

# NON-FORMAL EDUCATION **HAND BOOK**

AN EFFECTIVE TOOL FOR THE PERSONAL  
DEVELOPMENT OF YOUNG PEOPLE



Funded by  
the European Union



Agenzia Italiana  
per la Gioventù







**Outcome of the ERASMUS+ Seminar:**  
**"NON-FORMAL EDUCATION: AN EFFECTIVE TOOL FOR THE  
PERSONAL DEVELOPMENT OF YOUNG PEOPLE"**  
**that took place in November 2025 in Chieti, Italy.**

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# INTRODUCTION

**Education** plays a central role in shaping the world of tomorrow, yet learning cannot be confined to what is offered by traditional school systems alone.

In an increasingly complex and globalised society, characterised by **multiple and interconnected learning environments**, formal education institutions and public bodies often struggle to adequately address young people's needs in terms of education, training, skills development, active participation, and well-being.

Within this context, **Non-Formal Education (NFE)** emerges as a **structured pedagogical approach** with clear learning objectives, grounded in **participatory, experiential, and flexible methodologies**.

Through **exploration, observation, play, action, and reflection**, NFE enables young people to develop new perspectives and to construct their own learning pathways. It recognises the diversity of learning styles and draws on the concept of Multiple Intelligences, engaging learners as whole persons

– intellectually, physically, emotionally, and socially — while fostering **cooperation, creativity, and community-based learning**.

Learning is thus understood not only as the acquisition of knowledge but also as **active participation in communities of practice**.

**Traditional education systems**, originally designed to serve fixed pedagogical missions and structured learning models, often **find it difficult to adapt to these changes and to create flexible learning environments**.

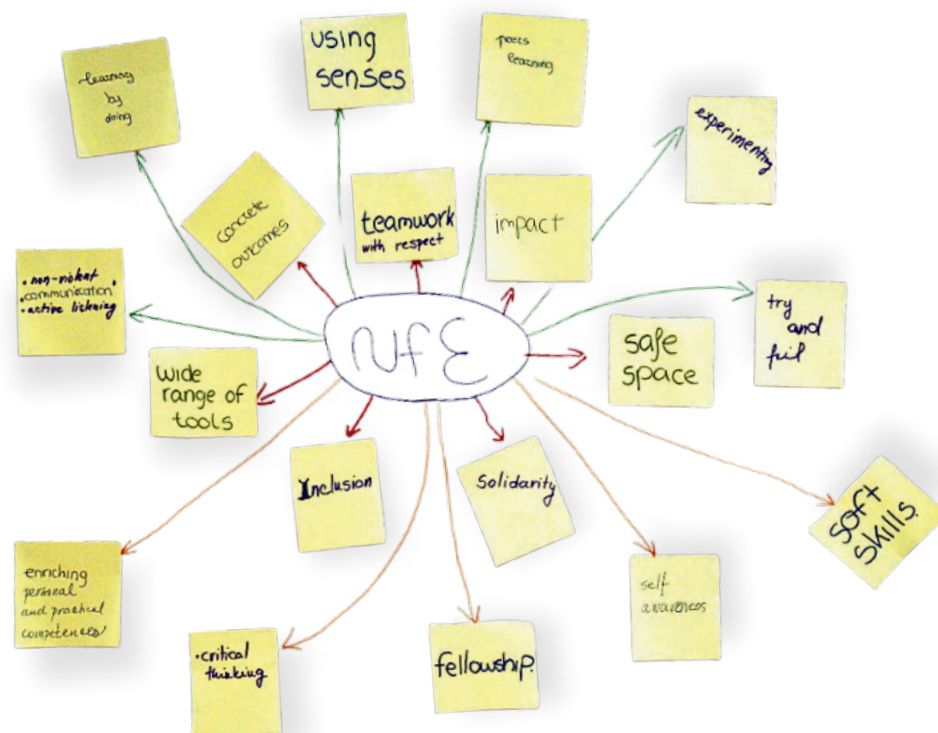
As a result, they may prioritise the reproduction of existing social patterns over the development of critical thinking, openness, and self-directed learning.



For this reason, **cooperation between formal and non-formal education is essential to address the main challenges faced by young people today**, including bullying, early school leaving, NEET status, special educational needs, and cultural diversity.

**Non-Formal Education** can play a significant role in **strengthening both social and human capital** by equipping young people with **competencies relevant to the labour market**, educational pathways, and personal development, while also enhancing motivation, inclusion, and well-being.

At the same time, NFE represents an **effective and efficient tool for supporting the mission of formal education** institutions and public bodies, contributing to **higher engagement in learning processes**, **reduced marginalisation**, and **a more inclusive educational system**. The integration of non-formal methodologies into formal contexts is therefore highly recommended, with youth workers, youth organisations, and youth centres providing essential expertise and support.









Moreover, NFE is particularly well suited to addressing learning areas that require **holistic and interdisciplinary approaches** — such as **media literacy, environmental and sustainable development education, peace education, human rights, active citizenship, and entrepreneurial learning** — which are not always adequately covered by traditional school curricula.

Through methodologies including **experiential and active learning, intercultural education, mentoring, peer learning, and relationship-based activities**, NFE promotes **freedom of expression, cooperation, creativity, and the direct involvement of learners**.

In light of these considerations, it is **crucial to strengthen the skills and competencies of teachers, youth workers, volunteers, and public officers in implementing Non-Formal Education within formal contexts** such as schools, youth councils, and public institutions.

**Sharing good practices, developing common European standards, and fostering cooperation across countries**

and sectors can significantly enhance the impact of these approaches, offering young people more innovative, inclusive, and meaningful opportunities for learning, personal growth, and social participation.



# SEMINAR

Along these years of activities, during several evaluation moments and informal talks, we figured out that **youth/social workers, community and peer educators, teachers, volunteers are more and more in need of different methodological approaches within Non Formal Education** to better tackle several aspects (Intercultural education and conflict management, communication and critical thinking, outdoor and environmental education, active citizenship and community development, etc.) of the work done on field with young people.

The Seminar **“Non-Formal Education: an effective tool for the personal development of young people”** took place in Chieti (Abruzzo, Italy) **from 24th to 30th November 2025** involving **24 youth workers, youth leaders, educators, teachers, volunteers from Belgium, Bosnia Herzegovina, Bulgaria, Denmark, Germany, Italy, Romania, Serbia, Slovakia, and Spain.**

The Seminar would like to represent the **starting point of a journey aiming in exploring the meaning and the use of NFE** in each partner country involved

and build up a common base for the following years.

The main idea is to better discover and to go deeper in the knowledge of using NFE to support the personal development of young people and especially those coming from disadvantaged backgrounds.

The **main objective of the Seminar**, then, has been to **equip participants with a set of approaches, techniques and methods related with Non Formal Education that could be easily reshaped and reproduced in each local context** involved to support and facilitate processes of social inclusion and active involvement of young people and, consequently, the development of their local communities.





In this booklet we collected some information related to the involved partners, the local good practices shared and the result of our common reflection on the use of Non Formal Education approaches and techniques that constitutes our “methodological platform” on which we will shape our future common projects.

**Join us in this wonderful adventure and  
enjoy your reading!**



# MAP OF REALITIES



This map shows the **geographical distribution** of the organisations and participants involved in the seminar, highlighting the **international dimension of the partnership**.

The seminar was organised by **ARCI Circolo Territoriale Chieti APS (Italy)**, active in youth empowerment, social inclusion and non-formal education through international mobility projects and community-based initiatives.

Also from Italy, **EiBo! – European Institute of Bologna**, specialised in European project design, training and international cooperation.

From **Denmark**, **MUNDU – Center for Global Education** contributed with its expertise in global citizenship education, sustainability and awareness-raising activities.

**Natural Explorers (Bulgaria)** brought strong experience in outdoor education, experiential learning and environmental awareness.

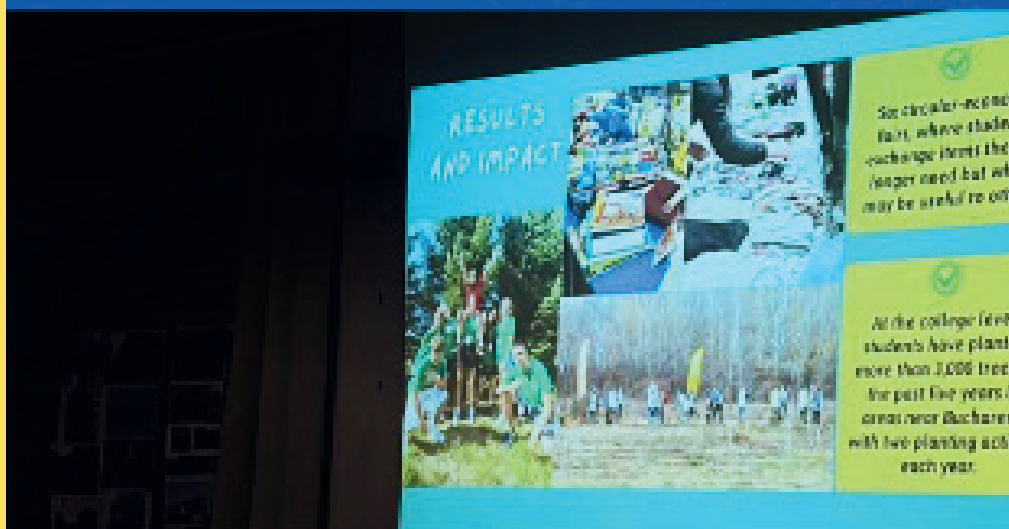
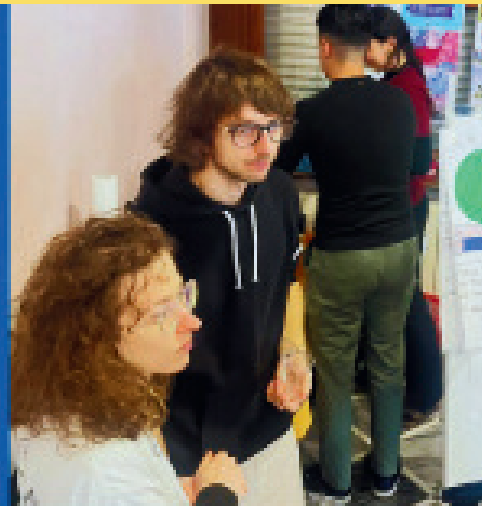
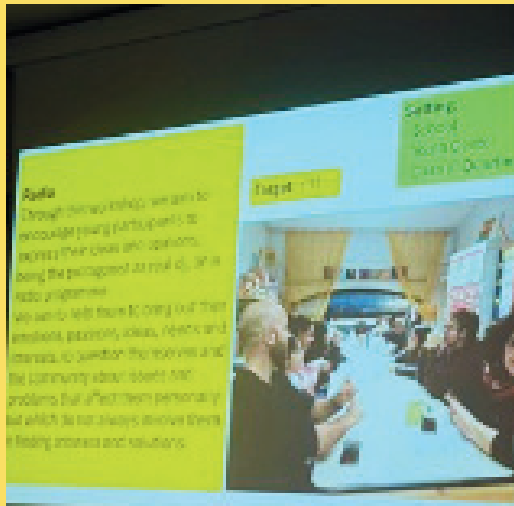
From **Slovakia**, the **Elementary School with Kindergarten of Veľké Leváre (ZŠ s MŠ Veľké Leváre)** contributed with a focus on inclusive education, experiential learning and civic participation, while **BROZ** shared its expertise in environmental protection and ecosystem restoration combined with educational activities.

