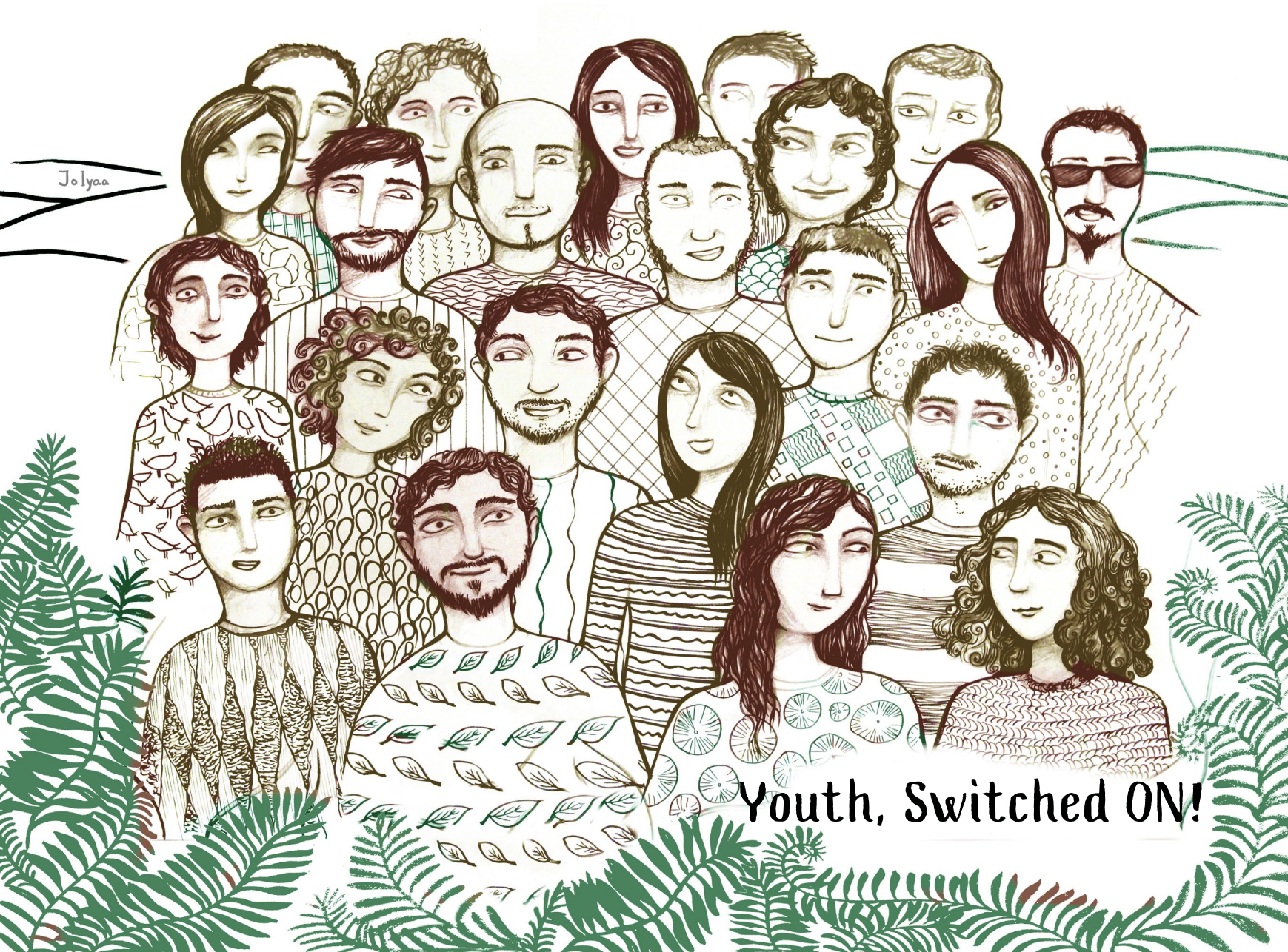




Jolyaa

Youth, Switched ON!

Youth, Switched ON!

outcome of the multiactivity project
"ORA: Sustainable Communities
with Youth Power Switched ON"

Torino di Sangro (Italy)

Oybin (Germany)

Krupanj (Serbia)

Project realised by the **ORA Network**

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Luscinia megarhynchos

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ORA: Sustainable Communities with Youth Power Switched ON

The project “ORA: Sustainable Communities with Youth Power Switched ON” lasted for 10 months and consisted of three main activities: a training course and two youth exchanges. The training course was hosted by the Italian partner, and was held from 19th to 28th March 2015 in Torino di Sangro, the first youth exchange was hosted by the German partner from 16th to 25th May 2015 in Oybin and the second youth exchange was hosted by the Serbian partner from 22nd to 31st August in Krupanj.

The project was designed in such a way that the training course was considered to be our playground to introduce the subjects of all the planned workshops (Gardening/Nutrition, Renewable Energy Sources, Environmental Educational Path, Sustainable Construction), to explore the different techniques and approaches that were applied later on during the youth exchanges, and to share competences and knowledge towards both theoretical and practical activities. The youth exchanges were the activities where it was possible to directly involve the young people with which each partner organisation work in order to give a real opportunity of participation, active engagement and inclusion. Each youth exchange was followed by local initiatives organized directly by the young people involved in order to apply “in the field” the competences, knowledge and skills acquired during the project with the support of the youth workers who were trained during the training course.

In fact, through this project we wanted to encourage youth workers to develop the knowledge, competences and skills to outreach to young people with fewer opportunities,

to establish shared standards in youth work amongst the project partners and to inspire the participants to take an active role in organizing initiatives.

The objectives we wanted to achieve through this project were:

- to complete a long term nonformal education process on how to use sustainable development and environmental protection as tools to enhance the inclusion and active participation of young people;
- to expand knowledge and skills and establish shared youth work standards among ORA members;
- to contribute to developing high quality initiatives that will at the same time activate and integrate into the community young people with fewer opportunities;
- to build a sustainable partnership and network for sharing best practices, dissemination of information and development of new high quality projects;
- to enhance intercultural awareness.

Thanks to this project the ORA Network included 92 people including youth workers, youth leaders, young people aged between 18 and 30 years old, trainers, experts and support staff. Most of the young people involved in the project came from conditions of exclusion resulting from unemployment, a low level of education or due to difficult family contexts. All 15 partner organisations of the ORA Network from nine different European countries participated in, contributed to and carried out the project.

In order to improve the realization of activities and to respond to the needs of young people we decided to conduct a need analysis at the beginning of the project in order to identify the practical activities (workshops) to be set up. An online questionnaire was prepared by a team of youth workers and

disseminated by all the partners with the aim of reaching as many young people from their local communities as possible. This helped us to prepare the upcoming activities during the training course in Italy and to explore new fields of intervention during the exchanges.

The workshops chosen were Gardening/Nutrition, Renewable Energy Sources, Environmental Educational Path, Sustainable Construction and Preparation of a float for the Berlin Carnival. All the workshops were introduced and realised in the training course in Italy in order to prepare both the organisers and the participants (most of whom were youth leaders) to better develop the tools for the youth exchanges. The workshops held during the youth exchange in Oybin (Germany) were Gardening/Nutrition, Sustainable Construction and Preparation of a float for the Berlin Carnival; and in Krupanj (Serbia) Gardening/Nutrition, Renewable Energy Sources and Environmental Educational Path.

The choice of where to realise the workshops was made based on the specifics and characteristics of each local environment and context.

Partners worked continuously on building a stronger relationship in the field of youth work, social inclusion and towards the participation of young people. Sustainable development and environmental protection are innovative tools close to the interests of young people, which can allow them to express their creativity and to be environmentally friendly at the same time. We consider these tools effective because they are easily understandable, and working sessions were not only focussed on knowledge and skills but on fostering mutual understanding and changing attitudes.

The methodology used in the project was built entirely on nonformal methods: learning by doing, sharing, peer educa-



Hare

tion, Observe Rethink Act.

The project had a very positive impact in each local community in terms of practical outcomes, but also through the increasing number of young people engaged. This engagement is in activities which promote sustainable development and environmental protection as tools for the integration of society's most fragile members and to contribute to the creation of sustainable communities. This impact was also evident in the communities and in the partner organisations that did not host activities.

We are sure that in a long term perspective projects like this one will contribute to national and international policy reforms and will have a systematic impact on education, training and young people.

From the very beginning of this project when it was just an idea, we had clearly in mind that the educational path we identified was not just for us: we wanted to make it available for a larger audience, in order to spread our work wider and make it useful for organisations other than those directly involved.

That is why this publication has been produced: what is good for us could also be good for our community, not just locally but on a European level.

For this reason we believe that this publication could be a useful tool for organisations, associations, youth workers, educators, and environmental activists. We hope that this handbook will help others to be inspired, to realise projects, create activities and to facilitate inclusive processes for young people, and to encourage them to be active in their contexts.

Enjoy your reading!



Charadrius alexandrinus

ORA NETWORK:

Observe Rethink Act

CONTENTS AND VALUES

In 2009, several European organisations launched an ongoing dynamic educational process called Observe Rethink Act or “ORA”. This process gathered together Youth Centres, Nature Reserves, environmental NGOs, associations for social promotion, cooperatives, artistic collectives, cultural organisations and Eco-centres in order to broaden the opportunities for the social, cultural, environmental and economic inclusion of young people in the community.

