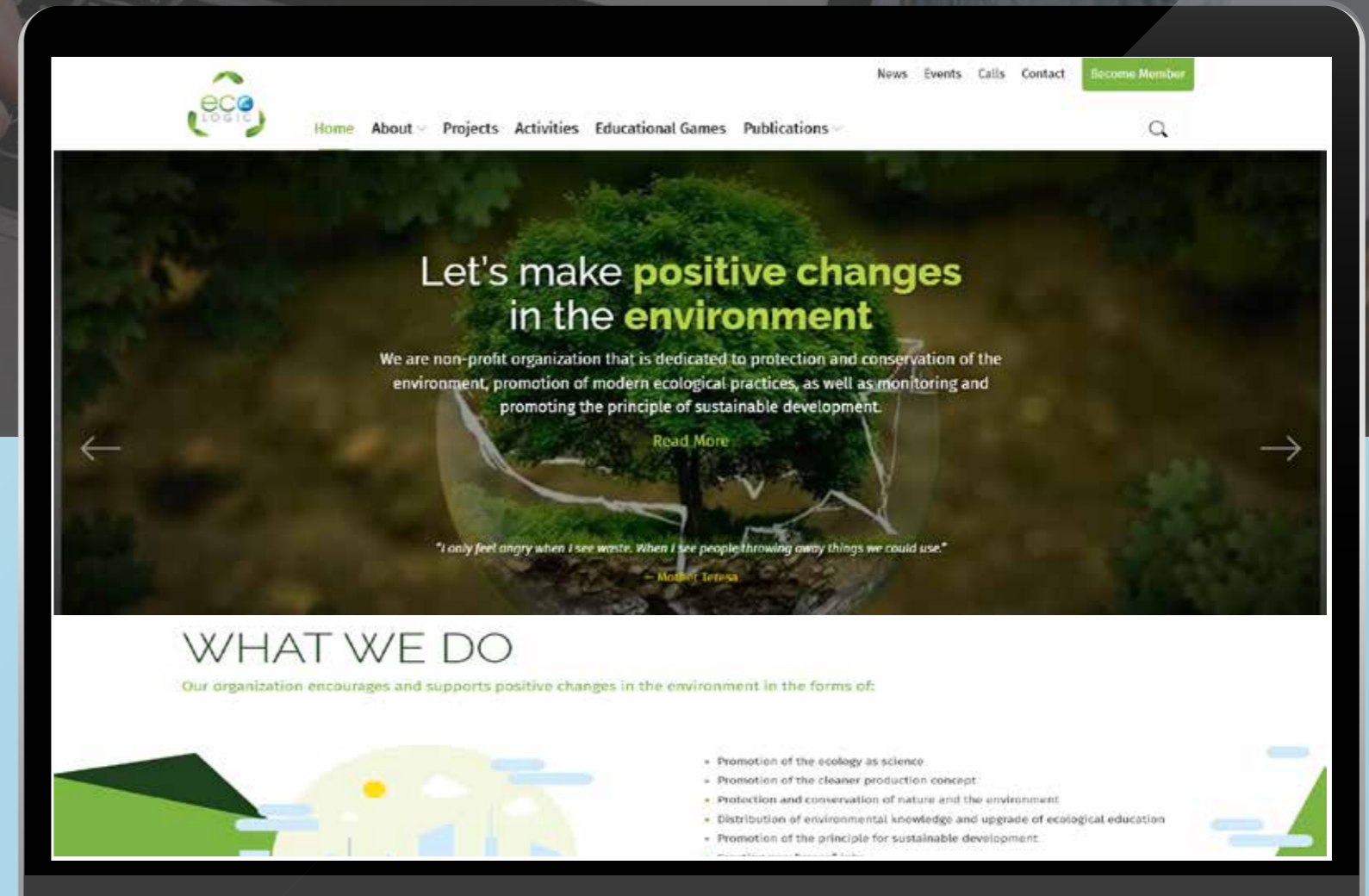


# PORTFOLIO ECO LOGIC





**INFO - ECO LOGIC**

**CAMPAIGNS**

**PUBLICATIONS**

**EDUCATIONAL  
GAMES**

**ERASMUS PROJECTS  
& STATISTICS**

**OTHER  
PROJECTS**

**VELO SCHOOLS**

**VELO RODEO**

**PICTURE GALLERY**



### ***Organization name:***

Civil Society Organization Eco Logic

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Web-page: <https://ecologic.mk/>