**Remonta and Asociación El Nexo (Spain)** brought experience in youth participation, intercultural learning, volunteering and community engagement through Erasmus+ projects and local initiatives.

**Roter Baum Berlin UG (Germany)** contributed with its long-standing work in youth inclusion and social empowerment.

From **Romania**, **Agenda 21 – APSD** shared its experience in sustainable development and civic education, while **Foresteducon (Serbia)** contributed with expertise in environmental education, youth work development and community-based learning. Finally, **MJ Les Récollets (Belgium)** brought its experience in socio-cultural youth activities and non-formal education for active citizenship.





# CASE STUDIES - GOOD PRACTICES

In order to collect real examples of **Non-Formal Education practices**, participants and partner organisations were invited to share **projects, activities and campaigns implemented in their local contexts**.

All contributions were collected through a common form and later discussed during working sessions held in Chieti.

This process allowed participants to exchange experiences and build a **shared understanding of how Non-Formal Education is applied in different countries and fields**.





# No.1

**Promoter:**

ARCI CHIETI APS - OFFICINE CULTURALI (ITALY)

**Title/Name:**

"Fuori dall'ombra"  
(Out of the Shadows)

**Short introduction of the initiative:**

The project promoted social inclusion of patients from the Mental Health Institute of Chieti by reducing stigma and supporting personal development through creative activities, social workshops and internships in local NGOs.

**Year in which it was established and/or realised:**

2002

**Duration of the initiative:**

Till 2009

**Audience/Target group:**

Chronic patients of the Mental Health Institute of Chieti (Abruzzo, Italy), department of Psychiatric Rehabilitation.

**Field/Subject:**

- Involvement of disadvantaged categories
- Citizenship
- Artistic projects

**Context/Location:**

- Youth Centre
- Community centre
- Rehabilitation centre
- Urban area

**Objectives:**

Main goals of the project have been to give another opportunity to people with psychiatric disabilities driving them (slowly) deeper into the society, to stimulate their perception of themselves and their feeling of social/cultural utility in the living community, to offer spaces and activities out of the Mental Health Institute able to stimulate their abilities and engagement. More than 10 operators (social workers, sociologists, facilitators and educators, etc.) specifically trained were involved in the different phases of the project during the years. All in all and considering the duration of the project (from 2002 till 2009), more than 30 citizens/patients have been involved in this long term educational path: majority of them were aged between 25 and 40 years old with a couple of exceptions considering the specific target group of the activities..

**Main Non Formal Education methods and approaches used:**

- Learning by doing
- peer education
- creativity and direct engagement

**Different phases of the initiative and/or list of activities:**

The project was implemented in different stages using Non-Formal Education methodologies and structured around two main educational paths.

After selection by the Mental Health Institute, participants were involved in internships in local NGOs with daily coaching (initially one hour, later two hours per day) led by youth and social workers. These activities supported the development of soft and technical skills, including basic computer use, digital management of a small library and financial record keeping. In parallel, socialisation activities were organised twice per week and facilitated by three youth workers through creative workshops such as painting, theatre and the creation of objects and toys using recycled materials.

These activities aimed to strengthen social relationships, increase self-confidence, promote positive self-perception and develop social and interpersonal skills. At the end of each semester, results were shared with the local community and evaluated together with the scientific team of the Institute to monitor participants' social and personal development.

### **Outcomes and impacts of the initiative:**

Material outcomes: several fairy tales, various everyday objects (musical instruments, chess sets, dolls, masks, bags) made using recycled materials such as plastic, paper, wood, textiles, glass, metal.

Immaterial outcomes: re-establishing of self confidence and a positive perception of themselves, increasing the feeling and perspective of social/cultural utility, development of soft and hard skills



## No.2

### Promoter:

**ARCI CHIETI OFFICINE CULTURALI & COOPERATIVA TERRACOSTE (ITALY)**

### Title/Name:

**Life of a wolf**

### Short introduction of the initiative:

In recent years, several structural and environmental factors (establishment of protected areas, territorial expansion, search for food, and changes in land use) have pushed wolves to move down into valleys and along the Abruzzo coastline, increasing encounters with human activities and reactivating human imagination, which since ancient times has tended to view the wolf in a negative way. For this reason, the project promoters have identified the need to develop and implement a series of educational tools and activities aimed at changing the current narrative, thereby fostering an understanding of the wolf's true characteristics, its role as a natural regulator, and its social behaviour.

### Year in which it was established and/or realised:

2017

### Duration of the initiative:

Still active

### Audience/Target group:

Young people, families and citizens in general

### Field/Subject:

- Communication and Critical Thinking
- Environmental Education

### Context/Location:

- Institution of Formal Education
- Street and/or outdoor
- Eco Centre
- Nature Reserve/Parks

### Objectives:

**To counter stereotypes and unfounded fears related to the presence of the wolf**, by promoting a perspective based on scientific evidence. **To illustrate the ecological role of the wolf as a natural regulator of ecosystems** and as an indicator of biodiversity. **To foster informed coexistence between humans and wolves**, by providing guidance on appropriate behavior in the event of an encounter. **To promote a culture of respect for wildlife**, particularly in rural and coastal areas affected by the return of the wolf. **To engage local communities and younger generations in educational pathways** focused on the value of biodiversity.



## **Main Non Formal Education methods and approaches used:**

The project applies non-formal education methods based on experiential, participatory, and creative learning. Activities promote learning by doing through storytelling, games, visual arts, and multimedia tools, actively engaging participants and encouraging reflection and critical thinking. By integrating scientific content with creative approaches, the project supports environmental awareness, empathy toward wildlife, and responsible behaviors, fostering dialogue across generations and within local communities.

## **Different phases of the initiative and/or list of activities:**

In order to achieve the planned objectives, a set of activities has been implemented aimed at educating, engaging, and informing the different target groups, promoting an informed understanding of the wolf and fostering respectful coexistence between humans and wildlife:

- creation of wolf-themed murals in an elementary school in Torino di Sangro (Chieti);
- production of postcards and promotional materials (fun facts, myths/legends and scientific facts);
- creation of a fairy tale depicting positive interactions between a wolf and a young girl (Anna and the Wolf);

- production of an animated short film focusing on the wolf and its role in nature;
- development of a board game (Lupopoly);
- creation of a game/quiz (true or false);
- production of an informational/scientific brochure on the wolf and its characteristics.

## **Outcomes and impacts of the initiative:**

The implemented activities have generated significant and lasting impact on young people, families, and citizens, particularly because they simultaneously address knowledge, emotions, and behaviors. Indeed, the proposed initiatives are producing a relevant educational, cultural, and social impact, contributing to the dissemination of accurate scientific knowledge about the wolf, to the reduction of prejudice, and to the promotion of informed coexistence between citizens and wildlife, with particular attention to younger generations and families.





# No.3

**Promoter:**

**ROTER BAUM BERLIN (GERMANY)**

**Title/Name:**

**Hellersdorf Aktiv – Politik isst Wurst**

**Short introduction of the initiative:**

Politik isst Wurst is an activity about barbeque and gathering with politicians and neighbours in a specific area in Berlin.

**Year in which it was established and/or realised:**

2018

**Duration of the initiative:**

Politik isst Wurst takes place 1 to 3 times per year.

**Audience/Target group:**

Adults from the neighbourhood

**Field/Subject:**

- Intercultural Education
- Human Rights
- Involvement of disadvantaged categories
- Citizenship
- Communication and Critical Thinking

**Context/Location:**

- Street and/or outdoor
- Urban area

**Objectives:**

Hellersdorf Aktiv had the goal to reach people through a plain language and attractive activities and to speak about politics, society and to motivate adult people for participation.

**Main Non Formal Education****methods and approaches used:**

Community programs, workshops, conversation and discussion.

**Different phases of the initiative and/or list of activities:**

Cooking, workshops, discussions, over movies watched, lectures, symbolic political elections, quiz, visiting exhibitions, art and craft workshops, Sprachcafé.

