decision guide and present one low-cost organisational change to management.

Green outcome: Clearer internal practice, improved source use and one documented organisational commitment, such as a repair-first check, reusable event kit or verified collection information.

Community involvement: Involve facility staff, municipal or PSZOK information services, and a local repair or reuse actor only after its role has been verified.

Skills developed Problem framing, stakeholder communication, evidence checking, digital design, circular thinking and collective action.

What makes it transferable? Every organisation uses materials and devices; the audit template can be localised without expensive technology.

Risks and limitations: Campaigns may shift responsibility entirely to users or unintentionally advertise a commercial service. Include procurement and management responsibilities, disclose relationships and avoid unverified “green” claims.

Digital Green Change Makers can move beyond awareness posters by examining how their own organisation purchases, uses, repairs, reuses and disposes of materials. The campaign should lead to one verified service guide and one realistic organisational decision.



Status of example: adaptable scenario — not a documented completed implementation.

Who are the change makers? Young adults with different mobility experiences, supported by a facilitator and a host organisation.

Local problem: A local route may be difficult to use without a car, unsafe for walking or cycling, poorly shaded, or inaccessible to people with disabilities.

Digital action: Create a mapped evidence brief using observation, official timetables or open data, and non-identifying images or descriptions. Publish a plain-language summary and present it to the responsible actor.

Green outcome: A more informed local dialogue and a prioritised list of feasible and structural improvements. The immediate result is participation and evidence-based advocacy, not a guaranteed infrastructure change.

Community involvement: Invite the municipality, transport operator where relevant, school or youth organisation, parents or community members and accessibility stakeholders.

Skills developed Digital mapping, data interpretation, inclusive communication, negotiation, fairness, systems thinking and political agency.

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What makes it transferable? The method is usable in cities, villages and suburban areas; the route and responsible institution change, but the evidence template remains the same.

Risks and limitations: Participants may face traffic risk, collect personal data or promise changes outside their control. Use a safe route plan, no faces or plates, realistic language and a written record of who has decision authority.

A Green Route and Access Forum enables young people to combine sustainable mobility with accessibility and public responsibility. The final output is a concise evidence brief addressed to the actor able to consider the requested change.

Polish activity support materials

A. Learner checklist

I can state the local question in one sentence.

I have separated what I observed from what an official source reports.

I recorded the source, date, place or coverage and any uncertainty.

My photograph, recording or map does not expose personal data, faces, number plates, private addresses or sensitive nature locations.

My output includes meaningful text or audio description, not colour or image alone.

I have identified at least one individual or organisational action and one institutional or system-level responsibility.

I have not claimed that a short activity produced a large environmental effect.

I can explain who should receive the result and why.

B. Teacher / facilitator checklist

Confirm that the activity fits the approved GS4F age group and local safeguarding arrangements.

Check all official links, collection rules, maps and screenshots shortly before delivery.

Prepare a shared-device, paper and low-bandwidth option.

Define a safe route, meeting point, weather alternative and accessibility adaptation.

Explain consent, photography, location and publication rules before fieldwork.

Provide a neutral method for separating observation, data, interpretation and recommendation.

Ensure that the group addresses institutional responsibilities as well as personal behaviour.

Retain only the minimum monitoring evidence required by the project.

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C. EcoSnap observation card

D. Mini-report template

E. Reflection questions

Which part of our first interpretation changed after we checked an official source?

What did the activity reveal about the relationship between personal choices, organisational practice and public policy?

Whose experience may be missing from our evidence?

What trade-off did we identify, and how could it be discussed fairly?

What is one claim we decided not to make because the evidence was insufficient?

Which digital competence and which sustainability competence did we actually use?

What should happen in the next 30 days, and who has the authority or capacity to act?

F. Simple assessment criteria

G. Suggested indicators

H. Rules on data, images, accessibility and QR codes

Collect the minimum data necessary. Do not record private addresses, account information, precise home locations or device serial numbers.

Obtain valid, specific permission before publishing an identifiable person. For participants under 18, apply the organisation's child-safeguarding and guardian-consent rules, and respect the young person's own view.

Provide a non-public participation route. A learner should be able to contribute through text, unidentified audio, illustration or a group output.

Do not publish faces, number plates, private-property interiors, confidential screens or precise locations of sensitive species.

Every informative image requires meaningful alternative text. Videos need captions and a transcript; audio needs a transcript.

A QR code must be accompanied by a readable text link and a description of the destination. Test link ownership, expiry and accessibility before publication.

Treat QR codes from unknown sources as potentially unsafe links. Verify the domain before opening or sharing.

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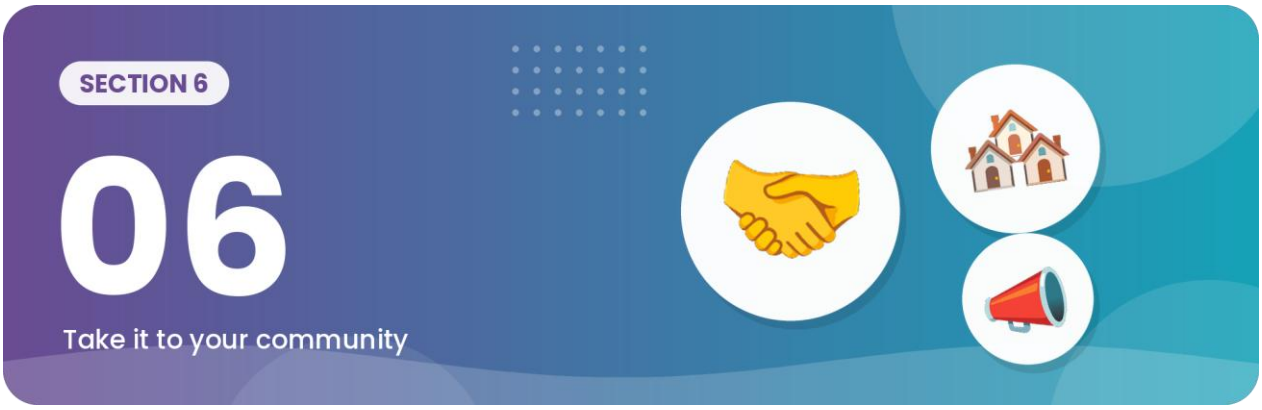

Community Engagement and Outreach

Figure 6.1 · Community stakeholder engagement cycle

Building local connections that last beyond one activity



6.1 Introduction

Community engagement forms an important part of sustainability participation and environmental awareness development. Young people are more likely to connect meaningfully with sustainability themes when activities relate directly to their local communities, lived experiences and everyday environments.

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The GS4F handbook therefore reassures youth workers, educators and organisations to develop sustainability activities which extend beyond isolated classroom or workshop settings and create opportunities for wider community participation, discussion and local engagement.

Importantly, community engagement does not need to involve large-scale campaigns or complex organisational structures. Small-scale local initiatives can often create meaningful participation, visibility and sustainability awareness when activities remain practical, accessible and participant led.

6.2 Why Community Engagement Matters

Sustainability challenges affect local communities in different ways. Young people may encounter issues relating to waste, biodiversity, transport, energy use, digital behaviours, pollution or environmental awareness within their immediate surroundings. Community-focused activities help participants recognise that sustainability is not only a global discussion, but also something connected to local behaviours, choices and actions.

Community engagement also supports the development of wider social and personal competences including communication, collaboration, confidence building and active participation. Through sustainability-focused outreach activities, participants may strengthen their understanding of how local actions can contribute towards wider environmental awareness and positive behavioural change.

Importantly, community participation can help young people feel that their contributions have value and visibility beyond the learning environment itself.

6.3 Community-Based Sustainability Activities

Community engagement activities may take many forms depending upon organisational capacity, participant age groups and local sustainability priorities. The handbook promotes organisations to remain flexible and creative while focusing on realistic and achievable implementation approaches.

Examples of community-focused sustainability activities may include local awareness campaigns, biodiversity projects, environmental storytelling, eco-photography exhibitions, sustainability information events, digital awareness activities, community clean-up initiatives or intergenerational discussion activities.

Some organisations may choose to involve local authorities, environmental groups, schools, libraries, youth centres or community organisations in order to strengthen collaboration and local visibility. However, formal partnerships are not always necessary. Small-scale community interaction and local participation can also create meaningful engagement.

The emphasis throughout the handbook remains on participation, dialogue and sustainability awareness rather than large-scale event delivery.

6.4 Youth Participation and Ownership

Young people should be encouraged to play an active role in shaping sustainability activities and outreach approaches. Community engagement becomes more meaningful when participants are involved in identifying themes, developing ideas and contributing to implementation decisions.

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Youth participation may involve selecting local sustainability themes, creating communication materials, documenting activities, leading discussions or contributing to digital storytelling approaches. Facilitators should encourage participants to explore issues which are relevant to their own experiences and communities.

Importantly, participation should remain supportive and inclusive. Activities should create opportunities for collaboration, discussion and creativity while recognising that different participants may engage in different ways.

6.5 Digital Outreach and Communication

Digital communication tools may provide additional opportunities for sustainability outreach and community participation. Young people often engage confidently with visual communication methods, social media platforms and multimedia storytelling approaches.

The handbook therefore assists organisations to consider how accessible digital communication approaches may support sustainability awareness and participation. This may include short videos, podcasts, digital campaigns, QR-linked activities, image galleries or simple online reflection activities.

Importantly, digital outreach should remain purposeful and balanced. The intention is not to increase unnecessary digital consumption, but rather to use digital tools creatively in support of positive sustainability engagement and community awareness.

6.6 Accessibility and Inclusion

Community engagement activities should remain accessible and inclusive for different participant groups and organisational environments. Activities should avoid unnecessary complexity and remain adaptable according to available resources, local infrastructure and participant needs.

The handbook fosters facilitators to consider different participation styles, communication preferences and accessibility needs when designing sustainability activities. Combining offline and online approaches may help create more inclusive participation opportunities.