<https://veloschools.mk/>

Year of establishment: 2011

### ***About us:***

ECO – LOGIC is a non-profit organization that is dedicated to protection and conservation of the environment, promotion of modern ecological practices, as well as monitoring and promoting the principle of sustainable development, emphasizing primary education settings (elementary and primary schools, both formal and non formal).

Our organization encourages and supports positive changes in society in the forms of:

- Promotion of the ecology as science and promotion of the cleaner production concept, emphasizing primary education settings.
- Protection and conservation of nature and the environment, as well as distribution of environmental knowledge and upgrade of ecological education
- Promotion of the principle for sustainable development and development of VET programmes in the field
- Creating new "green" jobs based on the concept of sustainable development
- Organization of specific tailored made training programmes related to sustainable development (eq: sustainable development goals / SDG's, sustainability, sustainability advising, SD in social entrepreneurship, educational SDG camps for youth, and project activities for both high school staff and students);
- Development and testing of innovative methodologies for teaching and learning on the topics of sustainable development, European values, sustainability advising, environmental awareness, and social business development;
- Development and introduction of educational board games on various topics in formal and non formal settings (training courses, classrooms, etc.)
- Development and testing of tools for initiation of discussion among young people and adults (social topics, European values, personal beliefs, sustainable community development, etc.)



**GOALS AND OBJECTIVES**

- Participation in the creation of the first national programme on home care assistants for elderly people with Alzheimer's disease, in collaboration with various other national organizations
- Delivery of variety of campaigns such as environmental campaigns, worker's rights campaigns, and many others.

ECO - LOGIC has a strong background and experience in child, youth and adult related work, emphasizing non formal education activities on various topics. Since its establishment in 2011, the organization has devoted itself to share and promote knowledge and information on the topics of environment, ecology and sustainable development in elementary schools across the country, but also across Europe. Eco Logic has strong communication, collaboration and constant activities with more than 150 elementary schools across the country, and more than 20 elementary schools across Europe.

### Main activities:

#### Creation of educational games

The purpose of the production of the educational games is for the players to get educated on a specific aim, during and after the ending of the game. This type of non-formal learning brings variety to many learning styles and directly affects the cognitive abilities of the participants. The game encourages the process of active learning, interaction between many players, encouraging team work, as well as enabling a surrounding in which they can improve their abilities and skills such as memory, reflex, logic etc. The subjects that we cover are: environment, cycling, sustainable development, development of European values and building moral values.

- Didactic materials
- Publications - research, guides, newsletters, analysis
- Realization of velo rodeo events

Velo Rodeo represents a concept of organizing open events which aim on the promotion of cycling, with the accent on the promotion of the existing and acquiring new skills for children of different ages. The main focus of the event is directed to the well-known velodrome, which is constantly complemented and upgraded by experts in the field, and in accordance with the requirements and the needs of the participants - the children themselves.

As an additional activities which the Velo Rodeo concept contains, we can highlight the educational games created by us. The Velo rodeo events can be of informative and recreational character, but also they can have a competitive character. The same are part of the Velo Schools programme which is realized by the organization Eco Logic, at this moment in 29 municipalities and 138 primary schools all over Macedonia

- Holding Youth exchanges
- Realization of trainings
- Implementation of projects



**CAMPAIGNS**

## Campaign called: “Children are more important than cars”.

The main idea was to motivate the people to reduce the car usage, as well as to stop the car parking in the school yards, and the surrounding. The goal was to influence on prohibiting the car parking in the schools/kindergartens surrounding, so the children have clear paths and space for safe mobility.