The concept underpinning ORA is to provide young people with the direct opportunity to Observe their context (both at a local and international level), to Rethink their own role (both as individuals and as members of society) and to Act as responsible citizens to strengthen the community.

Participation in the process improved the efficiency and enriched the quality of the work done at the grassroots level by every organisation involved. In fact, by combining different Non Formal Education methodologies and using several elements related to sustainable living, ORA has created positive local impact and encouraged wider engagement from young people and for all the organisations in the network.

In order to strengthen the relationship between the partners and make it sustainable in the long term we decided to create a common platform and establish an international network connecting organisations from different European countries. ORA Network has been founded in July 2014 in Banja Luka (Bosnia and Herzegovina) and registered in Germany in September 2014. This network will work together to plan shared initiatives, co-ordinate activities and design prospective projects within the framework of Observe Rethink Act.

VISION

Our vision is of an inclusive and participatory society without discrimination, where people achieve their full potential in harmony with the environment. In our work we are driven by the values of solidarity, cooperation, equal opportunities, intercultural understanding, and respect.

ORA NETWORK MISSION

Our mission is to Observe, Rethink and Act. We educate citizens, inspire and advocate for organisations, local communities and public institutions. Our work is guided by respect for human rights and sustainable living. Within this framework, through the interaction of a combination of socio-cultural, environmental and economic elements, we aim to improve our society.

OBJECTIVES

By designing and realising workshops, training courses, seminars, exchanges, multimedia and artistic products, public events, and awareness raising campaigns, we aim:

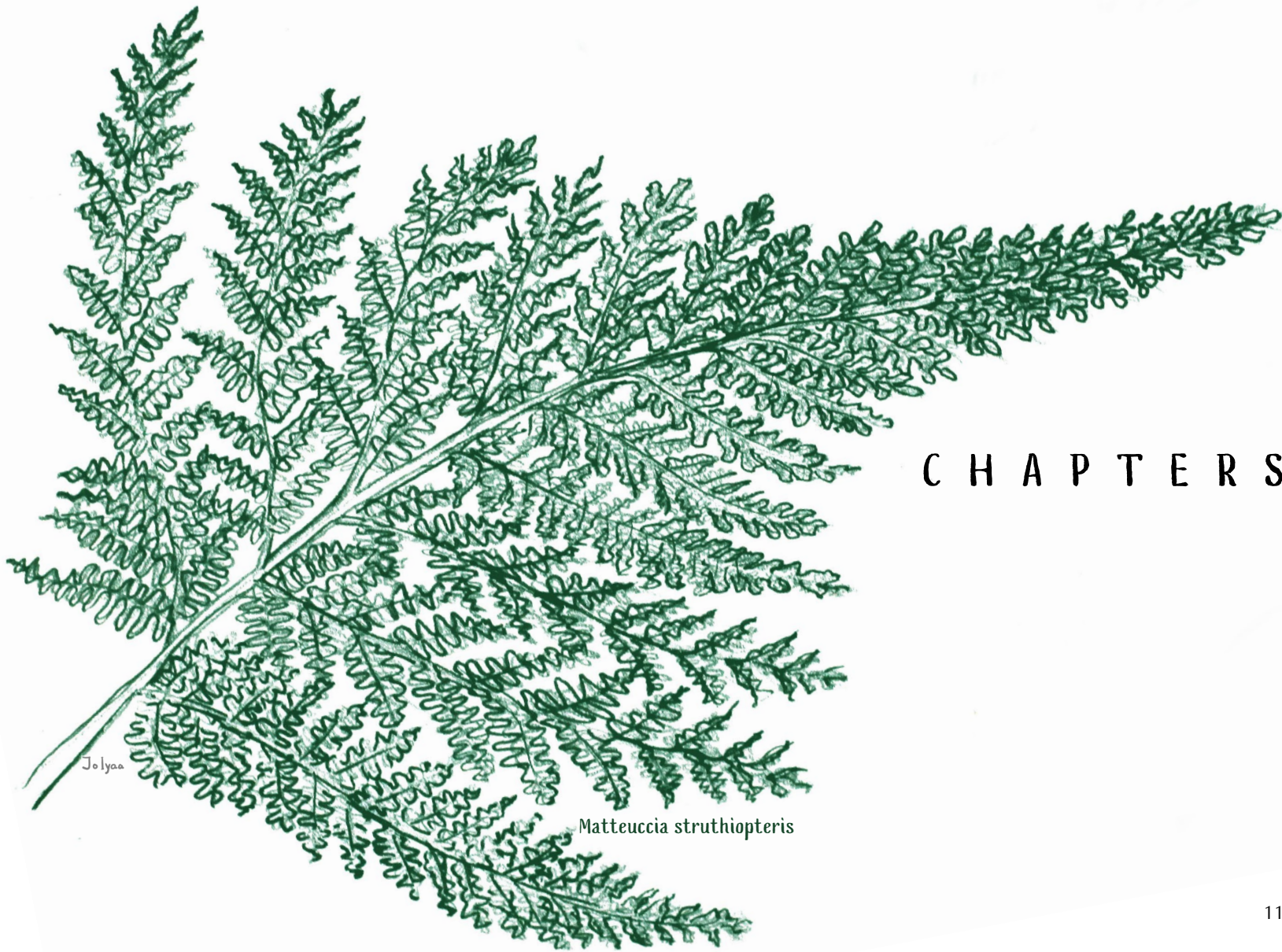
- to facilitate active citizenship and participation as well as promoting voluntary work and youth activism in local communities and on an international level.
- to empower young people, adults, youth workers, and educators; in order to increase competences, skills and the quality of work done at the grassroots level.
- to support the activities and the development of Youth Centres, cultural associations, Eco-centres, artistic collectives, associations for social development.
- to provide information and education about the processes of Nature and more specific environmental topics such as climate change, renewable energy, sustainable mobility, waste management and collective goods.
- to preserve and raise awareness of biodiversity and protected areas (national parks, urban gardens, nature reserves, and Sites of Community Importance as defined in the European Habitats Directive).
- to create innovative educational modules and toolkits using Non Formal Education methodologies and approaches.
- to explore and give space to new waves of social, alternative and underground art and creative expression.
- to activate critical thinking and responsible behaviour among citizens.
- to explore, promote and give support to innovative, alternative, responsible and sustainable economic models.

TOOLS AND METHODOLOGIES

We regard learning as an intergenerational and lifelong process, and therefore we realize our activities and projects using the principles of Non Formal Education. The ORA Network should be seen as an educational process which constantly improves and adapts tools and methodologies, according to needs and context. In order to achieve its goals, ORA applies educational approaches based on different models and methodologies, such as active pedagogy and operational objective processes. At the same time, ORA develops and uses specific educational toolkits, workshops, training courses, seminars, exchanges, multimedia and artistic products, public events and awareness raising campaigns.

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CHAPTERS

Matteuccia struthiopteris

Torino Di Sangro

Torino di Sangro is a municipality and town which is part of the province of Chieti in the Abruzzo region of Italy.

In the 12th century there was in the area a settlement called Civita de Sangro which was abandoned and rebuilt in a higher position because of endemic malarial fevers. Then it was included in the jurisdiction of the Abbey of Santo Stefano ad rivum maris, and later of the city of Lanciano. It was part of the feudal lands of various families: the Piccolomini, Colonna, d'Aquino, d'Avalos and lastly de Stefano.

Rising on a hilltop between the Sangro and Sinello rivers, a few kilometers from the Adriatic Sea, Torino lies in the middle of very picturesque vegetation, one of the extremely rare relics of the ancient Lecceta Litoranea that once occupied the whole Adriatic coast. The territory lying along the Valle dell'Ossento has in the past often experienced landslides. The economy is healthy with agricultural firms producing quality olive oil and wines, construction firms in addition to a small touristic beach where people can swim and sunbathe.