Importantly, successful community engagement depends more upon meaningful participation and local relevance than highly resourced delivery structures.

6.7 Reflection and Community Impact

Reflection provides an important opportunity for participants to consider how community engagement activities may influence awareness, behaviours and local participation. Young people should be encouraged to discuss what they learned, what challenges they encountered and how sustainability activities may be improved or expanded in future.

Reflection may take the form of group discussion, digital storytelling, image-based reflection, podcasts, feedback activities or collaborative evaluation sessions depending upon the learning environment and participant preferences.

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Importantly, reflection should help participants recognise that sustainability action is often an ongoing process shaped by discussion, participation and gradual behavioural change.

For practical outreach, facilitators can use the stakeholder mapping, communication planning and safe media-sharing resources in Annex E. Youth participants should help decide what to communicate, to whom and in what format.

6.8 Section Conclusion

Community engagement and outreach activities help strengthen the practical and participatory nature of sustainability education within the GS4F project. By connecting young people with local sustainability issues, community participation approaches support awareness, reflection, collaboration and meaningful environmental engagement.

The following sections build further upon these approaches by introducing implementation support tools, planning guidance and practical resources designed to support youth workers and educators within different sustainability learning environments.

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Reflection, Evaluation and Youth Voice

7.1 Introduction

Reflection and youth voice form important components of sustainability-focused non-formal learning activities. Within the GS4F project, reflection is not intended to function as formal assessment or rigid evaluation. Instead, reflective activities should help young people explore how sustainability themes connect to their own experiences, behaviours, communities and digital participation.

The handbook therefore reassures youth workers and educators to create supportive environments in which young people can discuss sustainability challenges, share experiences, evaluate activities and express their own perspectives in accessible and creative ways.

Importantly, reflection should remain practical, participatory and adaptable rather than overly academic or assessment driven.

7.2 Why Reflection Matters

Sustainability learning is often most effective when young people are given opportunities to consider how environmental issues connect to everyday life and personal decision making. Reflection activities can help strengthen awareness, encourage critical thinking and support deeper engagement with sustainability themes.

Young people may also develop greater confidence and ownership when they are encouraged to contribute ideas, express opinions and discuss their own experiences openly within non-formal learning environments.

Reflection can therefore support sustainability awareness and behavioural understanding, confidence and participation, communication and collaboration, critical thinking and discussion, digital creativity and storytelling, and community engagement and local action.

Importantly, reflection should not focus upon identifying correct or incorrect answers. Instead, it should encourage exploration, discussion and participation.

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7.3 Accessible Reflection Approaches

Different young people engage with reflection activities in different ways. Some may feel comfortable contributing through group discussion, while others may prefer visual communication, audio recording or digital storytelling approaches.

The handbook therefore promotes organisations to provide flexible reflection opportunities using accessible and low-pressure participation methods. Reflection activities may include collaborative discussion, image-based reflection, voice recordings, podcasts, digital journals, QR-linked prompts or creative storytelling activities depending upon preferences and organisational capacity.

Importantly, reflection activities should remain proportionate and realistic. Overly formal or highly structured evaluation approaches may reduce participation and create unnecessary barriers within non-formal learning environments.

7.4 Youth Voice and Youth Ownership

Youth voice forms an important part of meaningful sustainability engagement. Young people should be encouraged to contribute ideas, discuss local sustainability challenges and help shape activities where appropriate.

Within the GS4F approach, youth participation is viewed as an active and collaborative process rather than passive involvement. Young people may therefore contribute through discussions, sustainability storytelling, digital content creation, project feedback, community engagement activities or reflective communication approaches.

Importantly, youth voice should remain inclusive and supportive. Facilitators should recognise that young people may contribute in different ways according to confidence levels, communication styles and learning preferences.

7.5 Digital Reflection and Multimedia Approaches

Digital tools may provide additional opportunities for reflection, creativity and youth engagement when used responsibly and purposefully. Young people often engage confidently with multimedia formats including audio, photography, short videos and digital storytelling.

The handbook therefore promotes organisations to consider how simple multimedia approaches may support reflection and sustainability discussion. This may include podcasts, voice notes, photo journals, QR-linked feedback activities or short youth-led digital presentations.

Importantly, digital reflection activities should remain purposeful and balanced. The aim is not to increase unnecessary digital consumption, but rather to provide accessible and engaging methods for sustainability reflection and youth expression.

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7.6 Evaluation and Continuous Improvement

Evaluation within the GS4F handbook should remain practical, proportionate and participation focused. The purpose of evaluation is to help organisations and facilitators understand what activities were effective, how young people engaged and where future improvements may be made.

Evaluation approaches may include feedback discussions, short reflective questionnaires, collaborative review activities or facilitator observations depending upon the scale and nature of activities being delivered.

Importantly, evaluation should support continuous improvement and youth engagement rather than formal performance measurement.

7.7 Section Conclusion

Reflection, evaluation and youth voice help strengthen the participatory and community-focused nature of sustainability education within the GS4F project. By encouraging discussion, creativity and personal engagement, reflection activities support deeper sustainability awareness and meaningful youth participation.

The following sections continue the implementation focus of the handbook by introducing practical planning support, implementation resources and additional guidance for youth workers and educators.

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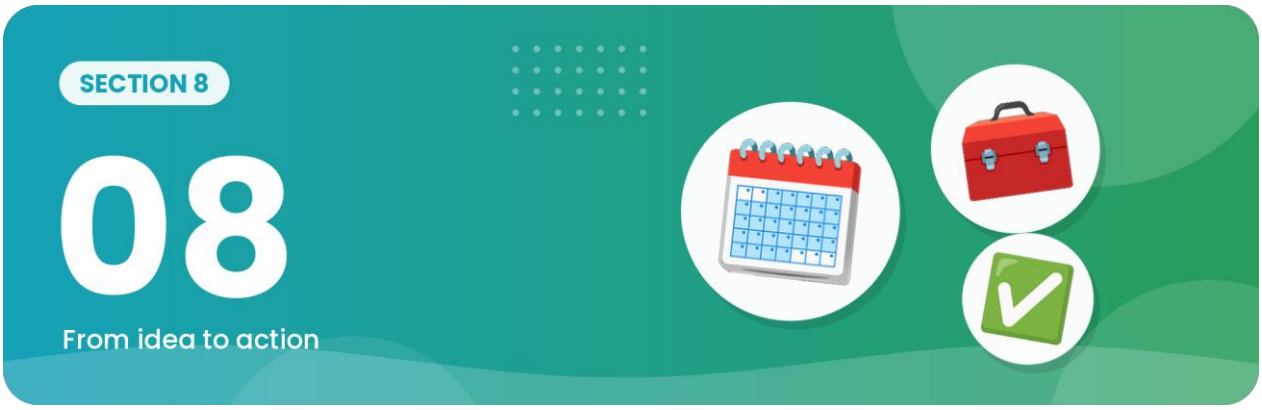

Practical Planning, Implementation and Sustainability Support

8.1 Introduction

Successful sustainability activities within youth work and non-formal learning environments depend not only upon strong ideas, but also upon realistic planning, accessible implementation and adaptable delivery approaches. Within the GS4F project, sustainability participation should remain practical, achievable and supportive of local organisational capacity.

This section therefore provides implementation-focused guidance intended to help youth workers, educators and organisations plan and deliver sustainability activities using realistic and low-cost approaches. Importantly, the handbook does not promote highly complex or resource-intensive delivery models. Instead, the emphasis remains on participation, creativity, adaptability and meaningful local engagement.

8.2 Planning Sustainability Activities

Planning sustainability activities should begin with local relevance and participant engagement rather than attempting to replicate large-scale environmental projects. Activities are often most effective when they connect to visible local issues, participant interests and realistic organisational capacity.

Youth workers and educators are encouraged to consider the age group and experience of young people involved, local sustainability challenges and opportunities, available resources and digital tools, timescales and organisational capacity, opportunities for community engagement, and how reflection and discussion may be integrated throughout activities.

Importantly, sustainability projects do not need to be highly technical or expensive in order to create meaningful engagement. Smaller activities can often generate stronger participation and ownership when they remain accessible and relevant.

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8.3 Low-Cost and Accessible Implementation

Many organisations working with young people operate within limited financial environments. For this reason, the GS4F handbook supports sustainability activities which remain realistic, scalable and achievable using existing resources where possible.

Low-cost implementation may involve using freely available digital tools, community partnerships, local outdoor spaces, recycled materials or simple multimedia approaches supporting sustainability communication and reflection.

The handbook also advances organisations to avoid creating unnecessary technical or financial barriers to participation. Accessibility and inclusion should remain central principles throughout planning and implementation.

8.4 Adapting Activities for Different Contexts

Not all organisations or communities will approach sustainability activities in the same way. Environmental priorities, available infrastructure, participant needs and local resources may vary significantly between different regions and organisational settings.

For this reason, the handbook urges flexible adaptation of activities and demonstrators according to local circumstances. Some organisations may focus more heavily on biodiversity and environmental protection, while others may prioritise digital sustainability, waste reduction, sustainable lifestyles or community engagement approaches.

Youth workers and educators should therefore feel confident adapting activities in ways which remain practical and meaningful for their own participants and communities.

8.5 Supporting Young People through Sustainability Activities

Sustainability themes can sometimes feel overwhelming or highly complex for young people. Facilitators should therefore encourage positive and supportive participation approaches which focus on practical action, creativity and achievable local engagement.

Activities should encourage discussion, reflection and collaboration while avoiding overly negative or fear-based messaging. Young people should be supported in recognising that even small sustainability actions and behavioural changes may contribute positively within local communities.

Importantly, facilitators should also recognise that participants may engage differently according to confidence levels, communication styles and previous experiences.

8.6 Managing Practical Challenges

Organisations implementing sustainability activities may encounter practical challenges including limited resources, time restrictions, uneven participation levels or varying levels of digital access.