<https://ecologic.mk/children-are-more-important-than-cars/>



## Program for reducing air pollution in Macedonia

This campaign goal was to decrease the air pollution in Macedonia, focused on Skopje and the surrounding. The activities of this program were meant to inform the inhabitants of the negative side effects coming from air pollution, and also was given recommendations for preventing air pollution. The content consisted of everyday activities, such as promoting the use of bikes, as well as appeal to the responsible for improving the infrastructure, enabling and merging of sustainable transport in the urban areas and improving the eco politics on national level.

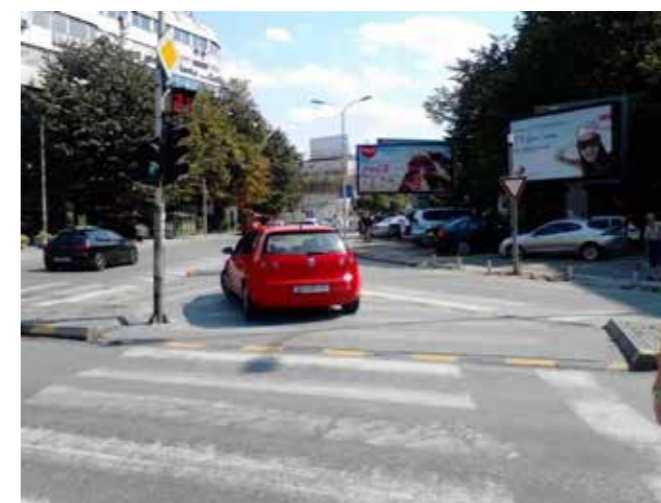
<https://ecologic.mk/program-for-reducing-air-pollution-in-macedonia/>



## Campaign “Stop parking on the bicycle tracks/ pavements”

Focused on raising awareness of the growing problem with pavements and bicycle lanes being occupied by parked cars and the danger these practices posed to cyclists, as well as the necessary actions that would alleviate this problem - both in preventing parking outside designated areas, and providing more parking spaces.

<https://ecologic.mk/campaign-stop-parking-on-the-bicycle-tracks-pavements/>



## National campaign “365 Labor Rights for Young People”

The campaign was carried out by the Youth Information and Advisory Centers INFO SEGA from Prilep and Kavadarci in cooperation with Fakulteti.mk and the Confederation of Free Trade Unions of Macedonia.

The aim of the campaign was to raise awareness among young people about their labor rights that are guaranteed in accordance with the Law on Labor Relations. A series of activities were carried out to inform young people about their rights.

<https://ecologic.mk/partnership-in-national-campaign-365-labor-rights-for-young-people/>





# Rising Awareness Campaign – Climate change and mitigation measures (Urban Environment)

The main idea of the campaign was to clearly communicate the long-term effects of climate change and the manners in which we can mitigate the causes of and adapt to the results of climate change. This was achieved through the promotion of credible information sources, the preparation of materials on climate change and sustainable development and practicing proactive outreach to the community.

<https://ecologic.mk/rasing-awareness-campaign-climate-change-and-mitigation-measures-urban-environment/>

## Involvement in advocacy and lobbying campaign “Razbistri se”

- Exercising influence to create, modify and implement policies and legal measures for conservation and sustainable management of water resources and for effective inspection on the management of natural resources (mineral raw materials, soil, forests, water);
- Proposing and developing approaches, methodologies and databases for prevention and pollution control and excessive and illegal exploitation of natural resources (mineral raw materials, soil, forests, water);
- Promoting opportunities for public participation in animal protection efforts environment and for public access to information;