**Outcomes and impacts of the initiative:**

Networking, connecting people among the neighbourhood, to activate people's participation and to arouse their interest in politics.





# No.4

**Promoter:**

**ROTER BAUM BERLIN (GERMANY)**

**Title/Name:**

**Mobiles Kinder- und Jugendzentrum Marzahn-Hellersdorf**

**Short introduction of the initiative:**

Mobiles Kinder- und Jugendzentrum Marzahn-Hellersdorf is a mobile youth center project with outdoor activities for kids and youngsters in a specific area in Berlin.

**Year in which it was established and/or realised:**

2023

**Duration of the initiative:**

Mobiles Kinder- und Jugendzentrum Marzahn-Hellersdorf takes place 4 times per week all year long.

**Audience/Target group:**

kids and youngsters

**Field/Subject:**

- Outdoor Education
- Involvement of disadvantaged categories
- Environmental Education

**Context/Location:**

- Street and/or outdoor
- Urban area

**Objectives:**

Mobiles Kinder- und Jugendzentrum Marzahn-Hellersdorf's goal is to offer non formal education activities and a meeting point for youngsters and kids in a living area where other free time options are often missing.

**Main Non Formal Education****methods and approaches used:**

Sport and learning games, cooking together, art and craft activities.

**Different phases of the initiative and/or list of activities:**

games, sport, tournaments, cooking workshops, art and craft workshops.

**Outcomes and impacts of the initiative:**

Thanks to the regular weekly offer, the kids have a regular outdoor activity day and meeting point.

**Comments:**

Mobiles Kinder- und Jugendzentrum Marzahn-Hellersdorf is the main project in which Sveva works.







## No.5

### Promoter:

**YOUTH CENTER "LES RÉCOLLETS"  
(BELGIUM)**

### Title/Name:

**Dire Nous (Saying Us)**

### Short introduction of the initiative:

The project was created in response to social and economic challenges affecting young people, aiming to promote inclusion, recognition and awareness of human rights through art and creative expression. It offered spaces for dialogue and reflection on topics such as equality, dignity and social inclusion, while addressing issues of intolerance, xenophobia and marginalisation. A key outcome was the creation of six murals across the city of Verviers, developed by local and international artists. Inspired by the book "Dire Nous" by journalist Edwy Plenel, the murals have become educational tools.

### Year in which it was established and/or realised:

2016

### Duration of the initiative:

From 2016 to 2021

### Audience/Target group:

Young people and community of Verviers

### Field/Subject:

- Intercultural Education
- Human Rights
- Involvement of disadvantaged categories





- Citizenship
- Artistic projects
- Communication and Critical Thinking

#### **Context/Location:**

- Youth Centre
- Street and/or outdoor
- Urban area

#### **Objectives:**

- Promote a positive image of Verviers and its residents.
- Combat discrimination, racism, and xenophobia through art.
- Encourage artistic expression among young people as a tool for integration and social cohesion.
- Highlight Verviers' identity and support local pride.
- Create a space for dialogue and expression for young people to share their needs, visions, and ideas.

#### **Main Non Formal Education methods and approaches used:**

- Learning by Doing
- Education through art: Using murals and artistic expression as tools to explore identity, diversity, and meaning.
- Intercultural Education
- Peer learning
- Active participation (Moving Debate): Engaging young people through active positioning.
- Civic Education: Exploring ownership of public space, the role of art in society, and active citizenship.

#### **Different phases of the initiative and/or list of activities:**

**Phase 1:** The project started with awareness-raising activities on human rights through international exchanges. These meetings encouraged young people to reflect on equality and inclusion, while using artistic expression as a tool to address intolerance and marginalisation.

**Phase 2:** This phase focused on cooperation with local authorities and obtaining permission for the murals. After approval, six murals were created in different neighbourhoods of Verviers, each representing key project values.

**Phase 3:** One of the final murals was inaugurated with the participation of Edwy Plenel. This event highlighted citizen involvement and created a space for exchange.

**Phase 4:** The murals are now used as educational tools with local schools. The Youth Center organises guided tours followed by debriefing sessions, encouraging reflection on public art, civic engagement and the role of citizens in public spaces.

#### **Outcomes and impacts of the initiative:**

Creation of 6 murals, Increased visibility of Verviers as a city committed to social inclusion and community-building. Empowerment of local youth through participation in artistic expression, and strengthened local identity and pride in Verviers through public art.

**Promoter:**

**Beglika Kids Camp and  
Vitan'Friends Foundation  
(Bulgaria)**

**Title/Name:**

**Youth camp "Vitan and friends"**

**Short introduction of the initiative:**

It was the first joint camp organized by Beglika Camps and the Vitan the Frog and Friends Foundation, expanding the "Scent of Resin" format. Over seven days, children aged 7 to 14 took part in nature-based activities and creative workshops, creating new stories about Vitan the Frog. The story "Vitan the Frog: How an Adventure Turns into a Rescue" promotes friendship, empathy, and inclusion and is inspired by the breeding migration of the common frog (*Rana temporaria*), which travels 9–10 km each year from Mount Bilo to the Mukhalnitsa wetland, turning a real natural phenomenon into a scientifically grounded fairy-tale adventure.

**Year in which it was established and/or realised:**

2025

**Duration of the initiative:**

6 days

**Field/Subject :**

- Outdoor Education
- Environmental Education

**Objectives:**

- to encourage children's interest in the natural world around them
- to encourage children's interest in the natural world around them
- to introduce them to amphibians and reptiles
- to develop their creativity

**Different phases of the initiative and/or list of activities:**

- creative writing workshops
- scientific illustration workshops
- lectures and field activities with a herpetologist
- Outdoor activities (mountain biking; kayaking; climbing activities)

**Outcomes and impacts of the initiative:**

- Story
- comics
- theater play









# No.7

**Promoter:**

**KINOKLAS (BULGARIA)**

**Title/Name:**

KinoKlas

**Short introduction of the initiative:**

Through the art of filmmaking children learn in different fields of life. Personal growth, human relationships, relationship with nature, social activism, manifesting a social or personal problem.

**Year in which it was established and/or realised:**

It was established in 2018 and since it has various modifications and classes.

**Duration of the initiative:**

Each class varies depending on the subject or other objective circumstances.

**Audience/Target group:**

youth between 14 to 19 years old

**Field/Subject :**

- Intercultural Education
- Human Rights
- Outdoor Education
- Involvement of disadvantaged
- Artistic projects
- Communication and Critical Thinking
- Environmental Education

**Context/Location:**

- Youth Centre
- Community centre
- Rural Area

**Objectives:**

Through the act of filmmaking youth develop in various fields. Writing a script teaches them how to analyse human behaviour and relationships, how to approach different problems they encounter in their growth. It can be personal, social, environmental or any other problem. Through the period of preparing, shooting and editing their story they develop communication and crew dynamic skills, they learn how to express their thoughts, beliefs or how to express their social position, how to express a statement. The result of their work gives them the courage they can produce an artistic piece and manifests their beliefs, statements.

**Main Non Formal Education methods and approaches used:**

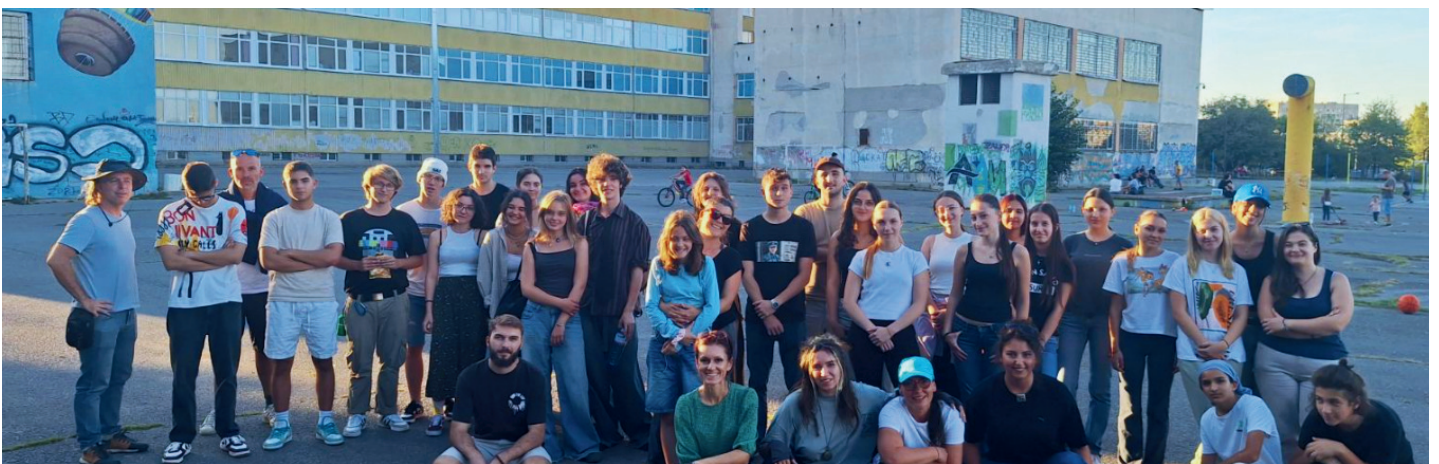
We use the different stages of making a film to teach the youth how to observe, analyze and digest different aspects of relationships and various problems in life. We usually start with a concrete experience or problem the youth have and during the making of the film we try to enlighten all the needs they have.

**Different phases of the initiative and/or list of activities:**

We write scripts with them, we choose actors and locations, we choose the aesthetic of the film language, we shoot and edit the picture and the sound of the film, we compose the music and show the film in a real cinema.