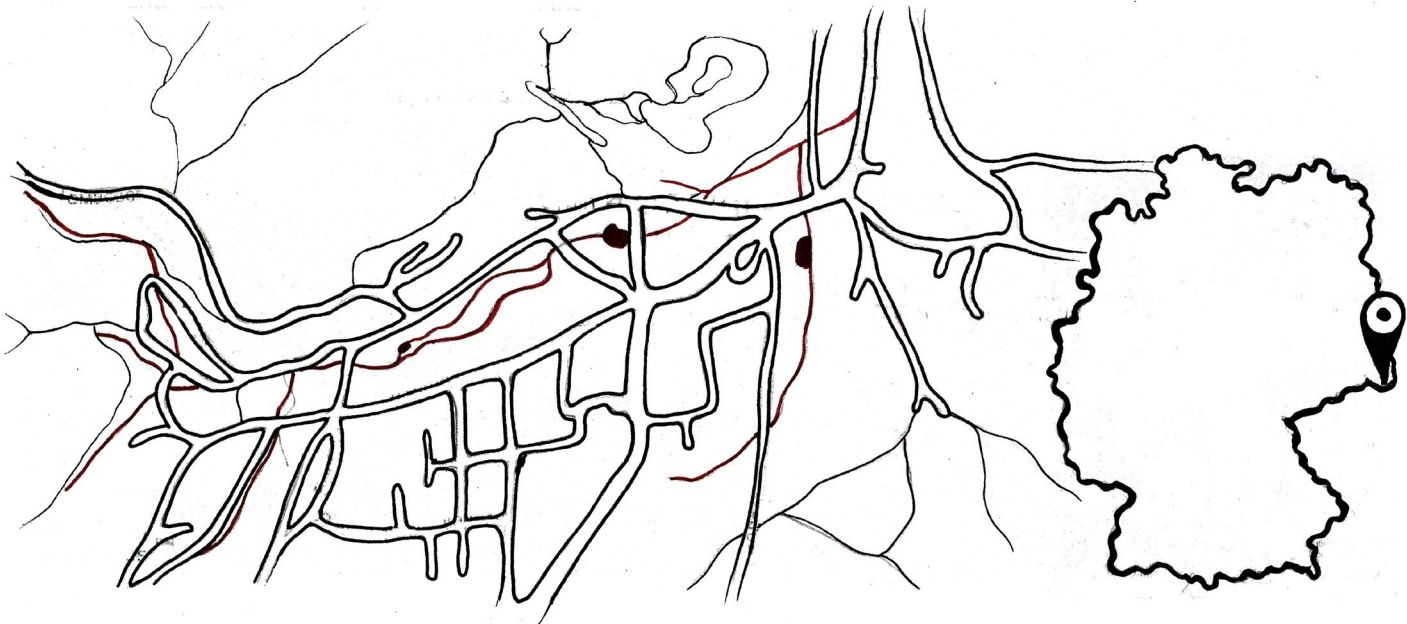


Oybin

Oybin is a municipality in the district of Gurlitz, in Saxony, Germany, located very close to the border with the Czech Republic. Following the defeat of the Protestant armies by the Habsburgs in the Battle of the White Mountain in 1620, many Protestant Czechs found refuge across the border in the hills of Upper Lusatia. It is a “Kurort”, a resort or spa certified by the state, where people go for rest and recuperation. It is most famous for its mountain of the same name, an exposed natural sandstone dome that towers above the town. The ruins of a

medieval monastery lend a wild romantic beauty to it and it was a favorite subject for 19th century Romantic painters such as Caspar David Friedrich. Many bizarrely shaped geological rock formations can be found in the surroundings. The scenic narrow gauge Zittau–Oybin–Jonsdorf railway runs from Oybin to the neighboring community of Jonsdorf and the city of Zittau.

The town has three districts: Oybin, Hain and Luckendorf.





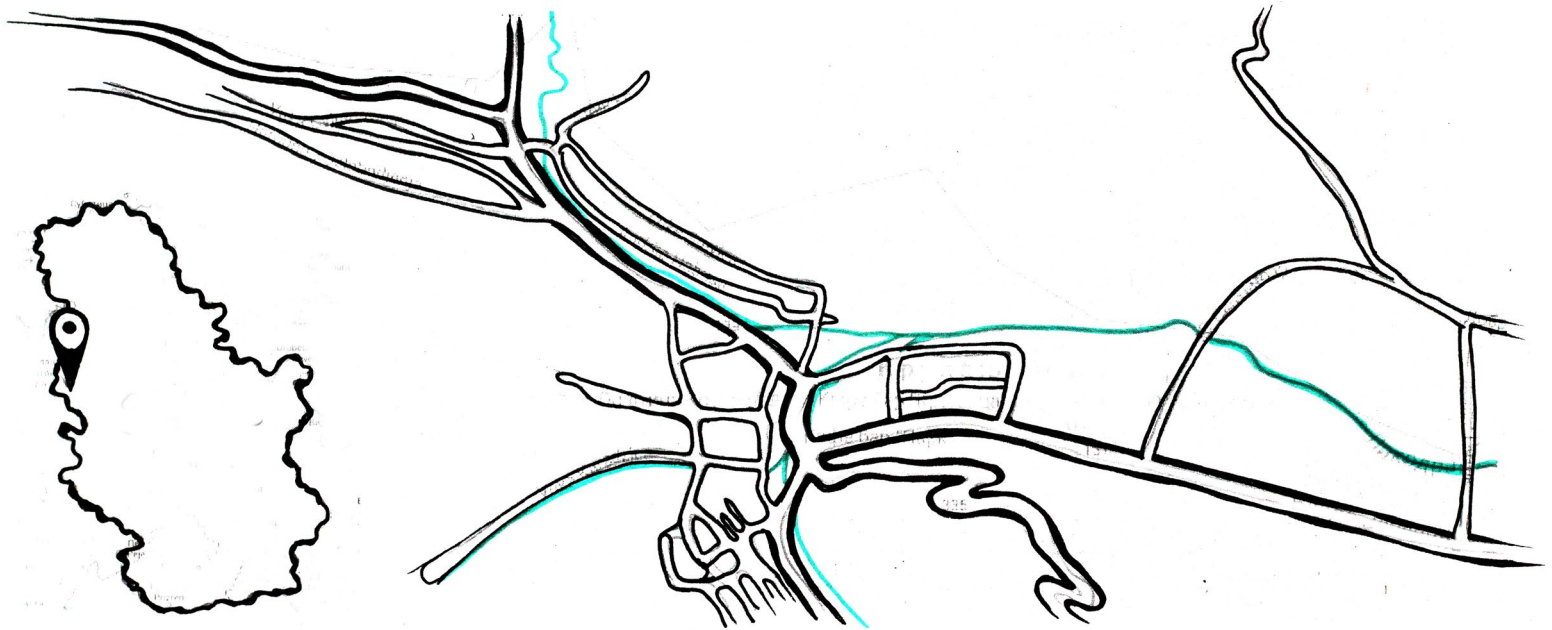
Krupanj

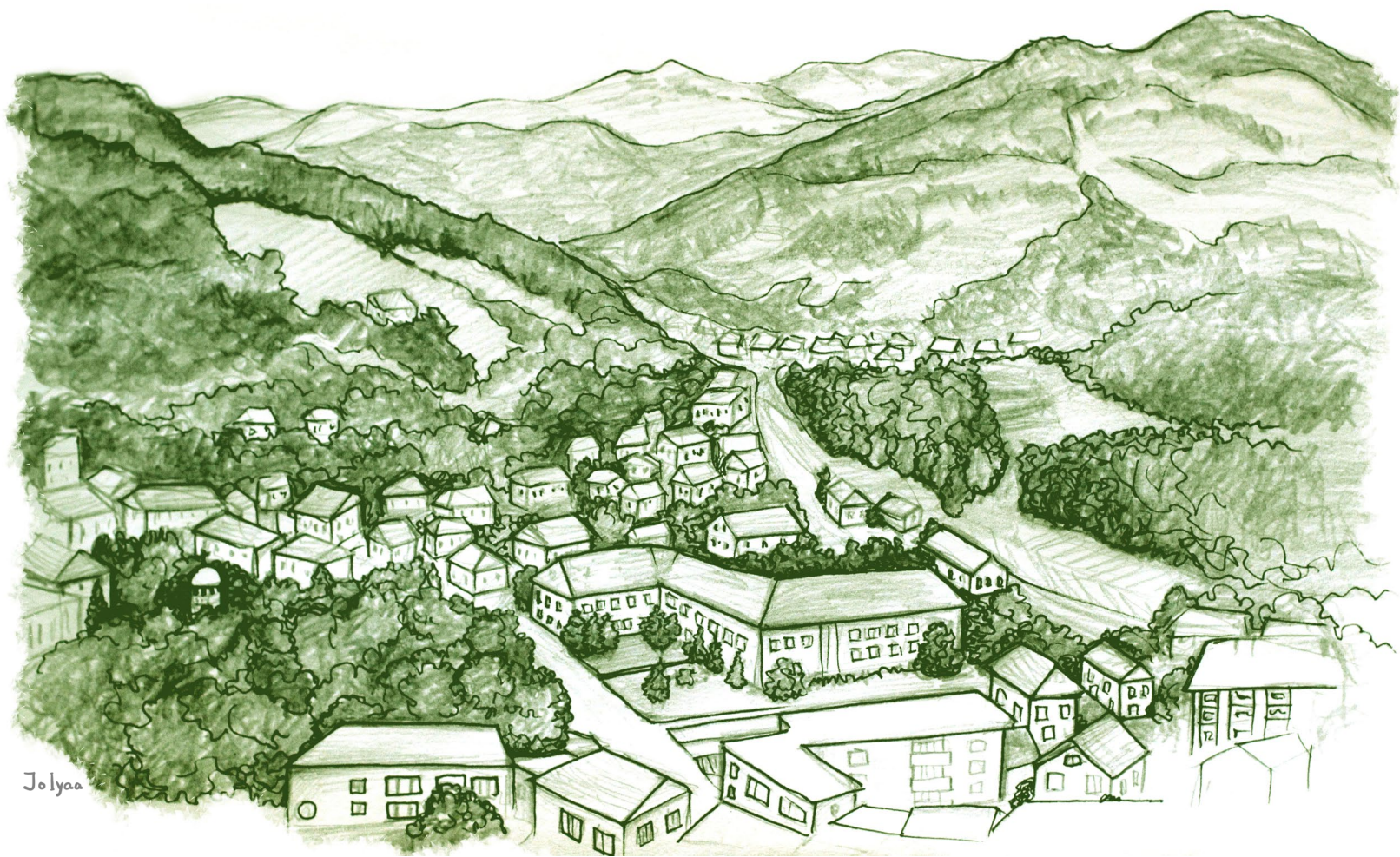
Krupanj is a town and municipality located in the Mačva District, Serbia. The municipality has a total population of 17,398, while the town has a population of 4,455 (2011 census).