# PUBLICATIONS

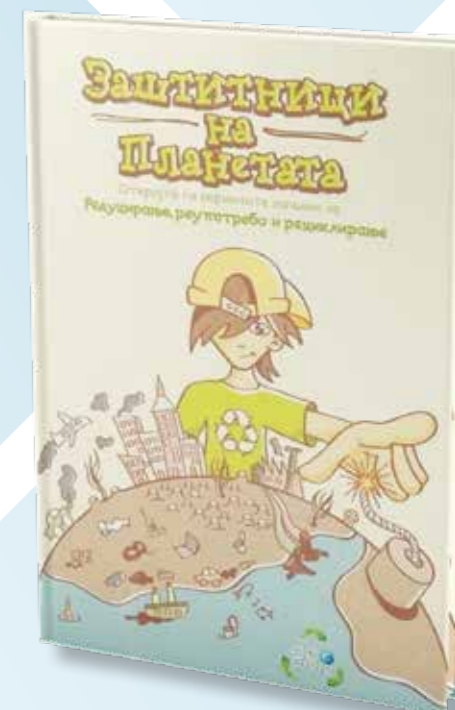
# PUBLICATIONS FOR CHILDREN

## 1. “Guardians of The Planet” / Episode 1 – “Climate Changes”

### Part 1 – “Climate Changes”

In this brochure basic principles of climate changes are introduced, accompanied with mind puzzles and games for the kids. Through this brochure kids aged 10-14 can get familiarized with the concept of climate changes and get encouraged to practice everyday environmentally activities for sustainable living. We strongly encourage this publication to be read, used and shared amongst the young and elder population in order to raise awareness regarding the climate changes that are happening now!

<https://ecologic.mk/guardians-of-the-planet-episode-1-climate-changes/>

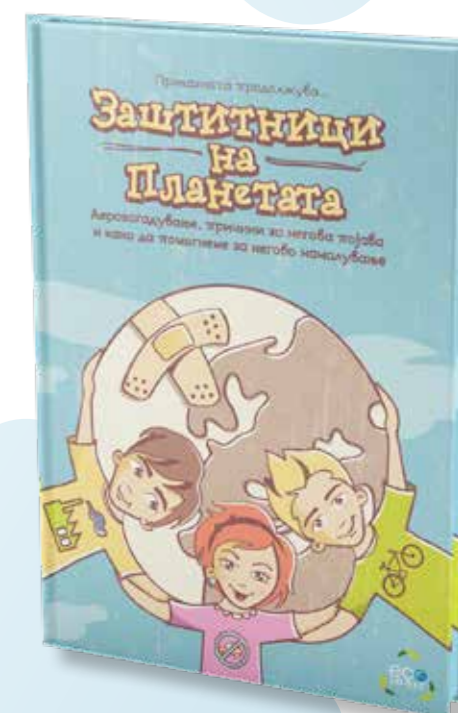


## 2. Guardians of The Planet” / Episode 2 – “Air pollution, how is it produced and how to reduce it”

### Part 2 – “Air pollution, how is it produced and how to reduce it”

This brochure was made as part of the project for raising Eco awareness at the youngest, held in the primary schools in municipality of Karposh. It is made to educate and concern the pupils through interactive reading and talking with the educators. The aim is to involve the students directly and try to use their imagination and interest for influencing the surrounding. That is also a part of the project “Program for reducing air pollution in Macedonia” also a project of our organization.

<https://ecologic.mk/guardians-of-the-planet-episode-2-air-pollution-how-is-it-produced-and-how-to-reduce-it/>



### 3. Guardians of The Planet” / Episode 3 – “Guardians of The Planet” / Episode 3 – “Let’s learn what is energy efficiency”

This brochure was made as part of the project “Education on energy”, realized by Eco Logic, and supported by the Swiss Agency for Development and Cooperation (SDC)

“Let’s learn what is energy efficiency” is the third part of the serial “Guardians of The Planet”. With this interactive brochure, through a very interesting and effective way, students will learn about energy, its forms and sources, ways of creation, as well as advice on its proper use.