## Outcomes and impacts of the initiative:

Each film the classes make is a showcase of their inner world and the solution of their problem. Unfortunately none of the film is with English subtitles.







## Promoter:

**ANGHEL SALIGNY TECHNICAL COLLEGE, IN PARTNERSHIP WITH AGENDA 21 (ROMANIA)**

## Title/Name:

**EconoMind – Entrepreneurship, Financial Education and Circular Economy Project**

## Short introduction of the initiative:

EconoMind is a hands-on learning program in which students explore how the real economy works, how entrepreneurship develops, how resources are managed and how sustainability can be supported. The activities are interactive, creative and collaborative. The project includes practical workshops, simulated economic activities, circular-economy fairs and actions focused on environmental responsibility.

## Year in which it was established and/or realised:

2023-2026

## Duration of the initiative:

An annual activity carried out throughout the school year, with several events and thematic sessions.

## Audience/Target group:

800 students from Anghel Saligny Technical College, in the economic, vocational and technical tracks.

## Field/Subject :

- Human Rights
- Outdoor Education
- Involvement of disadvantaged
- Artistic projects
- Communication and Critical Thinking
- Environmental Education
- Entrepreneurship



**Context/Location:**

- Institution of Formal Education
- Street and/or outdoor
- Community centre
- NGOs structure
- Urban area
- Economic labs

**Objectives:**

- To develop students' entrepreneurial thinking and economic skills.
- To promote environmental responsibility and the circular economy.
- To encourage creativity, collaboration and decision-making.
- To strengthen the understanding of how the real economy works.
- To build responsible, community-oriented social behaviours.

**Main Non Formal Education methods and approaches used:**

- Experiential learning.
- Practical workshops using real objects and materials (coins, banknotes, resources).
- Team projects and business simulations.
- Interactive circular-economy fairs.
- Outdoor activities (tree planting, selective collection).

**Different phases of the initiative and/or list of activities:**

**Financial Education Workshop** – history of the Romanian leu, analysis of banknotes and coins, security features.

**Training Firm** – creating a complete company: concept, organisation, promotional materials, economic processes.

**Circular Economy Fair** – exchange fair for clothes and useful items.

**Selective Collection** – collection of used batteries, cooking oil, paper and plastic.

**Tree Planting Activities** – outdoor activities focused on environmental responsibility.

**Outcomes and impacts of the initiative:**

- Students gained a clearer understanding of money circulation and the role of resources.
- Entrepreneurial thinking and organisational skills improved.
- Community and environmental involvement increased.
- Waste was reduced through reuse and selective collection.
- Cooperation between students and teachers strengthened.

**Comments:**

The project provides a practical model of non-formal education in the economic and environmental fields, with direct impact on students and the local community.

# No.9

## Promoter:

**FORESTEDUCON (SERBIA)**

## Title/Name:

**"Zajedno za stepe Deliblatske pešcare"**

**"Together for the Steppes of Deliblatska Peščara"**

## Short introduction of the initiative:

The initiative is focused on restoring steppe habitats within the Special Nature Reserve "Deliblatska Peščara", removing invasive species (*Asclepias syriaca*, *Ailanthus altissima*), mobilizing volunteers, and raising public awareness through educational and promotional activities.

## Year in which it was established and/or realised:

2025

## Duration of the initiative:

March–October 2025 (preparatory, field, and dissemination activities)

## Audience/Target group:

Volunteers, students, young people aged 15–30, local residents of the Šušara community, reserve management staff.

## Field/Subject :

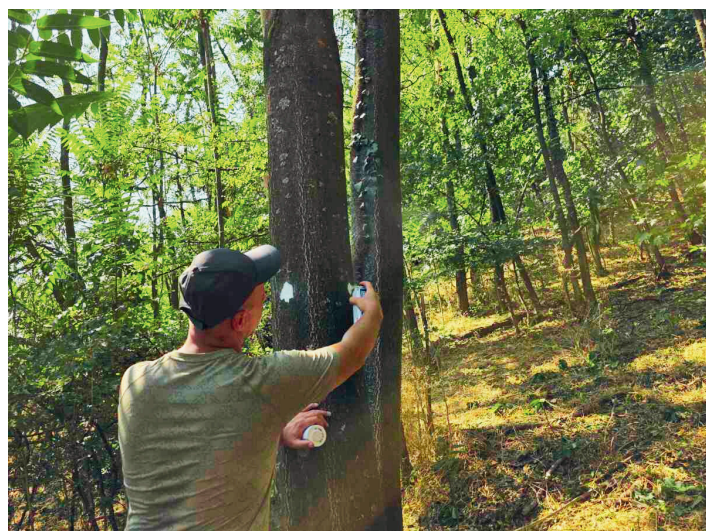
- Outdoor Education
- Citizenship
- Communication and Critical Thinking
- Environmental Education

## Context/Location:

- Street and/or outdoor
- Nature Reserve/Parks
- NGOs structure
- Rural area

## Objectives:

- Develop and adopt an operational plan for steppe habitat revitalization;
- Remove shrub vegetation and invasive plant species from priority steppe sites;
- Mobilize and educate volunteers about invasive species and habitat conservation;





- Establish a demonstration plot for testing biological removal methods;
- Produce educational and promotional materials for public awareness.

### **Main Non Formal Education methods and approaches used:**

- Interactive online training
- Experiential learning in the field
- Volunteer teamwork
- Peer-to-peer knowledge sharing
- Visual educational materials (QR-linked poster, fans)

### **Different phases of the initiative and/or list of activities:**

1. Preparatory actions, obtaining permits, field reconnaissance, Gantt planning
2. Revitalization of 7 ha of steppe habitat at the Korn site
3. Online educational session on invasive species
4. Volunteer action removing *Asclepias syriaca* (41 participants)
5. Identification of plots and marking female *Ailanthus* trees for biological testing

6. Production and distribution of promotional and educational materials

### **Outcomes and impacts of the initiative:**

- 7 ha of steppe restored at the Korn site
- 41 volunteers mobilized and trained
- Significant removal of *Asclepias syriaca* from buffer zone areas
- Demonstration plot for *Ailanthus altissima* prepared and marked
- 50 hats, 50 tote bags, 200 fans produced and distributed
- Raised awareness among local communities of Šušara and reserve visitors

### **Comments:**

The project demonstrated strong community engagement and highlighted the importance of seasonal timing, administrative preparation, and flexible planning in nature protection projects.







**Promoter:**

**ELEMENTARY SCHOOL WITH  
KINDERGARTEN VEĽKÉ LEVÁRE  
(SLOVAKIA)**

**Title/Name:**

**Week of healthy lunch boxes**

**Short introduction of the initiative:**

The Week of Healthy Lunch Boxes introduces children to the basics of a nutritious snack: no sweets, no sugary drinks, plenty of fruits and vegetables, and whole-grain bread. After an introductory session about what a healthy lunch looks like, selected students check whether their classmates brought healthy snacks to school. Those who did receive a sticker that allows them to skip one homework assignment, making the activity motivating, fun, and supportive of positive habits. The initiative is organized several times a year to help children build and maintain long-term healthy eating routines.

**Year in which it was established and/or realised:**

2024

**Duration of the initiative:**

a week, multiple times per school year

**Audience/Target group:**

students– age 6 to 15

**Field/Subject :**

- Communication and Critical Thinking
- Nutrition/Food Education

**Context/Location:**

- Institution of Formal Education

**Objectives:**

To educate children about healthy options while creating food that they bring to school and to motivate children to eat healthier.



**Main Non Formal Education methods and approaches used:**

- Learning by doing
- Peer-to-peer education
- Support of students' agency

**Different phases of the initiative and/or list of activities:**

- Introduction to healthy snacks picking
- Bringing healthy lunch boxes and checking the results
- Evaluation and handover of rewards
- Using of the reward – used according to students' choice

**Outcomes and impacts of the initiative:**

The initiative helps children learn to recognize which foods are healthy and encourages them to eat them regularly. Through peer-to-peer education, students naturally share with each other what they consider healthy, discuss their choices, and motivate one another.

As the activity repeats several times throughout the year, they gradually become more confident and consistent in identifying healthy and unhealthy foods. Over time, this leads to stronger habits, increased awareness, and a positive shift in their daily decisions about snacks and lunch boxes.



# No.11

**Promoter:**

**ELEMENTARY SCHOOL WITH  
KINDERGARTEN VEĽKÉ LEVÁRE  
(SLOVAKIA)**

**Title/Name:**

**Visits at Elderly Center**

**Short introduction of the initiative:**

Students regularly visit the seniors and spend quality time with them, building meaningful intergenerational connections. On the occasion of the Month of Respect for the Elderly, our students prepare a short program. The performance includes reciting poems, singing, and dancing, bringing joy and a festive atmosphere to the seniors. Through these regular visits and activities, children not only create memorable moments for the elderly but also develop empathy, social skills, and a strong sense of community, making the initiative both educational and socially valuable.

**Year in which it was established and/or realised:**

Since 2015

**Duration of the initiative:**

1 hour

**Audience/Target group:**

elderly people, students age 6 to 10

**Field/Subject :**

- Involvement of disadvantaged categories
- Citizenship
- Artistic projects

**Context/Location:**

- Elderly Center

**Objectives:**

Connect different parts of the community and foster meaningful intergenerational relationships.

Boost children's self-confidence through public performances and active participation.

Bring joy and encouragement to seniors, promoting a sense of inclusion and well-being.

Raise awareness among children about the needs of other social groups, particularly older adults who may feel lonely or isolated.

Develop empathy, social responsibility, and appreciation for community engagement through regular visits and shared activities.