The town lies in western Serbia, at the southern border of the Pannonian plain and Mačva region. It is surrounded by the mountains Jagodnja, Boranja and Sokolska, in a picturesque valley intersected by numerous rivers and creeks. In the town

itself, the rivers Bogoštica, Čađavica and Kržava conjoin into Likodra, which later flows into Jadar.

The town lies at the altitude of 280 m. The municipality area covers around 242 km² (93.44 sq mi), and it encompasses 23 villages. It is the center of the region Rađevina, which was named after a great knight of Prince Lazar, called Rađ, who defended it from Hungarian and Ottoman conquerors, and who is buried at the monument of Rađev Kamen.

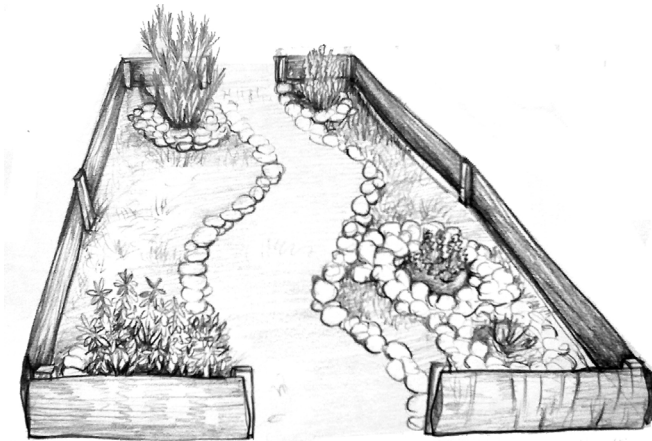




GARDENING

A Community Garden is a powerful tool for bringing together a wide range of people with different abilities. It can be literally a common ground for being active and learning together. Desirable site attributes – a sunny site, sheltered from strong winds, easy to access but also secure. Security could be the presence of neighbours who will watch over the site and report problems rather than intruder proof locks and CCTV. Ideally some of these neighbours will be encouraged to get

involved and therefore have a vested interest in the garden! A Community Garden is a great way to get a piece of neglected land into use. Participants benefit from improved well being by simply taking part in an outdoor activity. There are many other benefits such as an improved knowledge of healthy eating and greater awareness of food production and its impact on the environment. The main benefit common to all groups is that it allows people to socialise in a relaxed and natural way.



herb garden

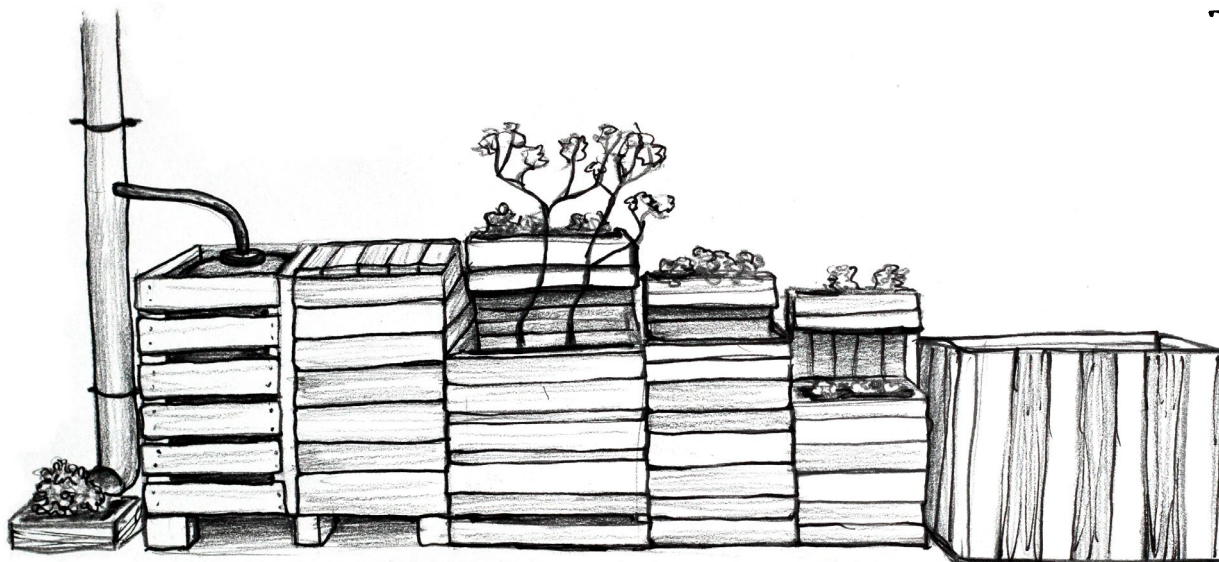




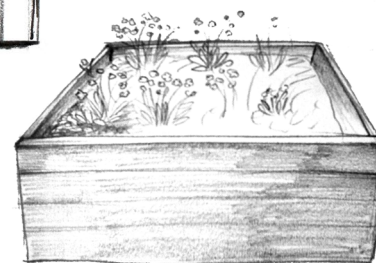
In the gardening/nutrition workshop of this training course we made our first self watering system. This was a steep learning curve for us and we learned by building the system and testing it at San Felice accommodation before dismantling it and moving it to Torino Di Sangro Elementary School. Here the artists decorated the bare concrete walls of the school playground with pictures of bees, butterflies, beetles and

other creatures. Some old car tyres were recycled into wall planters and these too were painted to look like giant flowers. ORA participants ran sessions with the pupils to practise Jedi Gardening Skills (a way of learning to empathise with plants to understand their needs), help them to comprehend how the self watering system works and to plant the system with vegetables and herbs.

Torino Di Sangro



Self watering system

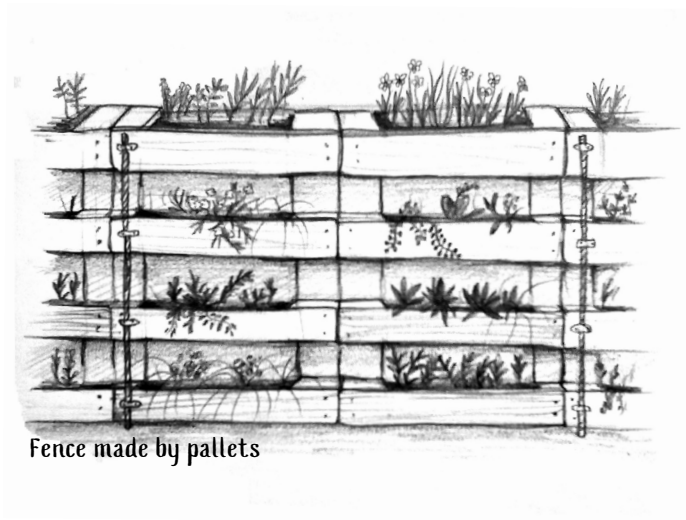


herb box

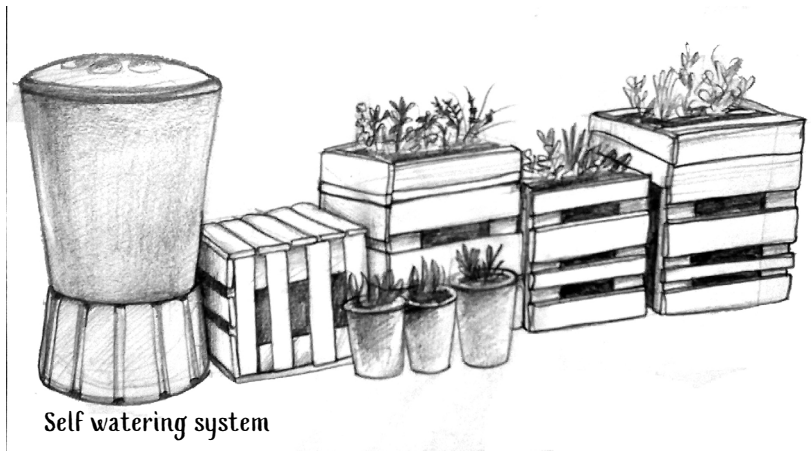
For the German Gardening/nutrition workshop at the Old School House we had the first youth exchange of the project where we built our second self watering system and replaced a broken fence with a recycled one made from pallets. This time the self watering system had a high capacity 300L reservoir so it would keep the plants watered for relatively long periods of time when there was no-one at the Old School

House. The recycled pallet fence has many pocket planters filled with bee friendly flowers and is beautifully decorated on both sides by the artists with flowers, mushrooms and insects. These new features were shown and explained to local villagers at a public event to highlight the work done by ORA participants over the previous week.