<https://ecologic.mk/guardians-of-the-planet-episode-3-lets-learn-what-is-energy-efficiency/>



### 4. Guardians of The Planet” / Episode 4 – “Sustainable development”

“Sustainable development” is the 4th episode of the serial “Guardians of the Planet”.

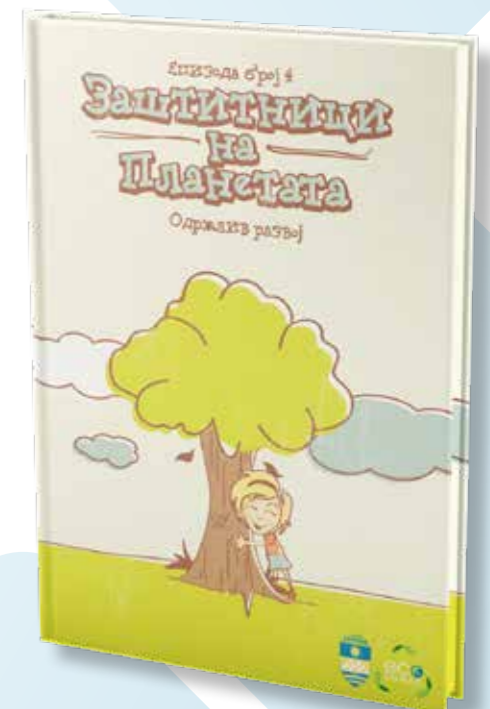
As most of us know the ecosystem of the Planet is in a problematic state. The ecosystem is an integral part of the living and non-living part of the environment in which they are inseparably linked.

One reason for this problematic state lies in the huge increase in the number of people, especially in this century. The impact of more people on Earth is more than obvious. Consumption, or rather the irrational use of resources is more common.

We need a concept called “sustainable development”.

This interactive brochure is intended for children, age 10 to 14 years old, in order to promote the concept of sustainable development.

<https://ecologic.mk/guardians-of-the-planet-episode-4-sustainable-development/>



## 5. Frog (Zabec) – Magazine for children

The first edition of the fun-educational magazine intended for children of the elementary education, "Frog". In it, you can read about many interesting contents about energy efficiency, healthy nutrition, and fun in nature as well as in the home. Everything is presented in a very interesting way, with exercises and a lot of fun segments.

<https://ecologic.mk/frog-zabec-magazine-for-children/>



## 6. Education on the importance of energy, ways of manufacturing and usage through theory and practice

In this manual are explained the activities connected to the themes of energy efficiency, energy and renewable energy sources. It is intended for teachers of elementary schools that together with the Eco Logic team will have the opportunity to present the themes to pupils through interesting theoretical and practical examples.

The theoretical lectures and practical exercises of this manual can be implemented in the classes linked to the natural sciences.

The practical segments are comprised of four exercises through which in an interesting and creative way, the pupils can directly see and explore the different types of renewable energy sources.

The manual is rich with information on the given themes, and the same themes are presented in an interesting way, which makes learning easier and more understandable for the pupils themselves. For an easier motivating and easier interaction, the manual contains questions and examples on the themes for discussions/debates, that could be lead during classes.

The goal of this manual is raising the ecological awareness in pupils, and the themes covered are of essential significance for the environment.

<https://ecologic.mk/education-on-the-importance-of-energy-ways-of-manufacturing-and-usage-through-theory-and-practice/>



## 7. Climate Changes Handbook

Handbook produced by the team of Eco Logic for the Raising Awareness Campaign on Climate Change Issues

In this publication we try to familiarize the everyday reader with the process of climate changes. In addition, we explain the basic principles of them and introduce everyday activities which lead towards sustainable living practices and reduction of the impact people have on the climate changes. We conclude by presenting the results of the conducted project “Raising Awareness Campaign on Climate Change Issues” with photos from the projects’ activities.

We strongly encourage you to read this publication and start practicing the environmentally friendly tips presented at the end of the publication.