The handbook therefore fosters flexible implementation approaches which prioritise adaptability and realistic delivery expectations. Activities may need to be simplified, shortened or adapted according to local circumstances and participant needs.

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Importantly, successful sustainability participation should not be measured by the scale or complexity of activities alone. Meaningful engagement, reflection and local participation remain more important than highly ambitious delivery structures.

For delivery, select an activity from Section 5 and use the session planning, resource and safeguarding tools in Annexes C, G and H. These resources may be simplified or adapted to local needs rather than followed as a prescribed lesson plan.

8.7 Section Conclusion

Practical planning and realistic implementation approaches are essential for supporting meaningful sustainability participation within youth work and educational environments. By focusing on accessibility, adaptability and local engagement, organisations can create sustainability activities which remain achievable, inclusive and relevant for young people and communities.

The following annexes provide additional templates, planning resources and implementation support materials intended to strengthen the practical delivery of the Green Horizons Digital Handbook.

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Partnership Collaboration and Local Adaptation

9.1 Introduction

The GS4F Green Horizons Digital Handbook has been developed as a collaborative partnership publication supporting practical sustainability participation, responsible digital engagement and non-formal learning approaches for young people. While the handbook framework has been coordinated and integrated by Stichting Sustainable@ (S@), successful implementation depends upon the contribution, expertise and local adaptation provided by all participating partner organisations.

This section therefore focuses on the importance of partnership collaboration, shared contribution and flexible local adaptation within sustainability-focused youth activities. Importantly, the handbook is not intended to function as a rigid curriculum or centrally imposed delivery structure. Instead, it should support collaborative implementation approaches which remain adaptable according to local organisational contexts, participant needs and sustainability priorities.

9.2 The Importance of Collaborative Partnership Working

Partnership collaboration represents an important strength within Erasmus+ projects and sustainability-focused non-formal learning activities. Different organisations often bring different experiences, local knowledge, youth engagement approaches and sustainability perspectives which can strengthen the overall quality and relevance of activities.

Within the GS4F project, collaborative partnership working supports:

the sharing of sustainability practices and local experiences;

adaptation of activities for different communities and organisational environments;

wider youth participation and engagement opportunities;

exchange of digital participation approaches and implementation ideas; and

the development of practical sustainability activities which remain flexible and scalable.

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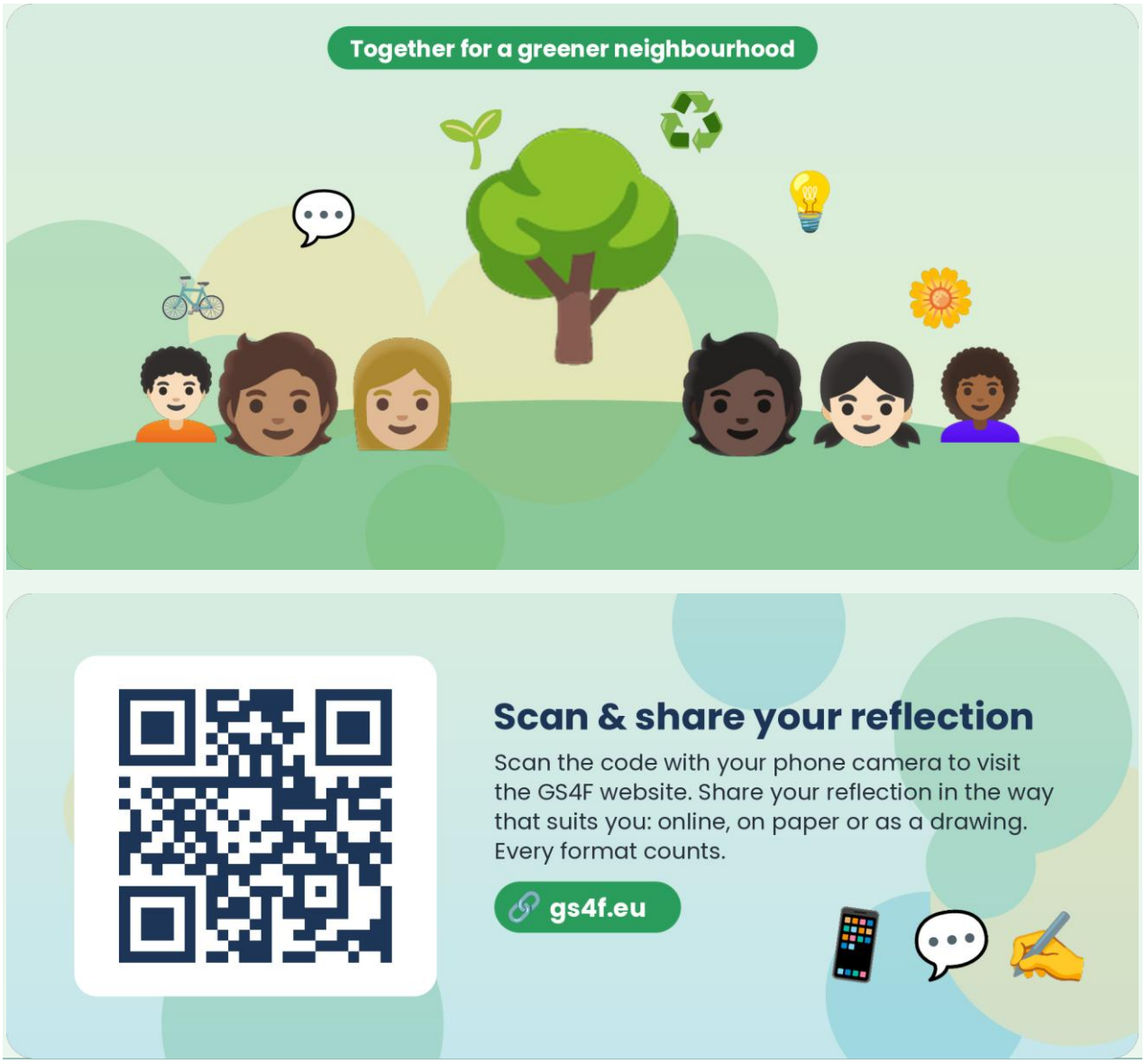
Importantly, collaboration should remain supportive and realistic. Organisations participating within the project may operate within different financial, technical and organisational environments.

9.3 S@ Practical Contribution Insight

S@ Practical Contribution Example – Local Sustainability Adaptation

Through its contribution to the GS4F handbook framework, Stichting Sustainable@ (S@) has emphasised the importance of flexible and locally adaptable sustainability participation approaches. Practical experience gained through community-focused sustainability and digital engagement activities has demonstrated that smaller-scale, locally relevant actions often create stronger participation and ownership among young people than highly structured or resource-intensive approaches.

S@ therefore fosters organisations to focus on realistic implementation approaches which remain accessible, creative and achievable within local youth work and non-formal learning environments.



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9.4 Local Adaptation and Community Context

An important principle throughout the handbook is that sustainability activities should remain connected to local realities and participant experiences. Environmental priorities, digital access, community structures and organisational capacities may vary significantly between different regions and communities.

For this reason, organisations are encouraged to adapt activities, demonstrators and engagement approaches according to local sustainability themes and community needs. Some organisations may focus more heavily on biodiversity and environmental protection, while others may prioritise sustainable lifestyles, digital responsibility, community participation or environmental awareness campaigns.

The handbook therefore supports flexible adaptation rather than uniform delivery. Activities should remain practical, meaningful and achievable for the young people and communities involved.

9.5 Shared Contribution and Handbook Development

The Green Horizons Digital Handbook has been intentionally designed as a collaborative publication which may continue evolving through partner contribution, local implementation examples and practical sustainability experiences developed throughout the project.

Partner organisations may contribute through:

local sustainability activity examples;

implementation reflections and case studies;

youth engagement approaches;

multimedia and digital storytelling contributions;

practical implementation guidance; and

local adaptation examples supporting different communities and learning environments.

Importantly, the handbook framework should remain sufficiently flexible to allow organisations to contribute according to their expertise, responsibilities and local implementation experiences.

The Greek and Polish examples in Section 5 and the continuation approaches in Sections 9–12 demonstrate ways of adapting activities to local circumstances. The corresponding tools in Annexes E and F support practical implementation without implying that adaptable scenarios have already been delivered.

The handbook should therefore continue to be viewed as a collaborative and evolving implementation publication rather than a fixed methodology owned by a single organisation.

9.6 Supporting Sustainable Long-Term Collaboration

Sustainability-focused youth activities are often strengthened when organisations continue exchanging experiences, practical tools and implementation approaches beyond individual project activities. Collaborative working can help organisations build confidence, improve sustainability participation approaches and strengthen long-term community engagement.

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The handbook therefore persuades organisations to continue sharing practical experiences, adaptable resources and implementation reflections throughout the wider GS4F project lifecycle.

Importantly, collaboration should remain realistic and supportive. Smaller organisations and youth groups may require simpler implementation approaches and lower-resource sustainability activities depending upon local capacity and available infrastructure.

9.7 SRGA Partner Perspective – Local Adaptation

Polish local sustainability context

Polish youth work takes place in very different territorial settings: large cities, suburban municipalities, small towns and rural communities. A useful local sustainability activity should therefore not assume access to advanced equipment, a dense public-transport network or a specialist environmental institution. It can begin with a public place, an official online source and a question that matters locally.

In and around Andrespol and Łódź, suitable themes include air quality, everyday mobility, municipal waste services, textile and electronic-waste pathways, heat and shade in public space, water management, green areas and responsible use of digital devices. The topic should be selected from evidence and participant experience rather than from a pre-written list of fashionable “green” messages.

What learners can observe locally

Learners can examine whether a bus stop or walking route is accessible and shaded; whether waste and PSZOK information is understandable; whether a youth centre has clear arrangements for reusable items, textiles and small electronics; whether paved and green spaces offer different comfort; and whether local biodiversity can be observed without disturbance.