Oybin



Fence made by pallets

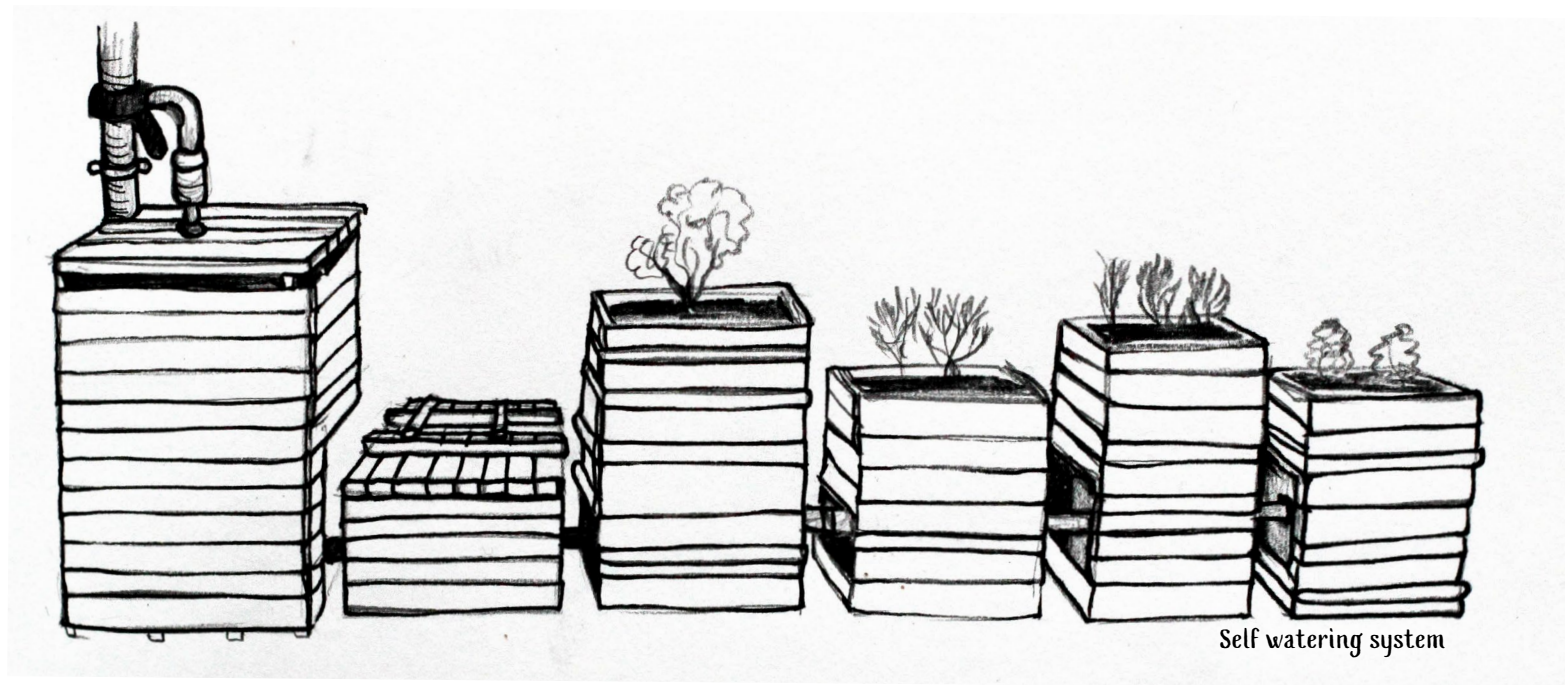


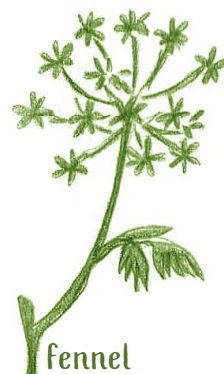
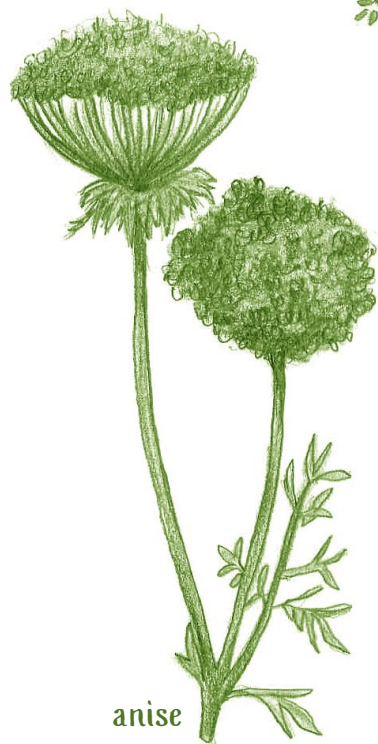
Self watering system

The second youth exchange in the project and the Gardening/ Nutrition workshop saw us building our third self watering system at Borivoje Ž. Milojević Primary School. The villagers took great interest in our project and a number of them including a plumber helped to source materials and construct the system. In addition to this the participants worked

on developing a prototype miniature version of the system which will fit on a window sill to be used primarily for growing herbs and salad leaves indoors. Commonly available materials were used, making it easy to reproduce by participants once they return to their own countries.

Krupanj





SUSTAINABLE CONSTRUCTION

Today, the gap between rich and poor is increasing more and more quickly. Access to essential goods and basic services is declining in western countries too, in Italy for example 20% of households do not earn enough to make ends meet.

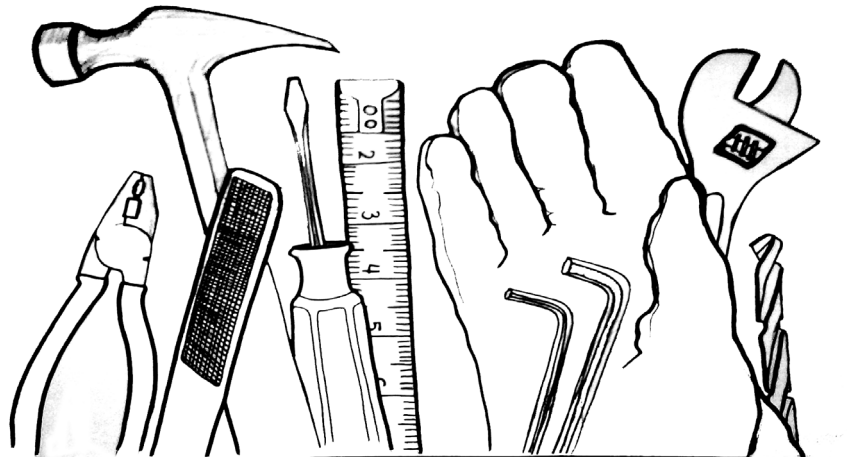
In this situation it makes sense to promote technology that allows for the construction of low cost and energy efficient structures that are easy to build and can be used for a variety of purposes including buildings for housing or storage, but also to create furniture and other facilities and equipment. These techniques are eco-friendly and simple, using biodegradable materials or recycling poorly biodegradable materials such as plastic bottles.

The cost and accessibility of these techniques

means that even the economically disadvantaged can have access to goods and other essentials that can be created using these construction methods.

Ideally this kind of building activity would be linked to sustainable land management and agricultural production.

At the educational level, as well as learning simple and useful techniques, this workshop provides and insight into how our level of dependence on the current system can be altered by individuals or small groups working together on such projects. This is because as these techniques are not reliant on complex technology or technological knowledge they are very affordable.





In Torino di Sangro, we built a service counter for the barbecue located near the Visitor Center of the Nature Reserve and an earthen oven, also adjacent to the barbecue.

Both are facilities for visitors who come to the reserve in spring and summer for walks and picnics.

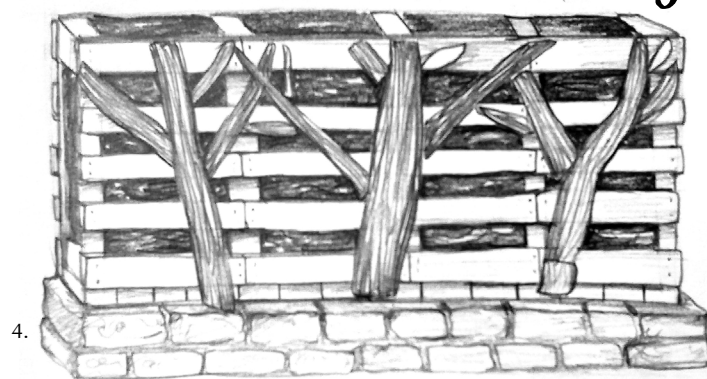
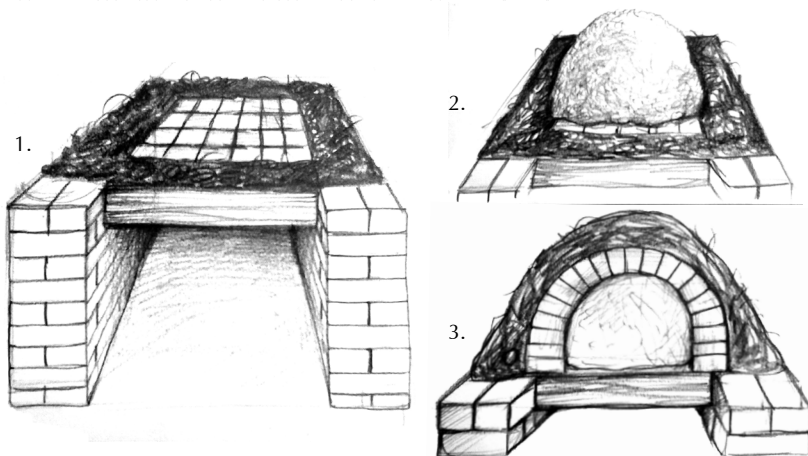
The service counter has foundations of cement, tuff (a type of volcanic rock) and brick, the wall was built using a pair of pallets (of the same size) fixed parallel to each other, and the space between them filled with a mix of earth and straw. The top of the counter is a board of untreated oak wood. It is decorated with a work by the Serbian artist Djuradj Stevanović which depicts some holly oak trees.