**Main Non Formal Education methods and approaches used:**

- Experiential learning / Learning by doing – children learn by actively participating in the program: reciting poems, singing, dancing, and interacting with the elderly.
- Peer-to-peer education – students help each other in preparing the performance, learning to cooperate and motivate one another.
- Role-play / dramatization – children take on performance roles, developing self-confidence and communication skills in front of an audience.



- Participatory methods / group work – preparing the program is a team activity; children plan, rehearse, and coordinate the performance together.
- Reflection / feedback – after the performance, children can discuss what went well, what brought them joy, and how they contributed to the seniors' happiness.

### **Different phases of the initiative and/or list of activities:**

- Introduction and preparation – Children are informed that they will perform at the Elderly Center and learn about the purpose of the visits, understanding why their contribution matters.
- Program practice – students rehearse poems, songs, and dances, practicing teamwork and building confidence in performing.
- Performance at the Elderly Center – Children present their program to the seniors, engaging in meaningful intergenerational interaction.

- Reflection and feedback – After the performance, children discuss their experience, share what they learned, and reflect on the impact of their actions on the seniors.

### **Outcomes and impacts of the initiative:**

The initiative brings joy and a sense of inclusion to the seniors, making them feel appreciated and connected to the community. Children experience great satisfaction and pride from performing and seeing how well they can engage with the seniors.

They feel motivated and encouraged, building self-confidence and a sense of accomplishment through their successful participation. The regular interactions also help children develop empathy, social awareness, and a deeper understanding of intergenerational relationships.



# No.12

**Promoter:**

**ELEMENTARY SCHOOL WITH  
KINDERGARTEN VEĽKÉ LEVÁRE  
(SLOVAKIA)**

**Title/Name:**

**School Parliament**

**Short introduction of the initiative:**

The School Parliament is a student-led initiative where each class elects two representatives to participate. Students learn how to represent their classmates, propose changes, and collaborate with teachers to organize school activities, such as a school disco or thematic events. The initiative promotes student agency, democratic participation, and practical experience in decision-making processes within the school community.

**Year in which it was established and/or realised:**

Since 2021

**Duration of the initiative:**

Throughout the whole year, students meet regularly (at least once a month, more often if there is an event to be prepared)

**Audience/Target group:**

2nd grade students – age 10 to 15

**Field/Subject :**

- Citizenship
- Communication and Critical Thinking

**Context/Location:**

- Institution of Formal Education

**Objectives:**

Develop student agency and responsibility, allowing students to actively participate in school governance. Encourage democratic participation and understanding of decision-making processes. Promote collaboration and teamwork between students and teachers. Foster communication, leadership, and organizational skills through planning and implementing school events. Create a sense of belonging and civic engagement within the school community.

**Main Non Formal Education methods and approaches used:**

- Participatory methods / student-led initiatives – students actively participate in school governance.
- Experiential learning / Learning by doing – students practice real-life decision-making and project management.
- Collaborative learning / teamwork – representatives work together with teachers and peers to plan and organize activities.
- Reflection and discussion – students reflect on the outcomes of their proposals and school projects
- Peer-to-peer learning – students mentor and support each other in parliamentary responsibilities.

### **Different phases of the initiative and/or list of activities:**

- Election of representatives – each class selects two students to represent them in the parliament.
- Training and orientation – students learn parliamentary procedures and responsibilities.
- Proposal and planning – representatives discuss and propose changes or activities for the school.
- Implementation of activities – students organize events such as school discos, themed days, or other initiatives.
- Reflection and feedback – representatives and classmates evaluate activities and suggest improvements.

### **Outcomes and impacts of the initiative:**

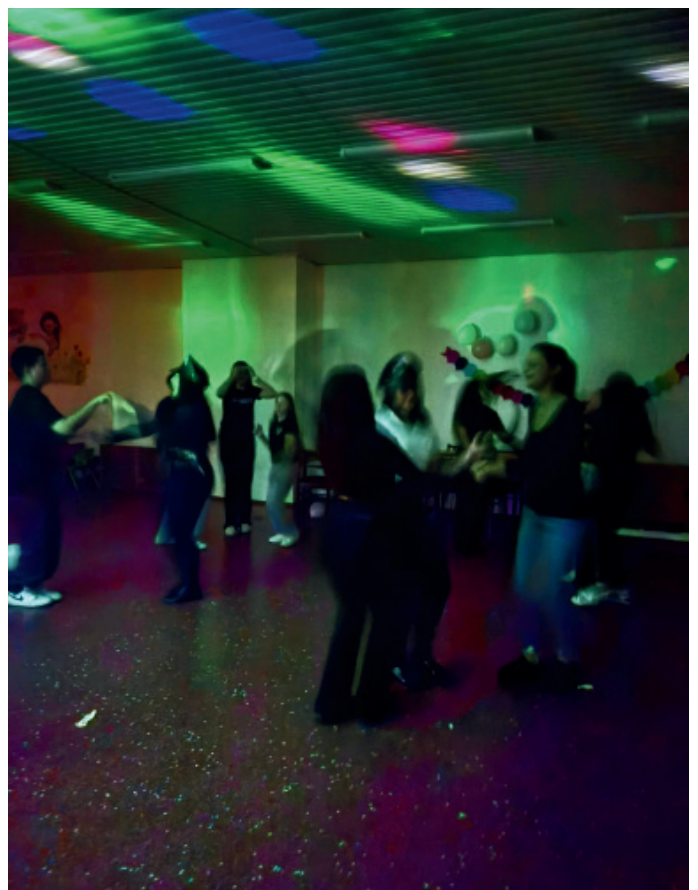
Students gain practical experience in democratic participation and decision-making.

Students develop leadership, communication, and organizational skills.

The initiative strengthens student engagement and sense of responsibility within the school community.

Collaborative projects improve teamwork and peer learning, enhancing overall school culture.

Students feel empowered and motivated to contribute positively to their environment.





# No.13

**Promoter:**

**BROZ – CONSERVATION  
ASSOCIATION (SLOVAKIA)**

**Title/Name:**

**Educational activities on Ecofarm  
Ostrov**

**Short introduction of the  
initiative:**

We offer schools and organisations the opportunity to visit our ecofarm and take part in some educational activities. Together with an ecocenter in Hungary, we have created an interactive exhibition where middle and high school students can explore the surrounding nature with all of their senses. As part of this program, we also organise an educational treasure hunt on an island that we restored on the Danube. The students search for clues and answer nature related questions while discovering the area in an engaging way.

**Year in which it was established  
and/or realised:**

2018

**Duration of the initiative:**

7 years

**Audience/Target group:**

middle school students

**Field/Subject :**

- Outdoor Education
- Environmental Education

**Context/Location:**

- Outdoor
- Farm
- Nature Reserve
- Rural area

**Objectives:**

The goal of this activity is to bring young people closer to nature and to spark their interest in environmental issues.

People tend to protect only what they know and value, so it is important for us to create opportunities for students to connect with the natural world around them. By helping them discover their surroundings and understand their roots, we hope to inspire a lasting sense of care and responsibility for the environment.

**Main Non Formal Education  
methods and approaches used**

- Place-based learning,
- experimental learning
- sensory learning
- game based learning

**Different phases of the initiative  
and/or list of activities:**

- Interactive exhibition
- Playful lecture
- Short carriage excursion on the island
- Treasure hunt

### **Outcomes and impacts of the initiative:**

The activity strengthens our connection with local schools and helps build long term partnerships. Teachers often return with new groups of students, which shows that the program supports their efforts to include more environmental and outdoor education in their teaching. By offering engaging experiences in nature, we not only reach the students but also inspire teachers to integrate similar approaches into their lessons. Over time, this contributes to a more environmentally aware school community and encourages a culture of learning through direct contact with the natural world.



# No.14

**Promoter:**

**BROZ – CONSERVATION  
ASSOCIATION (SLOVAKIA)**

**Title/Name:**

**Microtus microbus**

**Short introduction of the initiative:**

"Microtus Microbus" is a mobile, hands-on learning laboratory built into a van, birthing the classroom on wheels. Equipped with chairs, tables, specimen containers, insect traps, a TV screen, panels with identification keys, a microscope, and a magnifying-lens camera feed to the screen, students ride along and actively collect and identify organisms (from water, insects, small terrestrial rodents, owl pellets) in situ. They then use identification keys to determine species, observe ecosystem conditions, and engage in real-time ecological investigation. The initiative supports the habitat and species conservation work of BROZ and partners, especially for the Pannonian root vole (*Microtus oeconomus mehelyi*) and wetland ecosystems.

**Year in which it was established and/or realised:**

Since 2021

**Duration of the initiative:**

Until now

**Audience/Target group:**

Various age groups (could be modified for a specific age range)

**Field/Subject :**

- Outdoor Education
- Environmental Education

**Context/Location:**

- Street and/or Outdoor
- Nature Reserve/Parks

**Objectives:**

- To bring nature, ecosystems and scientific methods directly to children and young people outside the conventional classroom environment, especially in wetland habitats.
- To raise awareness of rare species and their habitats, and highlight the ecological importance of wetlands.
- To engage participants in non-formal educational processes: sampling, observing, identifying species (invertebrates, small mammals, water fauna), calculating ecological indices, and thus developing their scientific literacy and ecological awareness.
- To encourage direct experience of nature, promote curiosity, and foster connection to the local environment through mobile, interactive education in situ.

**Main Non Formal Education methods and approaches used:**

- Experiential learning / inquiry-based learning
- Outdoor / place-based learning,
- Collaborative and guided discovery
- Integration of multiple disciplines



### Different phases of the initiative and/or list of activities:

- Setup
- Sampling intake
- Sorting
- Microscoping
- Identification
- Recording
- Interpretation
- Debriefing
- Q&A
- Creative task

### Outcomes and impacts of the initiative:

Educational Outcomes, Conservation and ecological impacts



# No.15

## Promoter:

**MELLEMFOLKELIGT SAMVIRKE IN AARHUS (DENMARK)**

## Title/Name:

**Café Mellemfolk**

## Short introduction of the initiative:

Café Mellemfolk is a volunteer driven nonprofit hub for activism and social engagement in issues around climate and social justice. The space engages 140 people in everything from feminism to climate justice and anti racism.