They should record what is directly visible, the time and context of the observation, and whose experience may not be represented. A single walk or photograph is not a scientific environmental assessment, but it can reveal a question that deserves verification.

How digital tools support reflection

Digital tools are most useful when they connect local observation with reliable information. In Poland, learners can consult the GIOŚ Air Quality Portal, GUS Local Data Bank, Hydroportal/ISOK, GDOŚ Geoserwis, the national Open Data portal, official municipal websites and local open-data portals. They can organise findings in a spreadsheet, create a simple map, compare dates or locations and prepare an accessible evidence card.

The educational value lies not in using the most sophisticated application, but in documenting the source, checking its scope, recognising uncertainty and communicating a proportionate conclusion.

Avoiding superficial eco-enthusiasm

Positive engagement should not become a competition to produce the most optimistic slogan. Learners should be encouraged to ask who has decision-making authority, which costs or trade-offs are involved, whether a proposed solution is accessible to different groups and what evidence would be needed to evaluate it.

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Individual behaviour matters, but waste systems, transport services, procurement, energy infrastructure and public-space design are also shaped by organisations and public institutions. A balanced activity therefore identifies actions at several levels.

Suggested reflection questions

What did we observe directly, and what did we learn only from a data source?

Which source is official, how current is it and what geographic area does it cover?

Whose perspective is missing?

What part of the problem can an individual influence, what requires an organisational decision and what depends on public policy or infrastructure?

What trade-off might a different stakeholder identify?

Which conclusion would be irresponsible to publish?

What small next step can be tested within 30 days, and how will we know whether it happened?

Transferability to other countries

The Polish contribution is transferable because it uses a common learning sequence rather than a uniquely Polish solution: observe locally, verify through an authoritative source, identify limits and stakeholders, create an accessible output and agree a realistic follow-up. Partner countries should replace the Polish portals, waste rules and institutions with their own official equivalents while retaining the competence outcomes, safety requirements and evidence standard.

Suggested local adaptation rule: Local adaptation may change the topic, examples, language, duration, digital tool and community partner. It should not remove the agreed learning outcomes, source-verification step, privacy and accessibility requirements, reflection on institutional responsibility or evidence retained for evaluation. Each adapted activity should record what was changed, why it was changed and which local source was used.

Collaborative implementation experiences

The recommended Polish model is a light partnership around a clearly defined youth activity. It does not require every actor to attend every meeting. The youth group and facilitator retain ownership of the learning process, while institutions provide verified information, access, feedback or a route for follow-up.

Illustrative six-week implementation scenario — Andrespol / Łódź context

Status of example: adaptable scenario — not a documented completed implementation.

Conditions for success:

One local question and one principal output, not a catalogue of every environmental problem.

A named facilitator, a named recipient and a fixed review date.

Official sources checked shortly before delivery and limitations discussed openly.

A safe, accessible and low-bandwidth participation route.

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Youth decisions are real but proportionate; institutions are not promised outcomes they cannot deliver.

The final report distinguishes learning, organisational change and environmental impact.

In the Polish context, a practical GS4F activity can be implemented through a light local partnership involving young people, a youth worker or teacher, the host organisation, an NGO and one relevant public or community actor. The youth group leads the inquiry and communication; the facilitator ensures inclusion, evidence quality and safety; the institution provides verified information or receives the proposal. Collaboration is most effective when the question, roles, output and follow-up date are agreed in advance. A small evidence-based project with a responsible recipient is preferable to a large campaign without ownership.

9.8 Section Conclusion

Partnership collaboration and local adaptation form important foundations for meaningful sustainability participation within the GS4F project. By encouraging flexible implementation, shared contribution and locally relevant sustainability engagement, organisations can create activities which remain accessible, practical and responsive to the needs of young people and communities.

The following sections continue to build upon these principles by exploring long-term sustainability engagement, future opportunities and practical continuation approaches supporting the wider aims of the Green Horizons Digital Handbook.

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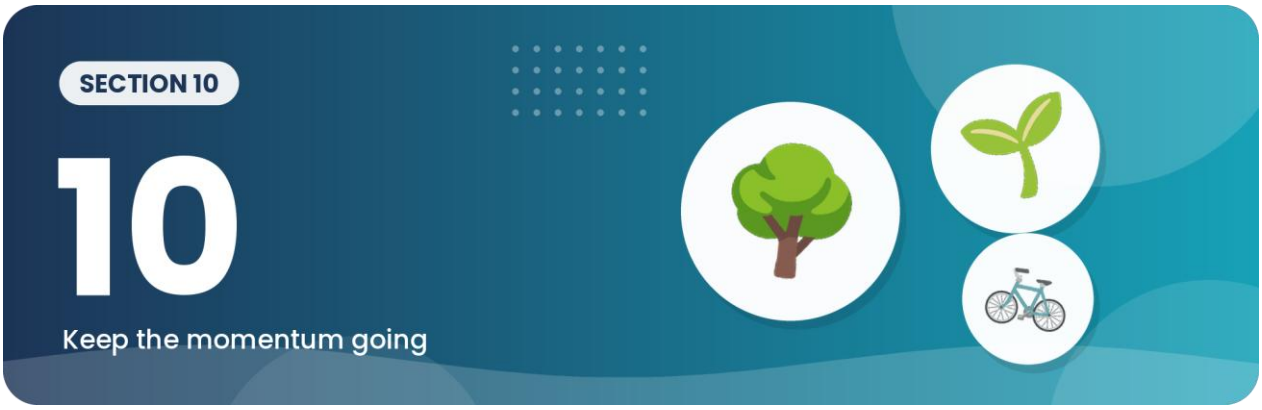

Sustainability Beyond the Project

10.1 Introduction

An important aim of the GS4F project is to encourage sustainability awareness and practical environmental engagement which may continue beyond individual project activities and formal implementation periods. Sustainability participation is often most meaningful when activities create long-term awareness, behavioural reflection and ongoing community engagement rather than isolated short-term interventions.

This section therefore explores how youth organisations, educators and communities may continue building upon sustainability activities and experiences developed through the Green Horizons Digital Handbook.

Importantly, continuation does not necessarily require large-scale funding, highly technical infrastructure or formal project structures. In many cases, smaller ongoing sustainability actions and community-focused activities may create meaningful long-term impact.

10.2 Encouraging Long-Term Sustainability Awareness

Young people increasingly face environmental challenges connected to climate change, resource use, digital consumption and sustainable lifestyles. For this reason, sustainability education should aim not only to support short-term participation, but also to encourage longer-term awareness, reflection and behavioural understanding.

The handbook therefore promotes sustainability activities which encourage young people to:

reflect upon environmental behaviours and digital habits;

continue participating in local sustainability initiatives;

identify sustainability challenges within their communities;

support positive environmental awareness among peers and families; and

recognise how smaller sustainability actions may contribute to wider behavioural change.

Importantly, sustainability engagement should remain positive, achievable and realistic. Young people should feel encouraged and empowered rather than overwhelmed by environmental challenges.

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10.3 Building Sustainable Community Connections

Long-term sustainability engagement is often strengthened when activities remain connected to local communities and everyday experiences. Youth organisations and educators are therefore encouraged to continue building relationships with local groups, environmental organisations, libraries, schools, youth centres and community initiatives where appropriate.

These relationships may help create additional opportunities for sustainability participation, community awareness and ongoing collaboration beyond the formal project period.

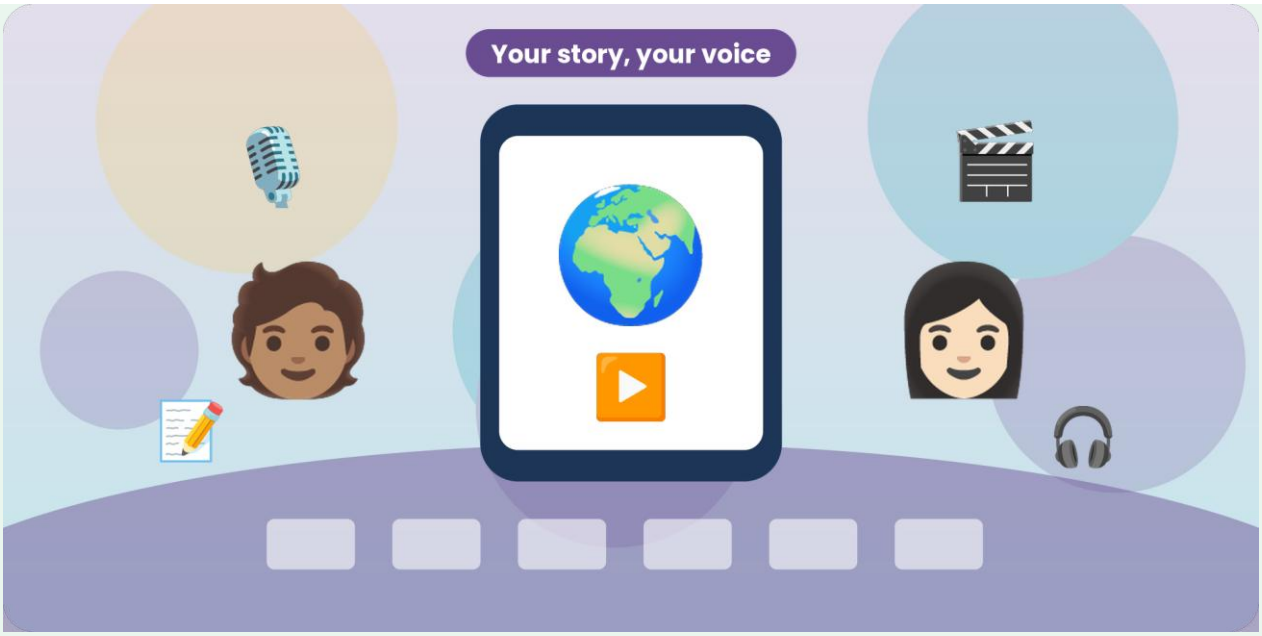
Importantly, community engagement should remain practical and proportionate. Small-scale local cooperation can often create meaningful participation without requiring complex organisational structures.