This part of the workshop allowed us to address issues related to the construction of a wall of pallets, earth and straw. In particular we looked at the problems of damp from the ground and surface water runoff, and how this connects to the choice of materials with regard to their durability and resistance and what combinations of materials can be used.

This knowledge can also be applied to major challenges such as buildings.

The oven is a domed structure built on a raised base. The supports of the base are made of masonry in tuff (pic 1). The underside of the base is wooden, whilst the top is finished with raw earth and refractory bricks (heat resistant bricks designed to increase the efficiency of ovens). The oven itself is a dome made of earth and straw with brick arch as the mouth. To build the earthen dome we chose a simple technique, which was to make a heap of sand covered with damp newspapers over which the dome was built using a mixture of earth and straw (pic 2). After this dries for forty days, it is possible create the arch that constitutes mouth of the oven, and remove all the sand inside the oven (pic 3). The dome was decorated with stones and colored glass by Polina Stoyanova and Nataša Konjević. The aim of our workshop was to provide participants with enough basic knowledge, to start experimenting and working on their own projects.

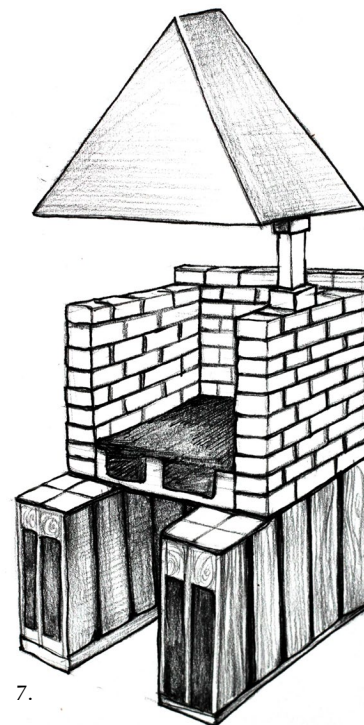
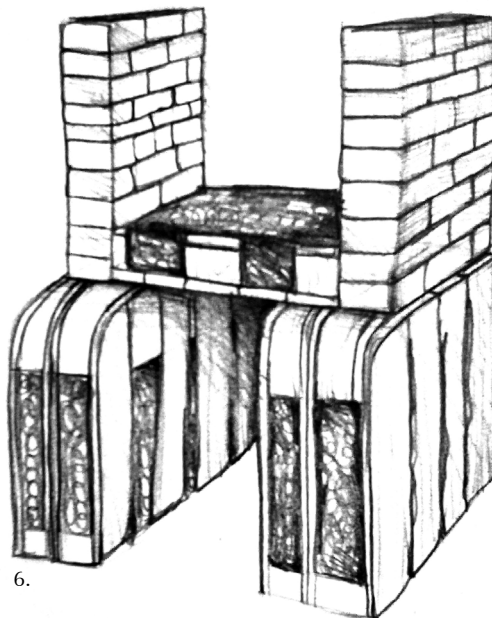
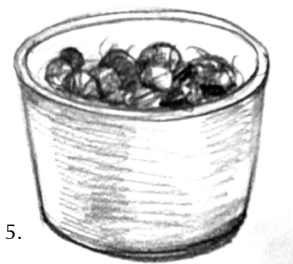
Torino Di Sangro



In Oybin we built a barbecue with concrete foundations (pic 7); supporting walls and the base of the barbecue from pallets, earth and straw; retaining walls in brick; and a plasterboard hood (pic 6). The finish of the base was done with mortar made from sand, lime and horse dung (pic 5); the addition of horse dung ensure that the finish will be resilient to thermal shocks.

This construction was slightly more complicated than those realized in Torino di Sangro, therefore the technical complexity and the need for good manual skills were greater. The fact that we were able to complete this work successfully is down to the great teamwork and collaboration both within this workshop group, and in the whole youth exchange.

Oybin



During the exchange in Oybin participants also worked on a construction that linked sustainable construction and carnival. They built a wooden ship (pic 8), symbolizing a refugee ship.

The ship was first used as a float for the Carnival of Cultures in Berlin, and afterwards was placed in the garden of Anna Landsberger Youth Centre as a green chill-out space.

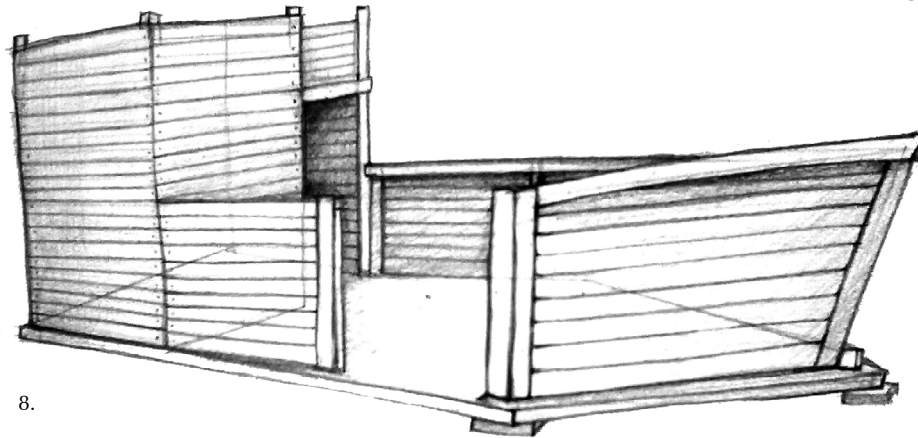
The first step for developing this ship was to adjust the draft plan to the materials and tools that we had available. During the course of workshop the participants used different types of tools to build the ship and were given the opportunity to use tools had not used before. The reason for this was to gain practical skills and experience in woodworking that they would be able to use again in the future. This gives them the ability to share knowledge and skills to their local community and spread the idea of sustainability to other young people. We used materials which were available in Oybin: with that approach we made our participants more aware

of nature, and showed them how to use natural materials around them to build the ship. After the ship was finished it was put on a trailer, decorated and used by the carnival group "Get over it" who were part of another project held during the same time period, on the theme of discrimination. During this parallel project the participants had an opportunity to develop their social skills and examine their ways of thinking about discrimination and tolerance to vulnerable groups of people. The performance speaks for itself and can be watched in this video: www.youtube.be/x4zOuMfhHJA

After the carnival, the ship was placed in the garden the "Anna Landsberger" Youth Centre in Berlin. Now it is chill-out area for young people and playground for children. Inside it we planted flowers and other ornamental plants which gave a new purpose to this construction.

These alterations were done by the children who are daily visitors to the youth centre.

Oybin (carnival)



8.



E.E.P. Environmental Educational Path

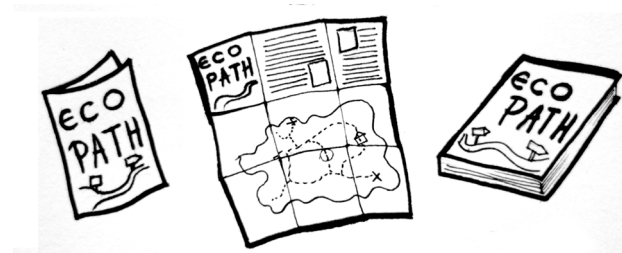
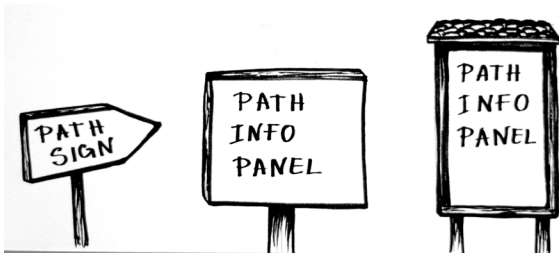
The Environmental Educational Path (the EEP) is a route that can be placed in urban or natural areas with interactive educational games and different types of activities about fundamental ecology and its environmental contents.

An EEP consists of:

- didactic informational panels
- different points of interest
- interactive activities and games
- sign posts
- brochures
- maps
- guides
- info point or visitor centre

The main aim is to promote the creation and the restoration of the link between urban and natural environments. The EEP is important because it can enrich the sensitivity of people to the protection and management of sustainable natural resources, which are crucial for the healthy lifestyle of their generation and those that follow. It is an opportunity to improve the inclusion and participation of people as individuals, and as a community, through the creation of the new job opportunities and promotion of the local economy.