Furthermore, Café Mellemfolk is also an event venue hosting fundraising concerts for Palestine, 8th of March events and much more.

## Year in which it was established and/or realised:

2018

## Duration of the initiative:

Until now and hopefully forever!

## Audience/Target group:

Young people

## Field/Subject :

- Intercultural Education
- Human Rights
- Involvement of disadvantaged categories

- Citizenship
- Artistic projects
- Communication and Critical Thinking
- Environmental Education
- Nutrition/Food Education

## Context/Location:

- Youth Centre
- Community centre
- NGOs structure
- Urban Area

## Objectives:

Serving as a local platform for Mellemfolkeligt Samvirke + To be the de facto hub for climate and social justice volunteering activism in Aarhus + building a sustainable café business which can financially sustain itself, does making it independent of state funds etc

## Main Non Formal Education methods and approaches used:

Workshops based on our Global Platform pedagogical framework

## Outcomes and impacts of the initiative:

Engaged more than 500 people over the years, reached many thousands more, helped facilitate initiatives for change in policy (eg a local action plan against racism) + being an incubator for multiple volunteer led initiatives.

# No.16

## Promoter:

**CECILIE FINK – REKO AARHUS  
(DENMARK)**

## Title/Name:

**your local food market**

## Short introduction of the initiative:

**REKO Aarhus is a community-driven food network that connects local farmers and small-scale producers directly with consumers.**

Through a simple online pre-order system and fast, efficient pick-up markets, REKO makes it easy to access fresh, fair, and chemical-free local food—without any unnecessary middlemen. We support mindful production, fair prices for producers, and a stronger bond between people and the food they eat. REKO Aarhus brings together growers, makers, and citizens to build a more sustainable, local, and socially conscious food culture in the city.

## Year in which it was established and/or realised:

2024

## Audience/Target group:

Everyone but we know that the project depends on a group of people with either financial or idealistic resources

## Field/Subject :

- Intercultural Education
- Outdoor Education
- Citizenship
- Communication and Critical Thinking
- Environmental Education
- Nutrition/Food Education

## Context/Location:

- Street and/or outdoor
- Farm/Social farm
- NGOs structure
- Urban Area

## Objectives:

- **Connect local producers and consumers** through simple, reliable markets.
- **Ensure fair prices and fair conditions** for small and medium-scale producers.
- **Promote mindful, sustainable, and chemical-free food production.**
- **Strengthen local food sovereignty** and reduce dependency on long supply chains.
- **Build community** and create meaningful relationships between producers and customers.
- **Minimize waste** by using pre-orders and avoiding overproduction.
- **Expand the REKO universe** with aligned creators, authors, and makers.



- Attract **dedicated producers** who share REKO values.
- Create **stable, predictable markets** that benefit producers economically.
- Support **new local initiatives**, farms, and collaborations.
- Help drive a **cultural shift** toward fair, local, and sustainable food systems in Aarhus.

### Outcomes and impacts of the initiative:

We have established a “loyal” producer group and the visits at the markets are still increasing.



# No.17

## Promoter:

**CECILIE FINK FROM MUNDU –  
CENTER FOR GLOBAL EDUCATION  
(DENMARK)**

## Title/Name:

**Gender, climate and food culture**

## Short introduction of the initiative:

This project is designed to help students understand global social inequality, climate challenges, and power structures beyond their everyday experience. By stepping into the role of a character and representing that persona in negotiations, students develop empathy as well as **civic and societal awareness**. The project aims to strengthen **democratic dialogue** among young people and spark reflection on how social and climate inequality shape our world. It highlights that access to resources and opportunities is not distributed fairly, but often depends on circumstances far beyond an individual's control.

## Year in which it was established and/or realised:

The first edition was developed around 2010. MUNDU and a group of volunteers developed this updated version from spring 2025 to autumn 2025. The same group will attend 5 visits at different schools and try out the new and improved role-play.

## Duration of the initiative:

The project is set to start from March 2025 and finish in March 2026.

## Audience/Target group:

Teachers and students in the oldest class levels and in youth education.

## Field/Subject :

- Human rights
- Citizenship
- Communication and Critical Thinking
- Environmental Education
- Nutrition/Food Education

## Context/Location:

- Institution of Formal Education

## Objectives:

The goal of the role play is to help students understand how global inequality, climate change, and access to resources shape people's lives.

It encourages students to think critically about fairness, responsibility, and international cooperation.

By negotiating as different world regions, students explore how power, wealth, and climate impacts influence global decisions. The role play strengthens empathy by letting students experience challenges far from their own reality. Ultimately, the goal is to support young people in developing democratic skills, dialogue, and a deeper understanding of the world they share.

## Different phases of the initiative and/or list of activities:

- Engage volunteers and develop with them the role play to later try out with students
- Training of the volunteers to be game coordinators
- Make open events

## Promoter:

COLLETTIVA CHIRIKÙ (SALUS SPACE, ETA BETA, A.T.S. AND MUNICIPALITY OF BOLOGNA) ITALY

## Title/Name:

Games from other worlds

## Short introduction of the initiative:

Work through participatory planning to design and create a widespread playground that would be a space for play and socialization where children, adults, migrants, Italians, the elderly etc could meet. All the structures had sustainability – economic, social and environmental – and harmony with the surrounding natural environment as their guiding criteria.

## Year in which it was established and/or realised:

2023-2024

## Duration of the initiative:

Three different phases in almost one year and half.

## Audience/Target group:

Citizenship, immigrants, nursing home, young people from Europe..

## Field/Subject :

- Intercultural education
- Outdoor education
- Involvement of disadvantaged categories
- Citizenship
- voluntary workcamp with young people

## Context/Location:

Salus Space, a multifunctional centre for cohabitation and inclusion (community, co-housing, library, theater, restaurant..)

## Objectives:

- To promote social participation (youth and citizenship)
- To promote the frequentation of the spaces of Salus
- To meet the needs of socialization, integration into the territory, self-learning of the people who benefit from the activities
- To involve citizenship in the design and creation of a widespread playground to improve socialization areas for children, adults and elderly people

## Main Non Formal Education methods and approaches used

- Community development / participatory approach
- Experiential learning
- Outdoor learning

## Different phases of the initiative and/or list of activities:

Co-design with inhabitants and citizenship (nursing home and others) – 2 meetings

- Knowing and listening the needs and desire of the community
- Focus group: games and dialogues for the design of the widespread playground



European voluntary workcamp with  
IBO Italy (young people from Europe)  
– 10 days

- Design and construction of the  
widespread playground
- Socialization activities
- Community moments and events

Days of promotion widespread  
playground (citizenship) – 10 days

- Complete the construction work
- Socialization between participants

### **Outcomes and impacts of the initiative:**

- Creation of a widespread  
playground for inhabitants and  
citizenship
- Active citizen involvement in the  
various phases of the project
- Create a network between  
associations and other reality in the  
surroundings area

# No.19

**Promoter:**

**ISKCON – INTERNATIONAL SOCIETY  
FOR KRISHNA CONSCIOUSNESS  
(ITALY)**

**Title/Name:**

OdeOM Bologna

**Short introduction of the  
initiative:**

“Explore well-being through  
mindfulness practices, sound  
meditation, yoga philosophy. Free  
yourself from stress and discover your  
true potential”

**Year in which it was established  
and/or realised:**

From 2018 till today

**Duration of the initiative:**

Still in progress – Each Tuesday  
evening

**Audience/Target group:**

Everyone who feel the need or the  
desire

**Field/Subject :**

Citizenship

**Context/Location:**

holistic centre

**Objectives:**

- To promote personal development  
of young people
- To promote personal and collective  
well-being
- To develop active listening, empathy  
and interpersonal skills

- To develop inner listening, stress  
management and intrapersonal  
skills
- To raise people's awareness of their  
spiritual dimension

**Main Non Formal Education  
methods and approaches used**

Experiential learning

**Different phases of the initiative  
and/or list of activities:**

- Bhajan
- Meditation of mindfulness
- Circle of gratitude
- Talk
- Mantra OM
- Kirtan

## No.20

### Promoter:

**PLAYMORE! INCLUSIVE CLUB  
RUNNING FOUNDATION FOR SPORT  
SILVIA PARENTE (ITALY)**

### Title/Name:

**Run Challenge**

### Short introduction of the initiative:

Run Challenge aims to make sports accessible to everyone, with a special focus on those with disabilities. People of all ages and abilities, especially complete beginners, can join the weekly training sessions, which are supervised by qualified staff

### Year in which it was established and/or realised:

From 2016 till today

### Duration of the initiative:

Still in progress – Each Monday evening

### Audience/Target group:

People with disability and anyone else

### Field/Subject :

- Citizenship
- Involvement of disadvantaged categories (inclusion of people with disability – blind people)
- Sport education

### Context/Location:

Street and/or outdoor

### Objectives:

- To promote participation in physical activity for anyone, especially those with disabilities
- To promote personal well-being through physical activity
- To promote the inclusion and integration of people with difficulties and/or disability
- To promote socialization between participants

### Main Non Formal Education methods and approaches used

Experiential learning

### Different phases of the initiative and/or list of activities:

- Warm up
- Running/walking
- Exercises



# No. 21

**Promoter:**

**YOUTH ASSOCIATION REMONTA  
(SPAIN)**

**Title/Name:**

**Full trajectory of REMONTA**

**Short introduction of the initiative:**

Youth Association Remonta implements local projects based entirely on Non-Formal Education. All initiatives have been created in response to the real needs expressed by young people in Montilla. The association focuses on youth participation, critical thinking, equality, healthy leisure, and environmental awareness.