10.4 S@ Practical Contribution Insight

S@ Practical Contribution Example – Responsible Digital Participation

A central contribution of Stichting Sustainable@ (S@) within the handbook development process has been the integration of responsible digital participation and digital sustainability awareness within practical non-formal learning approaches.

This includes encouraging young people to reflect upon how digital behaviours, online participation and technology use connect to wider environmental sustainability themes. Rather than discouraging digital participation, S@ promotes balanced, purposeful and sustainability-aware use of digital tools supporting creativity, reflection and community engagement.



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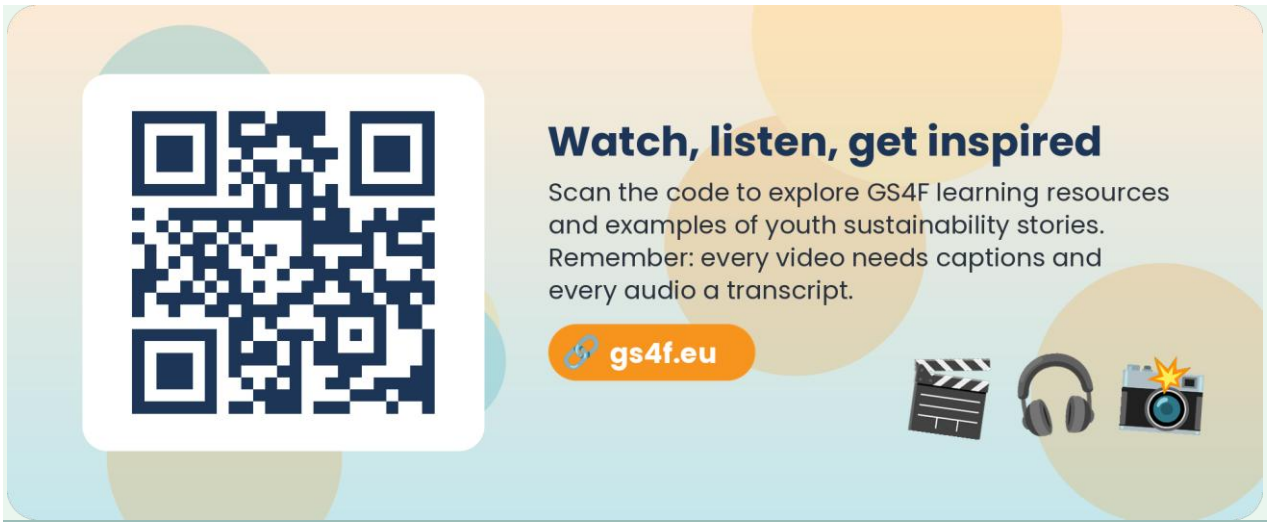

10.5 Continuing Digital Sustainability Awareness

Digital technologies will continue shaping how young people communicate, learn and participate within society. For this reason, responsible digital participation and digital sustainability awareness should remain ongoing themes beyond individual handbook activities.

Youth workers and educators may continue encouraging discussions around:

sustainable digital behaviours;

responsible technology use;

electronic waste and device lifespan;

balanced digital participation;

digital wellbeing; and

positive uses of digital tools supporting environmental awareness and community engagement.

Importantly, digital sustainability should remain accessible and discussion focused rather than overly technical or restrictive.

10.6 Supporting Future Youth Participation

The handbook supports organisations to continue supporting youth participation and sustainability engagement beyond the initial project framework. Young people who develop confidence through sustainability activities may continue contributing through local initiatives, community engagement, environmental awareness campaigns or digital storytelling approaches.

Importantly, future participation opportunities should remain inclusive, adaptable and supportive of different interests, confidence levels and organisational contexts.

The handbook therefore advances organisations to continue creating spaces where young people may share ideas, reflect upon sustainability challenges and contribute positively within their communities.

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The continuation examples below offer practical options for youth groups and organisations. Select only those that are feasible locally, agree ownership with young participants and community partners, and review progress at an achievable interval.

Continuation examples

Continuation 1 — Digital Green Club or Working Group

Status of example: adaptable scenario — not a documented completed implementation.

Initial activity: One Section 5 demonstrator or pilot workshop.

How it can continue: A small learner-led group meets monthly or once per term to update one local evidence question, maintain the resource list and support one micro-project. Membership can rotate and the group should have a named adult contact without becoming adult-owned.

Who should be involved: Young people, a youth worker or teacher, an NGO or institution manager; municipality or library invited when relevant.

Expected long-term value: Retention of competences, a route for new participants, repeated use of official data and gradual improvement of organisational practice.

Low-cost implementation option: Use an existing meeting, shared folder and one-page agenda. No separate platform is required.

Possible risks: The club may become symbolic or depend on one enthusiastic person. Use an annual handover note, two co-leads, one measurable task per cycle and management recognition.

A Digital Green Club can continue the learning process by reviewing one local issue at regular intervals, maintaining verified sources and supporting one achievable action. Its success should be judged by continued participation, updated evidence and completed follow-up tasks rather than by the number of social-media posts.

Continuation 2 — Seasonal EcoSnap Evidence Cycle

Status of example: adaptable scenario — not a documented completed implementation.

Initial activity: An EcoSnap activity on air, heat, mobility, biodiversity, waste or water.

How it can continue: Repeat the same observation protocol in two or more seasons or at agreed intervals. Compare only data collected with the same categories and record changes in method or context.

Who should be involved: Youth group, facilitator, local library, cultural centre, school or youth centre; optional municipal data contact.

Expected long-term value: Better understanding of variation, data quality and the need for longer observation before drawing conclusions.

Low-cost implementation option: Use the same printed card, one shared spreadsheet and a small number of fixed observation points.

Possible risks: Participants may confuse seasonal variation with a long-term trend or publish sensitive locations. Use explicit interpretation rules and a location and privacy review.

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A seasonal EcoSnap cycle turns a one-off walk into a modest local evidence series. The purpose is not to replace professional monitoring, but to help learners compare observations responsibly, identify changing questions and improve the quality of their recommendations.

Continuation 3 — School or Youth Organisation–Municipality Evidence Briefing

Status of example: adaptable scenario — not a documented completed implementation.

Initial activity: A demonstrator produces a route map, waste guide, heat-space comparison or air-quality communication product.

How it can continue: Young people present a two-page evidence brief at an agreed meeting, receive a written response or clarification and update the public or internal version. The next group reviews progress after three to six months.

Who should be involved: Youth team, host organisation, relevant municipal unit or public-service provider, NGO facilitator and accessibility or user representatives where appropriate.

Expected long-term value: Practical civic learning, clearer understanding of institutional competences and a documented follow-up trail.

Low-cost implementation option: A 30-minute online or in-person meeting using the mini-report template. No public event is necessary.

Possible risks: The contacted institution may not have authority or resources to act, and young people may expect an immediate decision. Identify competence in advance, frame requests realistically and record the response and next step.

A local evidence briefing provides a realistic bridge between youth learning and public responsibility. Young people submit a concise, verified proposal to the actor able to consider it and record what was accepted, redirected, rejected or left for further analysis.

Continuation 4 — Public Data Newsletter or Local Evidence Map

Status of example: adaptable scenario — not a documented completed implementation.

Initial activity: Several groups have produced verified EcoSnap cards or evidence briefs.

How it can continue: Publish a quarterly or termly digest containing a small number of checked items, source dates, corrections and next actions. An alternative is an internal map available only to participants and partners.

Who should be involved: Youth editorial team, library or cultural centre, NGO, school or youth organisation, data-owning institutions and a designated editor.

Expected long-term value: Stronger information literacy, institutional memory, accessible communication and reuse of activities in later sessions.

Low-cost implementation option: Use an accessible document or simple webpage rather than a custom application. Archive a PDF and editable source.

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Possible risks: Outdated links, uncorrected errors, privacy exposure or a publication becoming promotional rather than educational. Use a named editor, review date, correction process, data minimisation and annual archive or closure decision.

A local evidence newsletter or map should publish fewer, better-verified items. Every entry should state its source, date, limitation and next action, and every visual item should have an accessible text alternative.

10.7 Section Conclusion

Sustainability awareness and responsible digital participation should continue evolving beyond individual project activities and formal implementation periods. By encouraging ongoing reflection, practical engagement and community participation, organisations can help support longer-term sustainability awareness among young people and local communities.

The following sections continue this forward-looking approach by exploring future opportunities, innovation and practical sustainability engagement possibilities relevant to the wider aims of the Green Horizons Digital Handbook.

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Future Opportunities and Innovation



11.1 Introduction

Sustainability education and digital participation continue to evolve rapidly as environmental challenges, technological developments and youth engagement approaches change over time. Young people increasingly interact with digital tools, artificial intelligence technologies, online platforms and multimedia communication environments which influence how sustainability awareness and participation may develop in future.

This section explores future opportunities and emerging approaches which may support sustainability engagement, responsible digital participation and non-formal learning activities beyond the immediate scope of the GS4F project.

Importantly, the handbook does not attempt to predict future technologies or impose highly technical innovation models. Instead, the focus remains on accessible, practical and adaptable opportunities supporting positive sustainability participation.

11.2 Emerging Digital Sustainability Awareness

Digital sustainability awareness is likely to become increasingly important as societies continue relying more heavily upon digital infrastructure, online communication and artificial intelligence technologies.

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Young people may increasingly encounter discussions relating to:

the environmental impact of digital systems and data usage;

sustainable technology behaviours;

artificial intelligence and energy consumption;

electronic waste and responsible device use;

digital wellbeing and balanced participation; and

the role of digital communication in environmental awareness.

The handbook therefore helps youth workers and educators to remain open to ongoing discussion and reflection around how digital participation and environmental sustainability continue to intersect.