As the main aim, the EEP helps people to deeply understand all the existing processes in nature in order to create aware citizens who could develop existing debates and have positive reactions for overcoming issues.





The territory of analysis, study and implementation has been the Regional Reserve “Lecceta Torino di Sangro”. The workshop helped the participants to approach and improve general methodologies to develop an environmental education hiking path. The facilitators showed to the participants a couple of potential virgin paths to work on, that is paths with no signposting, even if already slightly tracked.

Following nonformal education methods we allowed the participants to choose which of the paths they wished to work on. As luck would have it the group split itself equally into two, with participants interested in each of the potential paths. If this had not been the case, only one of the two potential paths would have been developed during this training course.

The participants developed on the theoretical level, in only four days, two new paths for the Reserve:

1. INTRODUCTORY PATH/ART AND NATURE PATH;

2. SPRING PATH.

Both paths were developed along 200mt long routes, the first starting from the new car park area of the Reserve, the second from the Visitor Centre. The most interesting aspect is that the two paths have different purposes, the first introducing the importance of the Reserve through the path that takes visitors from the car park to the Visitor Centre; the second introducing the ecosystem of a source (spring) and a species of wild grape recently discovered in the forest.

Going into detail...

On the INTRODUCTORY PATH/ART AND NATURE PATH, which has the purpose of informing visitors about important facts on the Reserve and to educate children to play consistently in/with nature, there are several information spots:

- WELCOME / FAREWELL BOARD at the entrance, SIGNAL ARROWS, placed in five spots, PANELS for PEDESTRIAN



European hedgehog

ZONE;

- BIRD/INSECTS/GEOLOGY OBSERVATION POINT on the left side of the parking, with benches, a wooden frame, a telescope and an information panel;
- GENERAL INFORMATION POINT on the right side (entrance of the path) with a map, benches and an introductory panel with the basic information about the reserve and the rules;
- EDUCATIONAL PANELS along the path, installed at a low height with educational messages for children;
- REST PLACES on the right side of the path, with some

benches. Plus, an artistic area has been imagined along a small area near the main path, consisting of PLAYGROUND in the middle of the path as a place for creative workshops with natural elements;

- ARTISTIC INSTALLATIONS and POETRY BOARDS; EXPRESSION BOARDS in the shapes of animals and plants, made of natural material, with a storage box for chalk. The participants worked also on many different and interesting games and activities to do with children along the paths at particular and important points.



Charadrius alexandrinus

are sandstone walls and an area where there are wild grape plants (*Vitis vinifera sylvestris*), recently discovered in the forest.

For each of these important aspects along the way the participants thought about the creation of some information panels and arrows. They also developed educational activities for each point with dedicated versions depending on the age group. These activities are made up of games, quizzes and exercises about:

- SAND WALLS, stratification of the different soil layers, ero-

sion;

- SAND WALLS AS A HOME, for insects, reptiles, birds and little mammals;
- RIVER SOURCE/OBSERVATION POINT OF THE LAKE (the physical process of a river being born)
- SPRING: fauna and flora;
- THE ANCIENT WILD GRAPE.

Both routes are currently being implemented and defined thanks to the ideas that came out of the workshop. Many others will be implemented in the future.

Torino Di Sangro



Charadrius alexandrinus' eggs

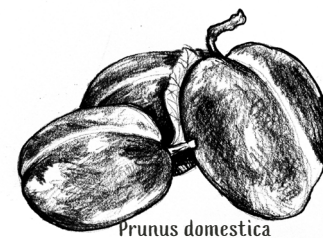
During the youth exchange in Krupanj, which was the third meeting of the “ORA: Sustainable Communities with Youth Power Switched ON”, one of the activities was the workshop of the EEA. This workshop used the methodology of non-formal education Observe Rethink Act. During this workshop participants were able, through the use of nonformal education methodology, to learn how to mark and map an educational path starting from an existing path in a public place.

First of all, participants visited an existing trail and during several walks they investigated existing types of use of the path, they collected data about local biodiversity, they obtained information on how to use (rather than destroy)

this biodiversity along the track and finally they developed and prepared some games/activities that would be interesting for the future users of the new path. For these reasons, the track contains some stories related to the history of this region and all the information collected has been written and shared on several information boards that are placed along the way where people can find basic information about the track. A brochure was created for citizens containing a general description of the path, GPS data of the track and activities that could be done by the visitors during the walk.

We named the path “Our path”, in order to symbolizes our joint work on this beautiful track.

Krupanj



R.E.S. Renewable Energy Sources

The words sustainable, renewable, and recycling nowadays sound familiar even to children, as they have become part of our everyday speech. Despite this our daily actions and behaviour are not always at the standard that they should be, in terms of energy saving, recycling, and protecting nature and the environment.

Sustainable development is when we are able to fulfil the needs of the present without putting the next generation at risk. In order to create this sustainability it is necessary to work with the next generation, in this example by using an educational module which is aimed at translating these abstract notions into practical action that can then be integrated into daily life, habits and habitats. In this workshop, through the use of nonformal educational methodology and ecopedagogy we talked about important and complex issues such as sustainability and renewable energy.

We tried to define together what energy is, to understand where it comes from, where it is and what it does.

We reflected on the finite nature and accessibility of energy sources, on our lifestyle and on its impact on our ecosystem. This led us to consider and experiment with some of the most common types of renewable energy such as solar, wind and water power.

Whilst trying to understand how they worked and the different ways we used them, the participants had the opportunity to test how, even on small scale, it is possible to build objects, make them move and even produce some energy.

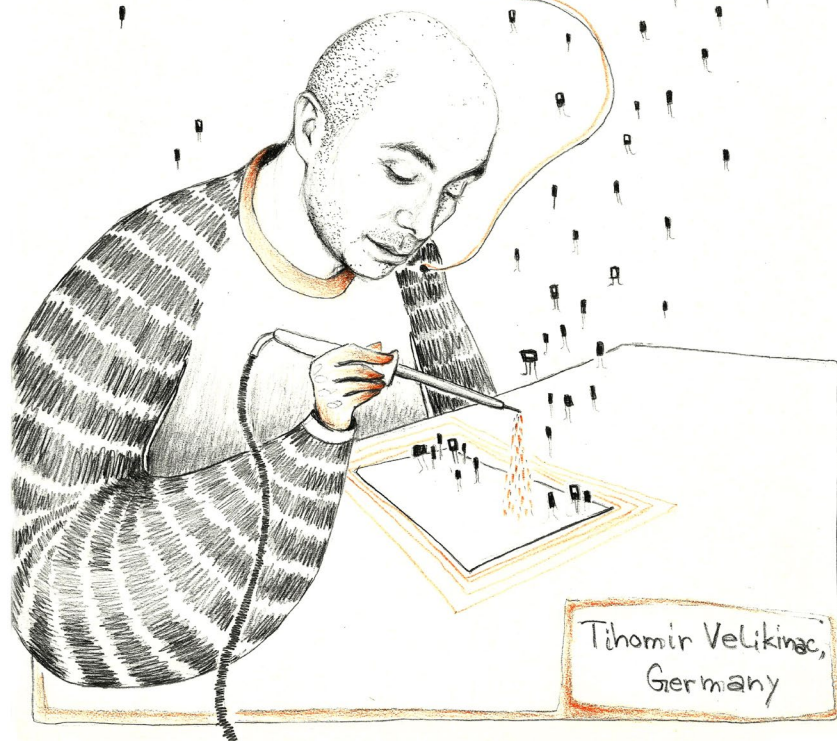
We did this almost exclusively with recycled materials and, naturally, a lot of imagination!

Our aims and objectives were:

- to promote knowledge and the use of renewable energy in daily life;
- to stimulate a critical reflection about the main energy sources;
- to experience how they work, to learn how they are used, trying to imagine new and possible future scenarios;
- to stimulate fantasy and the use of the imagination, in order to favour the acquisition and the development of artistic skills, also through creative recycling activities;
- to stimulate learning of practical/manual competences, to facilitate research into creative/alternative solutions (problem solving);
- to promote the development of cognitive and communicative abilities, active participation from the planning step to the final production, cooperative work and the sharing of ideas;
- to encourage the acquisition of scientific and logical-mathematical competences;
- learning by doing and learning by playing.

All the activities were conducted using non formal educational practices and methodology. The participants were actively included both in the planning and practical parts of the workshop. They learned whilst having fun in an atmosphere of cooperation and sharing where making a mistake is not a sign of failure, but is an opportunity to enhance the educational process at both the personal and group level.

Even that I am **ENgINEER**, untill this workshop
'I didnt have any experience in **RENewABLE**
ENERGY SOURCES. With team of pedagogists and
educators, I used my ***KNOWLEDGE** from faculty with
infos from online media. **TogetherR**, we made a lot
of things, like water meal, cars, carousel...
For ,sure, we **LEARNED** a lot and it was **FUN**.