**Year in which it was established and/or realised:**

2017

**Duration of the initiative:**

Short-term NFE actions, including:

- Weekend youth meetings (1–2 days)
- One-day thematic workshops and training sessions
- Multi-session local training courses

**Audience/Target group:**

Young people aged 16 to 30, especially: local youth not involved in organisations and young people with fewer opportunities

**Field/Subject :**

- Intercultural Education
- Human Rights
- Outdoor Education
- Involvement of disadvantaged categories

- Citizenship
- Communication and Critical Thinking
- Environmental Education
- Other: gender equality, digital literacy

**Context/Location:**

- Youth Centre
- Institution of Formal Education
- Street and/or outdoor
- Community centre
- Rural Area

**Objectives:**

- Promote active youth participation and leadership, strengthening decision-making, critical thinking and social competences
- Support inclusion and equal opportunities, promoting gender equality, sustainability and the SDGs in accessible ways
- Strengthen community engagement, fostering youth entrepreneurship, teamwork and the development of active youth networks

**Main Non Formal Education methods and approaches used:**

- challenge-based activities, dialogue methods and simulations
- Cooperative and creative methods, such as team building, peer learning, art and digital storytelling
- Outdoor education and community engagement, including ecological actions and volunteering activities



### **Different phases of the initiative and/or list of activities:**

Starting with ecological actions such as reforestation days, the organisation quickly expanded into inclusive sports activities, cultural events and youth-designed community spaces. Over the years, Remonta has promoted festivals, community initiatives and projects focused on gender equality, providing safe opportunities for expression, creativity and social interaction. Youth participation and leadership have been central, supported through student representation training, dialogue with institutions and projects that amplified young people's voices.

The association has also fostered inclusive leisure, health education, practical skills development, digital literacy and awareness of the Sustainable Development Goals. Overall, Remonta demonstrates a long-term commitment to empowering young people and creating local impact through accessible, participatory non-formal education initiatives.

### **Outcomes and impacts of the initiative:**

Remonta has engaged hundreds of young people in inclusive, educational and community-based activities, strengthening youth participation in Montilla. The initiatives have improved key skills such as teamwork, leadership, communication and critical thinking.

They have promoted healthy leisure, gender equality, environmental awareness and digital responsibility. Overall, the organisation has created a more active, empowered and connected youth community with a stronger voice in local life.

### **Outcomes and impacts of the initiative:**

These results have been achieved through constant engagement with local youth, adapting activities to their real needs and maintaining a strong commitment to Non-Formal Education. Even small-scale, local actions can generate long-lasting social impact when designed with participation, accessibility and inclusiveness at their core.





# METHODOLOGICAL PLATFORM

This section presents the methodological platform developed during the Seminar.

By “methodological platform,” we refer to a **shared framework of principles, approaches and thematic priorities that guided the collective work of the participants**. It represents a common ground for reflection, experimentation and co-creation within the field of Non-Formal Education.

Based on shared needs and interests, five key areas were identified as focus themes: **Outdoor Education, Environmental Education, Intercultural Education, Food and Nutritional Education, and Active Citizenship**.

Participants were divided into thematic working groups, each exploring one field through discussion, exchange of practices and development of concrete proposals.

The outcomes presented in this section reflect the **collaborative process** carried out during the Seminar.

**Readers are invited to use this chapter as a practical reference** and source of inspiration for designing, adapting or strengthening their own Non-Formal Education initiatives.

# ACTIVE CITIZENSHIP

## WHAT - DEFINITION

Active citizenship refers to the **right and responsibility of individuals to participate in the life of their communities and contribute to the development of a more democratic, inclusive and sustainable society.**

It involves **engaging with social, cultural and political processes** while **respecting human rights, democratic values and diversity.**

Active citizens are informed, critical and motivated to take part in shaping their communities through **participation, dialogue and collective action.**

In the context of Non-Formal Education, active citizenship includes educational processes that encourage **critical thinking and social responsibility.** It often addresses themes such as democracy and participation, human rights, environmental responsibility, solidarity, community development and quality of life.

## WHY - CHALLENGES AND ISSUES TO ADDRESS

In many communities today, educators observe a growing lack of engagement with public life, especially among young people. **Disinterest in political and social issues, combined with rising intolerance, discrimination and social polarization, can weaken democratic participation.** Active citizenship education seeks to respond to these challenges by **empowering individuals and groups to take an active role in their communities.**

It promotes **democratic values** both in theory and in practice and helps participants understand their **rights, responsibilities and opportunities** for civic participation.

Through this approach, young people can develop the **confidence, knowledge and motivation** needed to influence decisions, advocate for community needs and contribute to **positive social change.**

## HOW - APPROACHES AND METHODS

Active citizenship can be promoted through **participatory learning experiences** that connect individuals with real community issues and democratic processes.

**Examples of activities and methods** include:

- creating **safe spaces** for dialogue, such as debate clubs or public speaking activities
- organizing **meetings** between citizens and political representatives outside institutional settings
- establishing **youth or citizens' councils**
- **workshops and simulations** on democratic processes
- **educational activities** using artistic tools such as films, photography, comics or theatre
- **symbolic elections or simulations** of democratic decision-making
- **field visits** to historical memory centres or public institutions
- **community projects, volunteering initiatives and civic campaigns**
- **festivals, fairs or public events** addressing social issues

## BENEFITS / IMPACT

Active citizenship education can generate **positive change** at both **individual** and **community levels**.

For **individuals**, it supports the development of:

- **critical thinking and media literacy**, including the ability to analyse information and recognize misinformation
- **confidence, motivation** and a **sense of personal agency**
- **communication** and **argumentation skills**
- **leadership, initiative** and **problem-solving abilities**

At the **community level**, it can contribute to:

- stronger **civic engagement** among young people
- increased dialogue between **citizens** and **public institutions**
- **greater cooperation** between educational institutions, civil society organisations and local authorities
- more **inclusive** and **tolerant** communities
- increased **recognition of non-formal learning within society**.

## CHALLENGES

Implementing active citizenship initiatives may present several challenges. **Collaboration between institutions, organisations and community actors** can be **difficult to establish and maintain**. Sustaining motivation among participants and partners over time may also require continuous effort. **Limited resources, funding and time constraints** can **affect the continuity of projects**.

Other challenges include **navigating bureaucratic procedures**, adapting activities to the **specific needs of each community** and finding ways for participants to **experience democratic processes in meaningful and accessible ways**.

## TIPS AND TRICKS

- Start with **small, achievable projects** and **clear objectives**.
- Build **reliable partnerships** with local organisations and public institutions.
- Work with **multidisciplinary teams** whenever possible.
- Ensure activities are **inclusive** and **accessible** to people with different backgrounds and abilities.
- Use **creative and participatory methods** such as art, games and interactive workshops.
- **Combine formal, non-formal and informal** learning approaches.
- **Document the process** and progress of activities through reports, photos or other records.
- Remain **flexible** and **adapt** activities to the needs of the community.
- Set **realistic expectations** based on available resources and capacities.



# ENVIRONMENTAL EDUCATION

## WHAT - DEFINITION

Environmental education is an educational approach that **helps individuals understand the relationship between humans and the natural environment**. It aims to **raise awareness** about environmental issues and **encourage responsible behaviour** that supports **sustainability**.

A central element of environmental education is the idea of **personal empowerment**: every individual is part of a **larger global ecosystem**, and everyday actions can have a positive or negative impact on the environment. Through learning, reflection and action, participants become more aware of their role in protecting natural resources and contributing to a sustainable future.

Environmental education encourages people to understand environmental challenges, reflect on their own behaviour and develop the knowledge, attitudes and skills needed to make more sustainable choices.

## WHY - CHALLENGES AND ISSUES TO ADDRESS

Today's societies face numerous environmental challenges, including **climate change, biodiversity loss, pollution and unsustainable consumption patterns**. At the same time, many people feel disconnected from environmental issues or uncertain about how their individual actions can make a difference.

Environmental education addresses these challenges by increasing awareness and helping individuals

understand the impact of everyday decisions. It encourages participants to reflect on their **lifestyle choices** and recognize their **responsibility in protecting the environment**.

By fostering a sense of personal importance and responsibility, environmental education motivates people to **take action, contribute to community development and support a more sustainable way of living**.

## HOW - APPROACHES AND METHODS

Environmental education relies on **participatory and experiential learning methods** that stimulate curiosity, creativity and reflection.

Facilitators play an important role in inspiring interest and motivation. Activities often start with accessible and engaging topics — such as animals, nature or everyday consumption habits — and gradually introduce broader environmental issues and possible solutions.

Methods may include:

- **experiential learning activities and games**
- **debates and group discussions**
- **role-playing exercises**
- **personal case studies** related to everyday choices (for example consumption habits)
- **reflection activities** encouraging participants to examine their own behaviour

Activities take place both **indoors and outdoors** and can also be integrated into **formal education settings** using non-formal methods.

## BENEFITS / IMPACT

Environmental education can generate **positive outcomes** at both **individual** and **societal levels**.

For **individuals**, it supports the development of:

- **environmental awareness** and **responsible behaviour**
- **critical thinking** and **problem-solving skills**
- **motivation** and **proactive attitudes**
- **empathy** toward people, nature and future generations

At a **broader level**, environmental education contributes to:

- **stronger civic responsibility** and **active citizenship**
- **healthier lifestyles** and **environments**
- **increased awareness** of environmental protection
- **community engagement** in sustainability initiatives.