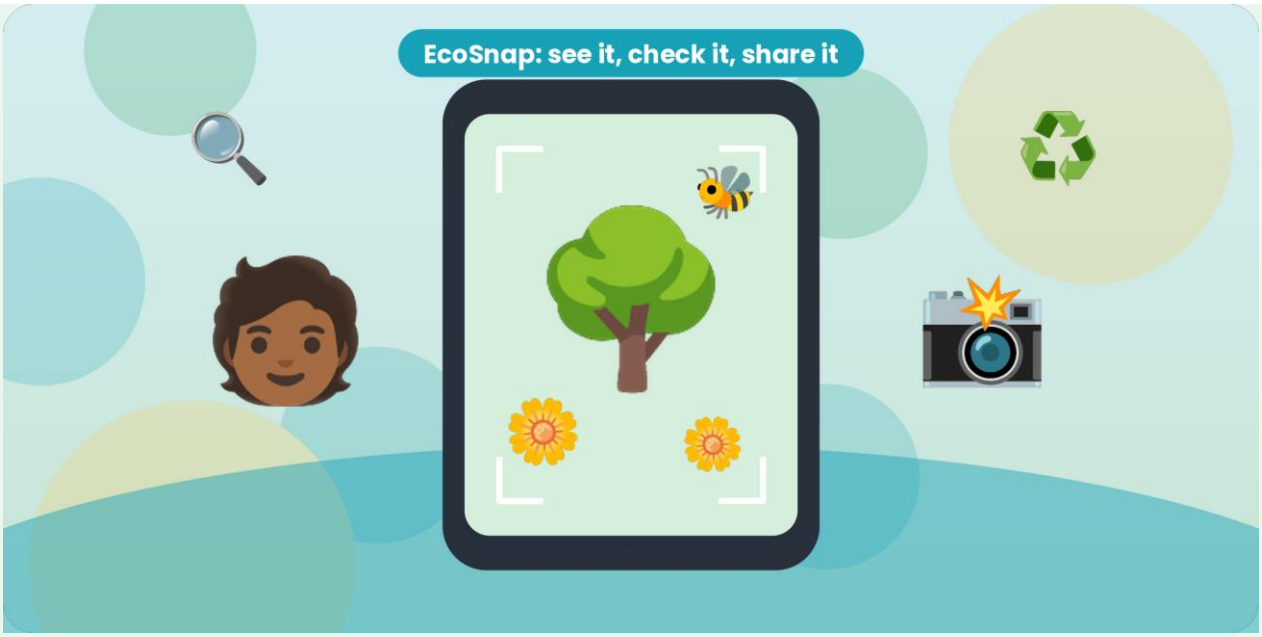
Importantly, future sustainability discussions should remain accessible and supportive rather than overly technical or alarm focused.

11.3 S@ Practical Contribution Insight

S@ Practical Contribution Example – Accessible Innovation Approaches

Stichting Sustainable@ (S@) has contributed to the handbook by promoting innovation approaches which remain accessible and achievable for smaller organisations and youth groups. Practical sustainability participation does not always require advanced technology or complex infrastructure. In many cases, creativity, collaboration and simple digital engagement methods can create highly meaningful sustainability learning experiences.

The handbook therefore urges organisations to explore realistic innovation approaches using accessible digital tools, multimedia storytelling and adaptable community engagement activities suitable for different organisational capacities.



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11.4 Innovation within Non-Formal Learning

Non-formal learning environments provide opportunities for creativity, experimentation and flexible sustainability engagement approaches. As digital tools and communication methods continue evolving, organisations may identify new ways of encouraging participation, storytelling, collaboration and environmental awareness.

Future innovation may involve:

new multimedia storytelling approaches;

interactive sustainability communication activities;

accessible digital participation tools;

creative community engagement methods;

youth-led sustainability campaigns; and

adaptable hybrid learning approaches combining digital and community-based participation.

Importantly, innovation should remain purposeful and participant focused. New technologies should support meaningful engagement and sustainability understanding rather than unnecessary complexity.

11.5 Encouraging Creativity and Youth-Led Ideas

Young people often bring creativity, curiosity and new perspectives to sustainability discussions and digital participation approaches. Organisations should therefore continue encouraging youth-led ideas, experimentation and creative problem solving within sustainability activities.

Some young people may wish to explore digital storytelling, multimedia communication, environmental awareness campaigns or local sustainability initiatives in ways which differ from traditional educational approaches.

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The handbook therefore supports organisations to remain flexible and supportive of emerging youth interests and evolving sustainability participation approaches.

11.6 Realistic and Accessible Innovation

An important principle throughout the handbook is that innovation should remain realistic and accessible. Smaller organisations, youth groups and community initiatives may not have access to advanced technologies or highly specialised infrastructure.

For this reason, meaningful sustainability innovation may often involve simple and practical improvements rather than highly technical solutions. Creativity, participation and community relevance remain more important than technological sophistication alone.

The handbook therefore assists organisations to focus upon adaptable and achievable approaches which support participation and sustainability awareness within their own local contexts.

11.7 Local Futures Lab – Practical Activity

Participants choose one local issue identified through EcoSnap and create three short 2030 scenarios: a desirable future, a probable future if current practice continues, and an undesirable but plausible future. They then work backwards from the desirable scenario to identify actions for young people, the host organisation, local government and other actors. Each action is marked as “within our control”, “requires cooperation” or “requires a public or institutional decision”. The activity can be completed with paper cards or a shared slide and should end with one 30-day test rather than a promise to transform the whole system.

11.8 Section Conclusion

Future sustainability engagement will continue to evolve alongside technological development, environmental awareness and changing youth participation approaches. By remaining adaptable, creative and community focused, organisations can continue supporting meaningful sustainability participation and responsible digital engagement among young people.

The final section of the handbook provides concluding reflections and practical guidance supporting the continued use and adaptation of the Green Horizons Digital Handbook beyond the immediate project framework.

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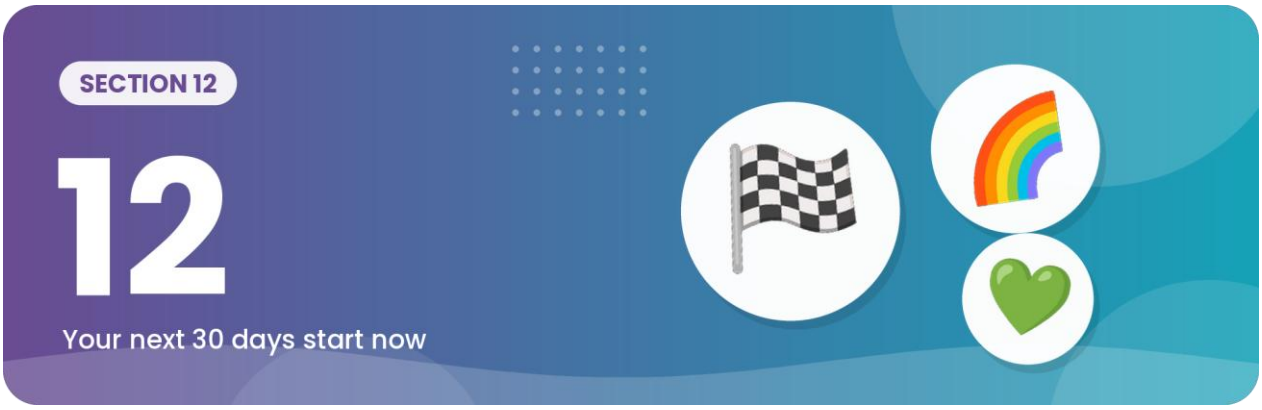

Final Reflections and Closing Guidance

Figure 12.1 · 30-day transfer and reflection cycle

One personal plan per participant, private or shared



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12.1 Introduction

The Green Horizons Digital Handbook has been developed to support practical sustainability participation, responsible digital engagement and non-formal learning approaches for young people, youth workers and educators within the GS4F project. Throughout the handbook, the emphasis has remained on accessibility, adaptability, reflection and meaningful local participation rather than highly technical or resource-intensive delivery approaches.

This final section provides concluding reflections and practical guidance intended to support the continued use, adaptation and development of sustainability activities beyond the immediate project framework.

12.2 Sustainability as an Ongoing Journey

Sustainability awareness and responsible digital participation should not be viewed as isolated topics or short-term project activities. Environmental challenges, community priorities and digital behaviours continue evolving over time, requiring ongoing reflection, discussion and participation.

For this reason, the handbook urges organisations and young people to view sustainability engagement as an ongoing journey shaped by local experiences, practical action and continuous learning.

Importantly, meaningful sustainability participation does not always require large-scale interventions or complex technical solutions. Smaller local actions, reflective discussions and community engagement activities can often create important long-term awareness and behavioural understanding.

12.3 Supporting Young People through Positive Engagement

Young people increasingly encounter sustainability discussions relating to climate change, digital consumption, environmental responsibility and future societal challenges. While these discussions are important, sustainability education should remain supportive, empowering and practical.

The handbook therefore supports youth workers and educators to focus upon positive engagement approaches which encourage creativity, reflection, collaboration and achievable local action.

Young people should feel encouraged to explore sustainability themes, contribute ideas and participate within their communities without feeling overwhelmed by environmental challenges or unrealistic expectations.

12.4 S@ Practical Contribution Insight

S@ Practical Contribution Example – Continuing Sustainability Engagement

Throughout the development of the Green Horizons Digital Handbook, Stichting Sustainable@ (S@) has emphasised the importance of maintaining sustainability participation as a continuing and evolving process rather than a one-off project activity.

The handbook therefore supports organisations to continue adapting activities, integrating youth-led ideas and supporting practical sustainability engagement beyond the immediate project framework. Small community-based sustainability actions, reflective discussion activities and digital storytelling approaches may continue creating meaningful awareness and participation over time.