Torino di Sangro was the first step of this multiactivities project. We had a Training Course for youth leaders, teachers and youth workers coming from Belgium, Germany, Romania, the United Kingdom, Albania, Italy, Bosnia and Herzegovina, Serbia.

As usual in our workshops we applied O.R.A. Methodology (Observe, Rethink, Act).

The participants began by observing small and simple mechanisms, working with solar energy. They spent the first day trying to understand how they work and what it is possible to do with them. They started to play with little solar panels, motors and recycled materials and to create their own products observing and exploring different solutions.

After this first phase they were introduced in the second step.

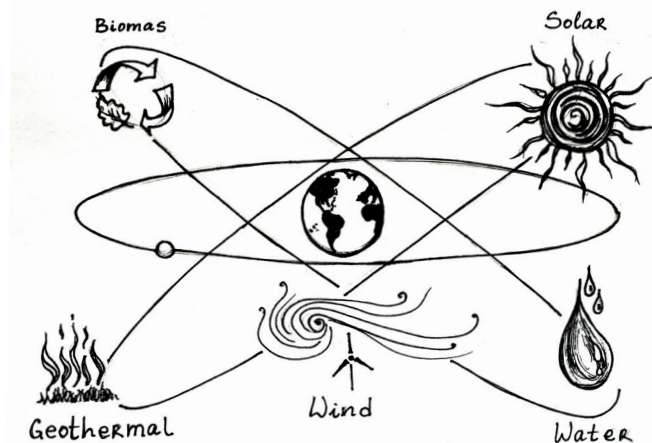
According to their own abilities, background, and wishes, the participants started to think about the possible uses and

applications of renewable energy in their daily lives, and in their own communities.

At the same time we introduced other renewable energy sources. As they began to take more confidence with the materials, they were free to wonder and to use their imagination and, at the end of the second day, they came out with a lot of ideas and proposals: they were ready for the final step, they were ready to Act.

We tested various educational activities using wind or water energy, we produced prototypes of solar chargers for electronic devices and many different solar toys such as cars, windmills, caps, carousels, etc. During the last day of activities the participants had the opportunity to try out what they learnt and created during the training course, in a workshop session with the pupils of the local primary school.

Torino Di Sangro





Klevis Musta,
Albania

It was a great play, using MiNiMaL and unexpected reSouRces (cartons, drinking straws, plexiglass, cardboard tubes from hygienic paper. Those days were WONDERFUL, we felt like kids playing creatively and realized that everything is POSSIBLE if you want it.

Delia Motoc,
Romania



In **Krupanj**, during the Youth Exchange, last step of this multiactivities project, we had young participants from the U.K., Serbia, Italy, Belgium and Germany.

Applying the O.R.A. Methodology also in this meeting the participants began the workshop by observing, trying to understand and taking confidence with the available materials.

They had the time and opportunity to share ideas and abilities and to work together. According to their skills and imagination they started to explore different renewable energy sources.

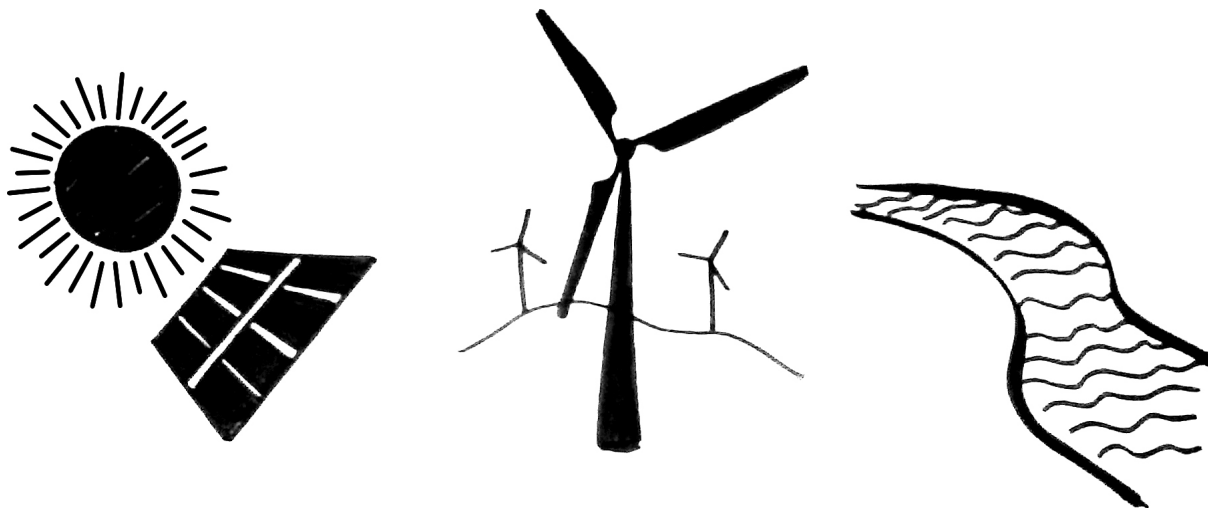
We further improved and finalized what we had developed

in the first meeting in Torino di Sangro.

As well as the now classic solar toys (cars, windmills, spinning caps, djset, etc.) we were even able to produce some examples of wind powered toys, and to experiment with some mechanisms that could be driven by water. We perfected the solar chargers first created in Torino di Sangro and we installed one of them on the Environmental Educational Path realized in Krupanj.

Also on this occasion the participants had the opportunity to present and demonstrate what they had learnt and built during the workshop to the pupils of the local primary school.

Krupanj



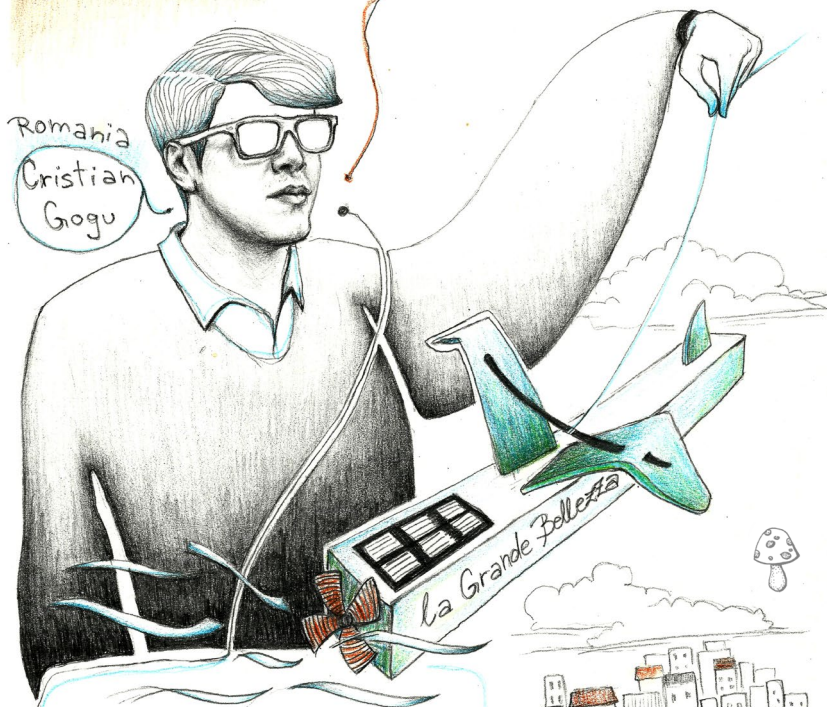
We showed KIDS that it is possible to use SOLAR energy and ENERGY of the WIND. Their FASCINATION when they saw that something they BUILT is actually working, for me, that is some Amazing feeling.

Radovan Božović,
Serbia



Such a workshop is really Useful as a complementary to School classes in physics, mechanics ...

Romania
Cristian
Gogu



... or as a CREATIVITY expanding activity because it helps CHILDREN and ADULTS to UNDERSTAND several physics phenomena and PLAY with them.



Artistic Interferences

Four artists were a part of the so called “Artistic Interferences” crew. Their main task was to use their skills to improve the visual aspect of spaces which needed a more cheerful look, and the creations of the other workshops.

In **Torino Di Sangro** a primary school yard, which used to be all in gray concrete, was decorated with drawings of flowers and animals and in collaboration with the gardening workshop, were done flower pots out of old tyres.

The oven in the **Nature Reserve Lecceta di Torino Di Sangro**, which was done by the construction workshop team, was shaped like a turtle shell and decorated with mosaics from ceramic and glass pieces from the garbage found in the reserve.

In **Oybin** the artistic team decorated the new fence of the inner yard and the self watering system boxes, done by the gardening team.

In **Krupanj** the crew once again did a decoration for the self watering system and helped with some drawings of animals and plants for the Environmental Educational Path team. Meanwhile Djuradj Stevanović created a metal sculpture of a sunflower out of old metal parts. The sculpture was used as a construction on top of which a solar panel was attached.

It is placed in the center of the town and people can use it as a mobile phone charger.





WHO IS WHO?

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We are all just human beings: for this reason, it is possible that **Youth, Switched ON!** contains mistakes or inaccuracies. At the same time, we will be happy to receive further contributions, suggestions, new proposals to enrich this publication.



Avena fatua

In case, feel free to write to us at
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Thank you very much!

Jolyaa



ORA
2015