## CHALLENGES

Implementing environmental education can present several challenges. **Cultural differences** and **existing mindsets** may influence how environmental topics are perceived or prioritised. **Social and economic inequalities** may also limit the possibility for individuals to adopt more sustainable practices.

Other challenges include **limited resources**, lack of trained facilitators and low motivation among potential participants. In some contexts, **political situations or institutional barriers** may also affect the implementation of environmental initiatives.

**Reaching audiences** that are not already interested in environmental topics can also be difficult, requiring **effective communication** and **outreach strategies**.

## TIPS AND TRICKS

- Start with **simple and engaging topics** that connect to participants' daily lives.
- Encourage **curiosity, creativity and personal reflection**.
- Use **experiential and interactive** learning methods.
- **Connect global environmental issues to local realities** and everyday choices.
- **Collaborate with local organisations**, producers and environmental activists.
- Combine **indoor and outdoor** activities whenever possible.
- Encourage participants to develop **small actions that can lead to larger change over time**.

# INTERCULTURAL EDUCATION

## WHAT - DEFINITION

Intercultural education refers to **educational processes that take place in contexts where different cultures meet and interact**. It involves the presence of **multiple cultural perspectives within the learning environment** and encourages meaningful exchange between individuals from different cultural backgrounds.

At its core, intercultural education promotes **reciprocity, dialogue and mutual learning**. Participants are encouraged to **explore different perspectives, reflect on their own assumptions and expand their understanding of cultural diversity**. Rather than simply learning about other cultures, intercultural education focuses on creating spaces where people can **engage with one another, question stereotypes and develop a deeper awareness of cultural complexity**.

## WHY - CHALLENGES AND ISSUES TO ADDRESS

In many societies, cultural diversity is accompanied by **misunderstandings, stereotypes and unequal representation**. Individuals may have limited knowledge of cultures different from their own, which can lead to **prejudice, discrimination or simplified views of "the other"**.

Another challenge is the **problem of representation**. Cultures are often portrayed through narrow or stereotypical narratives in media and popular culture. For example, visual conventions in film and media sometimes portray regions such as

Latin America, Africa or South Asia using specific visual filters that create a **stereotyped "third world" aesthetic**, reinforcing simplified perceptions of these places. Such representations can contribute to **"tunnel vision"**, where **complex cultures are reduced to limited images or narratives**. As a result, opportunities for deeper understanding and meaningful intercultural exchange may be missed. Intercultural education aims to address these challenges by creating opportunities for dialogue, critical reflection and greater awareness of cultural diversity.

## HOW - APPROACHES AND METHODS

Intercultural education requires a **reflective and open facilitation approach**. Educators and facilitators are encouraged to continuously reflect on their own practices and remain open to learning and adapting their methods.

**Transparency** is an important element in this process. Facilitators can create **safer learning environments** by acknowledging their own mistakes and encouraging participants to **explore sensitive topics without fear of judgement**. Whenever possible, facilitators representing **different cultural perspectives** can contribute to more nuanced discussions and help prevent simplifications or misrepresentations.

**Historical context** should also be considered, allowing participants to explore different perspectives and understand how cultural interactions are shaped over time.



A variety of **participatory and creative tools** can support intercultural learning, including:

- **visual materials** such as photographs, media examples or popular culture content used as **discussion starters**
- activities where **participants produce something together**, such as food, posters, songs, films or creative projects
- **perception exercises** that reveal existing assumptions or stereotypes (For example, a **drawing exercise** may ask participants to draw what they imagine when hearing the word "Africa". By comparing the drawings, participants can reflect on shared stereotypes and discuss what perspectives might be missing.)

**Films and audiovisual media** can also be used to explore cultural narratives. **Screenings** followed by **discussion** allow participants to compare perspectives and connect the stories presented with their own experiences.

**Creative production activities**, such as **filmmaking** or **podcast creation**, can empower participants to tell their own stories and reflect on their identities, especially for individuals who may belong to underrepresented groups.

## BENEFITS / IMPACT

Intercultural education can foster important **personal and social competences**.

At the individual level, it encourages:

- **empathy** and **openness** toward different cultures
- **critical thinking** and the ability to question stereotypes
- **curiosity** and willingness to explore new perspectives
- **awareness** of one's own cultural assumptions and biases

At the **collective level**, intercultural education supports **more inclusive environments** by promoting dialogue, solidarity and mutual understanding. It also helps **shift dominant narratives** by encouraging **more diverse and representative perspectives**.

While structural inequalities cannot be solved through a single educational activity, intercultural learning can contribute to greater awareness and motivate individuals to reflect on social dynamics and cultural representation.

## CHALLENGES

Intercultural education can involve **sensitive discussions** about culture, identity and inequality, which may sometimes create **discomfort or tension** among participants. Facilitators need to manage these conversations carefully while maintaining a respectful and inclusive environment. Another challenge is **avoiding superficial approaches to cultural diversity**, such as focusing only on visible cultural elements without addressing broader social and historical contexts.

## TIPS AND TRICKS

- Start from perceptions.
- Normalize mistakes.
- Include diverse voices.

# OUTDOOR EDUCATION

## WHAT - DEFINITION

Outdoor education is a **learning approach** that takes place outside traditional indoor settings. While it is often associated with wilderness environments, **any outdoor space** — such as parks, schoolyards or urban green areas — can become a meaningful learning environment.

Learning is **experiential and context-based**: participants engage with **real-life situations** and **natural resources** while learning through **action** and **reflection**.

Outdoor education follows a **holistic perspective** that involves **head, heart and hands (3H)** and promotes learning in, about and for nature.

## WHY - CHALLENGES AND ISSUES TO ADDRESS

Many young people today experience **limited contact with nature and outdoor environments**. This can weaken their connection with the natural world and reduce opportunities for experiential learning.

Outdoor education helps **rebuild this connection** by **encouraging exploration, curiosity and engagement with the surrounding environment**. It supports **well-being**, fosters a **sense of belonging** to local places and promotes **environmental awareness and responsibility**.

## HOW - APPROACHES AND METHODS

Outdoor education requires intentional planning and clear learning objectives.

Educators should choose outdoor environments that support the goals of the activity and the needs of the group.

**Active participation** is central: participants are encouraged to explore, make decisions and reflect on their experiences. **Experiential methods** such as games, walks, field trips, hikes, canoeing, biking or climbing can be used to support learning through doing. Activities should be adapted to participants' abilities and include **appropriate preparation, equipment and risk assessment**.

## BENEFITS / IMPACT

Outdoor education supports **personal development** by strengthening the connection between people and nature. It contributes to **physical and mental well-being**, reduces stress and encourages healthier lifestyles.

Participants can develop **motor skills** as well as **social and personal competences** such as teamwork, **communication, decision-making, independence, confidence** and **resilience**.

Outdoor learning also increases **knowledge about ecosystems and natural processes**, fostering greater environmental awareness and responsibility.

## CHALLENGES

Outdoor environments can be **unpredictable** due to **weather conditions, wildlife or changing surroundings**. Educators may also feel less confident working outside traditional classroom settings.

Outdoor education therefore requires **flexibility, preparation** and the willingness of both educators and participants to step outside their **comfort zones**.

## TIPS AND TRICKS

- Start with **accessible** outdoor spaces.
- Encourage **exploration and reflection**.
- **Adapt** activities to participants' **abilities**.
- Prepare **equipment** and **safety measures**.
- Stay flexible and learn with the group.



# FOOD AND NUTRITIONAL EDUCATION

## WHAT - DEFINITION

Food and nutritional education provides **tools and methodologies that help individuals develop healthy eating habits**.

It explores the **food production process**, the **origins of food**, **food culture** and **food as a form of heritage**.

It also addresses topics such as **sustainable food choices**, **cultural differences related to food** and the **prejudices that may exist around eating practices**.

## WHY - CHALLENGES AND ISSUES TO ADDRESS

In many communities, people do not have **access to adequate food education**, including **knowledge about food preparation**, healthy eating habits and sustainable consumption.

Food and nutritional education helps participants better understand their **eating habits** and the **consequences of their food choices**, supporting **healthier lifestyles** and more conscious consumption.

## HOW - APPROACHES AND METHODS

Food and nutritional education should be based on **experiential learning and non-formal education methods**.

Participants can explore the topic through **hands-on activities such as**:

- **cooking workshops**

- **visits to farmers or local food producers**
- **interactive games and group activities**
- **peer education and learning by doing**

Activities should focus on **practical and accessible solutions**, such as **simple and affordable recipes** that do not require specialised cooking equipment.

## BENEFITS / IMPACT

Food and nutritional education helps participants develop **knowledge and practical skills related to healthy eating and sustainable consumption**.

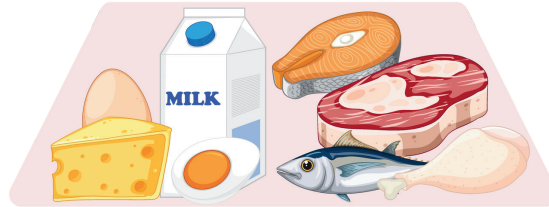
It can encourage **more responsible food choices**, **reduce food waste** and **promote greater awareness of environmental and social aspects of food systems**. These activities also support the development of **critical thinking**, **self-reliance** and **independence**.

## CHALLENGES

Participants may have **different dietary needs, allergies or food intolerances** that need to be considered when planning activities. Facilitators must therefore adapt activities to ensure they are **safe and inclusive for everyone**.

## TIPS AND TRICKS

- Use **simple and affordable recipes**.
- Include **hands-on cooking activities**.
- Connect food with **culture** and **local traditions**.
- **Visit local producers** when possible.
- Encourage **reflection** on everyday food choices.







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"Tell me and I will forget.  
Show me and I will remember.  
Involve me and I will understand."