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Youth-led environmental awareness activity visual

12.5 Adaptability and Continued Use of the Handbook

An important principle throughout the Green Horizons Digital Handbook is flexibility. Organisations are encouraged to continue adapting activities, demonstrators and engagement approaches according to local sustainability priorities, participant interests and organisational capacity.

The handbook should therefore continue functioning as a practical and evolving implementation resource rather than a fixed curriculum or rigid methodological framework.

Activities may continue developing through:

local sustainability experiences and reflections;

youth-led ideas and participation approaches;

community engagement activities;

digital storytelling and multimedia approaches;

collaborative partner contributions; and

practical implementation learning gained throughout the wider GS4F project.

12.6 Collaboration and Shared Learning

The collaborative nature of the GS4F project represents an important strength supporting sustainability participation and non-formal learning. Different organisations, communities and young people bring different perspectives, experiences and local sustainability priorities which may strengthen future activities and implementation approaches.

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The handbook therefore advances continued collaboration, shared learning and exchange of practical sustainability experiences between organisations and communities wherever possible.

Importantly, collaboration should remain realistic, supportive and adaptable according to local contexts and organisational capacities.

The 30-day transfer reflection below provides a practical closing activity. Participants can decide which action to carry forward, who will support it and how to recognise progress without relying on formal assessment.

12.7 Final 30-Day Transfer Reflection

Before completing the GS4F activity pathway, each participant identifies one digital competence used, one sustainability competence developed, one claim they learned to verify more carefully, one action to test within 30 days, one person or organisation to involve, and one piece of evidence that will show whether the action occurred. Participants may keep the plan private or share it with the group. Follow-up should be supportive and should not treat circumstances beyond the learner's control as personal failure.

12.8 Final Conclusion

The Green Horizons Digital Handbook has been developed to support meaningful sustainability participation, responsible digital engagement and practical non-formal learning approaches for young people and communities. By focusing upon accessibility, adaptability, creativity and local relevance, the handbook urges organisations and young people to explore sustainability through practical action, reflection and collaboration.

Importantly, sustainability engagement should remain achievable, inclusive and community connected. Even relatively small sustainability activities and behavioural changes may contribute positively towards wider environmental awareness and responsible digital participation.

The GS4F partnership hopes that the handbook will continue supporting young people, educators, youth workers and communities in developing practical sustainability awareness and positive local engagement beyond the immediate project framework.

The original Canvas annexes and partner toolkits have been combined here as reusable facilitator and participant resources. Select the tools relevant to the activity and local context; do not treat optional continuation pathways as mandatory.

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List of Abbreviations and Acronyms

GS4F – Green Skills for Sustainable Futures

S@ – Stichting Sustainable@

ANAX – ANAX ENERGY P.C.

SRGA – Stowarzyszenie Rozwoju Gminy Andrespol (Poland)

PBL – Project-Based Learning

QR – Quick Response

EU – European Union

ICT – Information and Communication Technology

GIOŚ – Główny Inspektorat Ochrony Środowiska (Polish Chief Inspectorate of Environmental Protection)

GUS – Główny Urząd Statystyczny (Statistics Poland)

PSZOK – Punkt Selektywnego Zbierania Odpadów Komunalnych (municipal selective waste collection point)

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Activity and Demonstrator Directory

The following entries identify activities already described in the main Handbook. Select and adapt them for the participants and local setting.

Polish Demonstrator 1 — Local Air and Mobility Evidence Lab — Section 5.8.2

Polish Demonstrator 2 — From Bin to Data: Local Circularity Audit — Section 5.8.2

Polish Demonstrator 3 — Water, Heat and Green-Space Resilience Map — Section 5.8.2

EcoSnap activities — Section 5.8.2

EcoSnap 1 — Air Quality Snapshot: What Does the Photo Not Tell Us? — Section 5.8.2

EcoSnap 2 — Waste Pathway: Where Should This Item Go? — Section 5.8.2

EcoSnap 3 — Shade, Surface and Summer Comfort — Section 5.8.2

EcoSnap 4 — Biodiversity Without Disturbance — Section 5.8.2

EcoSnap 5 — Green and Accessible Mobility Route — Section 5.8.2

EcoSnap 6 — The Life of a Digital Device — Section 5.8.2

Digital Green Change Makers examples — Section 5.8.2

Digital Green Change Makers 1 — Clean Air Evidence Team — Section 5.8.2

Digital Green Change Makers 2 — Circular Youth Centre Campaign — Section 5.8.2

Digital Green Change Makers 3 — Green Route and Access Forum — Section 5.8.2

Solar Detective: Mapping Renewable Energy — Section 5.8.1

Every Drop Counts: Urban Water Investigation — Section 5.8.1

Repair Instead of Replace — Section 5.8.1

Discover the Axios Delta Through Citizen Science — Section 5.8.1

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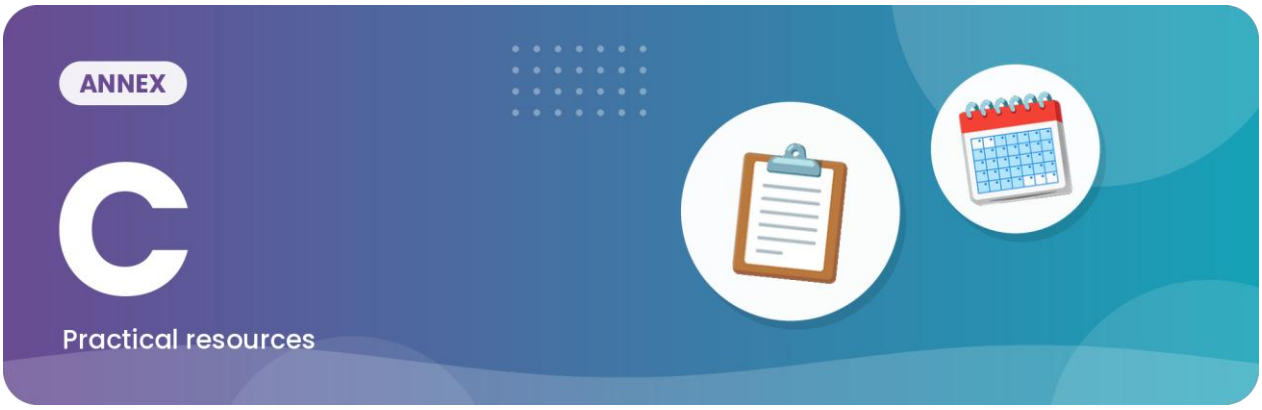

Session Planning and Implementation Templates

Reusable session plan – one page

Activity and local issue: _____
Group, date, venue and facilitator: _____
Learning aims (two or three): _____
Duration and materials: _____
Access, language and participation adaptations: _____
Safeguarding, consent and location checks: _____
Source or dataset and date checked: _____
Steps and timings: Prepare ___ / Explore ___ / Check ___ / Act ___ / Reflect ___
Expected youth-created output: _____
How learning will be assessed: _____
Next action and responsible person: _____

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EcoSnap and Digital Green Change Makers Toolkit

Use this annex alongside the worked examples in Section 5. The EcoSnap pathway supports observation, evidence checking, interpretation and sharing; Digital Green Change Makers supports youth-led planning, communication and community action. Select and adapt activities according to the group and local conditions.

The EcoSnap and Digital Green Change Makers methods and worked examples are integrated in Sections 5.2, 5.3 and 5.8. Activity-specific checklists, observation prompts and outputs are included with the Polish learning pathways in Section 5.8.2. Use Annex B to locate an activity and Annex G for reflection resources.

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ANAX Practical Implementation Toolkit

ANAX – Practical implementation toolkit

From Local Investigation to Community Action

Young people aged 18–30 | Youth workers | Central Macedonia

Using the ANAX Activities

The ANAX contribution is designed as a practical pathway rather than a set of awareness messages. Each activity gives young people a local question, a method for gathering and checking evidence, a concrete output and a reflection process.

Facilitators can deliver one activity independently or combine several activities into a longer project. The activities cover renewable energy, water, circular economy, repair and reuse, biodiversity and community participation.

Standard Activity Card

2. Local Investigation Planner

Use this page before Solar Detective, Every Drop Counts, Repair Instead of Replace, the Axios Delta citizen-science activity, or another locally adapted investigation.

Source Verification Card

Participants complete this card before using a factual claim in a poster, map, video, presentation or community message.

Quick verification questions

Is this the original source or only someone repeating it?

Is the information current enough for the question?

Does it refer to Greece or the local area we are discussing?

Are we confusing a photograph or observation with proof of a wider trend?

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Are we making a stronger environmental claim than the evidence supports?

4. Digital Participation & Media Safety Check

Complete before taking photographs, recording interviews, creating public maps or publishing participant work.

5. Community Stakeholder Map

Sustainability issues involve more than individual behaviour. This tool helps participants identify who is affected, who has information and who can act.

Participation questions

Who is missing from our map?

Who would experience the proposed change differently?

Who can actually make the decision we are asking for?

Who should receive our final output?

What is a respectful and realistic way to involve them?

6. Community Communication Planner

A community output should be useful and proportionate. A small evidence card sent to the right organisation may be more effective than a large public campaign without a clear audience.

7. Low-Cost Resource Planner

The activities are designed to work without specialist equipment. Facilitators can plan resources at three simple levels.

Resource planning sheet

8. Activity Roles and Timeline

Simple timeline

9. Learner Reflection Sheet

Individual reflection

1. What did I learn that I did not know before?

2. Which source or observation was most useful?

3. What changed in my first interpretation?

4. Which digital skill did I use or improve?

5. What sustainability responsibility belongs to individuals, and what requires an organisation or public authority?

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6. What is one question I still have?

7. What realistic action could I take or support in the next 30 days?

Self-assessment

10. Facilitator Observation & Session Record

Session record

11. Participant Output Templates

A. Digital Map Entry

B. Poster / Digital Card

One clear title or question.

Three evidence-based points maximum.

Source name and date.

One visual with description or an accessible text-only alternative.

One action or question for the audience.

No unnecessary personal or sensitive location information.

C. Short Video

D. Interview Summary

12. 30-Day Action Plan

The final step is small enough to be realistic but clear enough to revisit.

13. Greek Source Guide

Use official or primary sources relevant to the activity and check changing information shortly before delivery.

The following Greek partner tools are designed for direct adaptation by youth workers. Select the resources that fit the local activity and apply appropriate safeguarding, consent and source-checking procedures.

ANAX Reflection and Evidence Resources

7. Reflection & Evaluation

These learner materials are designed for supportive, non-formal learning. They can be completed on paper, in a shared document or through an audio conversation. The purpose is to make learning visible without ranking participants.

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Individual Reflection

What is one thing I understand better about a sustainability issue in Central Macedonia after this activity?

Which piece of evidence changed, confirmed or challenged my first impression?

Which digital tool or method helped me participate, and what limitation did it have?

What did I learn about the relationship between individual choices, organisations, public authorities and the environment?

What is one realistic action or question I will carry forward?

Group Reflection

Which observation did we agree on most easily, and which required more discussion?

Where did we find a difference between what was visible and what official information showed?

Whose perspective was missing from our discussion?

What trade-off did we identify, and how could different groups be affected differently?

What could our group do next if we wanted our output to be useful to another person or organisation?

Facilitator Observation Checklist

Simple Evidence Record

Participant output completed: Yes / Partly / No

Source identified and dated: Yes / Partly / No

Observation separated from interpretation: Yes / Partly / No

Accessible or low-resource route used where needed: Yes / No / N/A

Participant identified a realistic next action or question: Yes / Partly / No

8. Expected Participant Outputs

Each activity produces a concrete artefact that can be retained as learning evidence. Outputs can be paper-based or digital. Public sharing requires appropriate consent, privacy, copyright and accessibility checks.

Minimum evidence standard

The output names the local question.

At least one source is recorded for factual claims.

Participants distinguish direct observation from source-based information.

A limitation or uncertainty is included where appropriate.

The output is understandable without colour alone or an image without description.

No unnecessary personal data, private addresses, faces or sensitive ecological locations are included.

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9. Source Verification

The sources below are official institutional sources or primary documentation of the named Greek case. Local web pages and datasets should be checked again immediately before delivery because links, schedules and service information can change.

Source-use and publication note

Official data are used to verify factual claims, not to replace local observation. Participants should record the source institution and date whenever they use a changing dataset or local service page. If a link is unavailable, provide a printed extract or offline copy rather than relying on an unverified secondary source.

For digital outputs, use minimum necessary personal data. Obtain informed consent before publishing identifiable people. Provide a non-public participation route through text, audio, illustration or group work. Images should include meaningful alternative text; videos should include captions and a transcript; QR codes should be accompanied by readable text and a description of their destination.

ANAX toolkit – delivery summary

This contribution provides a self-contained Greek local context, one documented best-practice case and four ready-to-use learning activities for young people aged 18–30 and youth workers.

Activity status at a glance

Green Transition in Central Macedonia — Verified Greek local context.

The No Waste Project – Thessaloniki — Verified Greek best practice.

Solar Detective: Mapping Renewable Energy — Adaptable educational scenario.

Every Drop Counts: Urban Water Investigation — Adaptable educational scenario.

Repair Instead of Replace — Adaptable educational scenario.

Discover the Axios Delta Through Citizen Science — Verified location + adaptable educational activity.

Core learner principle

Young people do not need to be environmental engineers to participate in the green transition. They need a meaningful local question, reliable information, safe ways to investigate, space to work with others, and an opportunity to turn what they learn into a useful output.

Core facilitator principle

Facilitate inquiry rather than provide all the answers. Help participants distinguish what they see from what they know, what a source confirms from what remains uncertain, and what an individual can do from what requires organisational or public action.

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SRGA Local Adaptation and Continuation Toolkit

Use the Polish examples and continuation scenarios in Sections 9, 11 and 12 as adaptable approaches, not as mandatory programmes. Check local data, institutions and permissions before implementation.

Polish local adaptation guidance and the illustrative collaborative implementation scenario are integrated into Section 9. Continuation pathways are integrated into Section 10; the Local Futures Lab appears in Section 11 and the 30-day transfer reflection in Section 12. These are examples to adapt, not evidence that the proposed scenarios have already been implemented.

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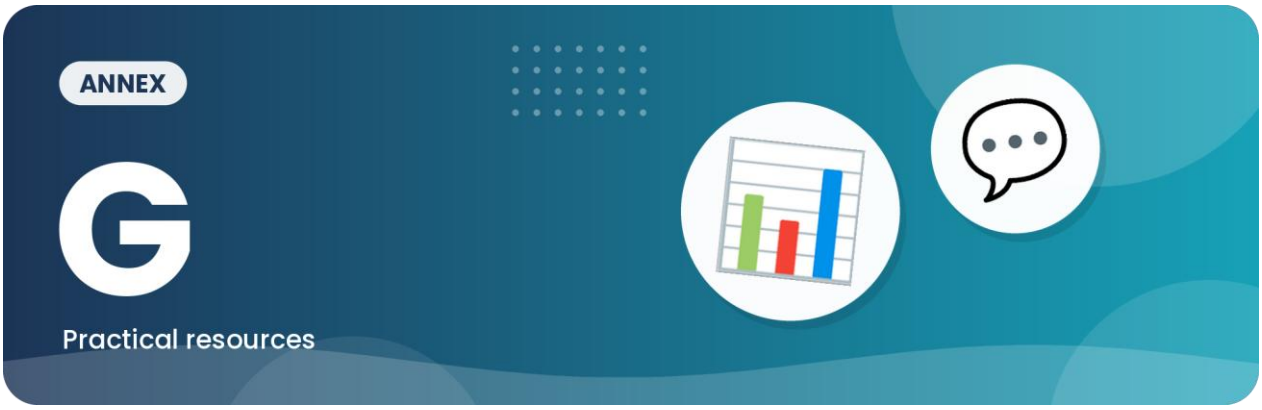

Reflection, Evaluation and Monitoring Resources

Youth-friendly evidence and reflection card

What did we notice? _____
Where and when was it observed? _____
What evidence supports it? Include source, date and limitations: _____
What might we have missed? _____
What could we change locally? _____
Who should hear about this and why? _____
What did I learn? _____
What would I do differently next time? _____

Facilitator delivery and inclusion checklist

Before: Confirm a clear purpose, manageable group size, accessible venue and alternatives to smartphones. Check permissions, safeguarding, data protection, reliable sources, and safe materials.
During: Explain choices and consent; share roles fairly; offer different ways to participate; avoid unnecessary personal data; support constructive discussion.
After: Ask young people what they learned; capture only agreed outputs; remove unneeded personal information; agree ownership, follow-up and a realistic next step.

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Community action follow-up record

Youth-led idea: _____
What problem does it address? _____
Evidence and source: _____
Action, owner and due date: _____
Support or permission required: _____
How we will know it worked: _____
Review date: _____
Decision – Continue / Adapt / Stop: _____

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Safeguarding, Accessibility and Digital Responsibility

Before delivery, check participant consent, accessibility needs, local safeguarding arrangements, suitable supervision and the safety of the chosen location. Do not publish identifiable images, personal information or precise sensitive locations without an appropriate lawful basis and permissions. Offer non-digital alternatives and check the reliability of external information. See Sections 4.2, 4.6, 5.8 and 8, and the source verification and media safety tools in Annex E.

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References and Further Reading

Polish sources and verification guidance

Source-based justification

The sources below confirm the project requirements, competence frameworks, availability and scope of official data or public services, and safety or accessibility principles. They do not confirm that the proposed adaptable scenarios have already been implemented.

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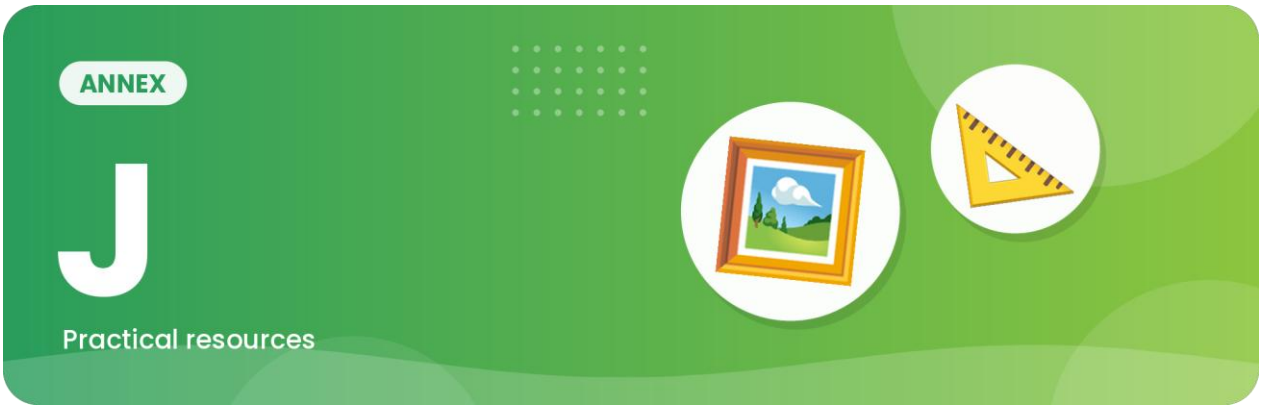

List of Figures, Tables and Visual Resources

Figure 3.1 – Participatory sustainability project cycle (Section 3).

Figure 5.1 – EcoSnap observation-to-action pathway (Section 5).

Figure 5.2 – Digital Green Change Makers pathway (Section 5).

Figure 6.1 – Community stakeholder engagement cycle (Section 6).

Figure 11.1 – Local Futures Lab process (Section 11).

Figure 12.1 – 30-day transfer and reflection cycle (Section 12).

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