<https://ecologic.mk/category/publications/page/5/>



## 8. SMILE Toolkit

SMILE is an Erasmus Plus project working with Primary School teachers and children in different European countries. The aims are to use the “English Kitchen” approach to teach the children about bicycles as a means for sustainable transport and as a tool for them to learn English language.

<https://ecologic.mk/smile-toolkit/>



## 9. 21C-SDG

Our children today are growing up in a world completely different from previous generations. The planet is under stress from pollution and climate change. To secure the planet and future generations, we need to learn to live in a sustainable manner. It is thus important to recognize that children and pupils need to be able to address these problems and be part of the solution. They need to master 21st century skills such as creativity, critical thinking, and problem-solving skills, media literacy and entrepreneurship.

Children and pupils must learn to be pro-active and think outside the box to address the world's current challenges that are well elaborated in the United Nation's Social Development Goals (UN-SDG). Using the UN-SDG as framework, the project will develop and facilitate the acquisition of these 21st century skills. This focus is derived from the belief that informed and fact-based knowledge about global issues such as pollution, water contamination, etc. will inspire pupils to become more socially aware and open up entrepreneurial possibilities that they had otherwise not considered.

The project aims to challenge the pupils to come up with solution, work together, co-create and think critically both on how the issues of the world have arisen and how they can contribute towards a solution. Combining 21st century skills and the UN-SDG provides a perfect opportunity for pupils to develop critical thinking, problem solving, entrepreneurship and digital competences while working with real world issues such as pollution, water contamination, equality, etc.

<https://ecologic.mk/21c-sdg/>



## 10. Stronger Together - Curriculum

The Stronger Together curriculum is composed of five educational modules, designed for teachers who teach pupils between 10 and 12 year old. The curriculum engages a dialogue on essential themes with the aim to develop competences that can ultimately help to prevent radicalization.

The modules combine theory with practice. They comprise guidance and activities related to the themes: Morality, Self-control, Inclusion and diversity, Critical thinking, Conflict prevention and resolution. The teacher can adapt his / her teaching and pick activities according to the age of the pupils.

Teachers from six countries are currently testing the learning material in real conditions in the classroom. After the feedback from the teachers, the consolidated version of the curriculum will be made widely available. Thus, notice that the available versions are BETA-versions. The curriculum is available in seven languages: English, French, Macedonian, German, Swedish, Italian and Danish.

You are very welcome to test the curriculum in your educational setting, enjoy!

<https://strongertogetherproject.eu/curriculum/>

<https://ecologic.mk/wp-content/uploads/2021/07/Stronger-Together-Curriculum-MKD.pdf>





## 11. The Stronger Together Handbook

The Stronger Together Handbook is a guide for teachers on how to implement the five modules in the teachers' classes and how to use the digital board game. It also has a section on good practices based on the experiences of the teachers who piloted the curriculum.

The handbook has:

- An Introduction to the content of the Stronger Together curriculum
- Guidance on how to implement the five modules in class
- Guidance on how to use the digital board game
- Selected case stories and experiences from pupils and teachers

The Handbook will enable teachers who has not participated in the project to easily access and apply the Stronger Together curriculum in their classes.

<https://strongertogetherproject.eu/handbook/>

<https://ecologic.mk/wp-content/uploads/2021/07/Stronger-Together-Handbook-MKD.pdf>



## 12. Portfolio- Velo Rodeo

Velo Rodeo is a concept of organizing outdoor events, which aim to promote cycling, with an emphasis on improving existing and acquiring new skills in children of different ages. The main focus of the event is the recognizable filed area equipped as a cycling polygon, which contains over 25 exercises that improve cycling skills such as balance, control, starting, emergency stopping, riding over obstacles, etc.

Velo Rodeo events enable children to feel, through play, fun and education, but also to convey the message of the benefits of cycling in a safe way, whether it is a sports-oriented or urban ride that refers to point transport A to point B. By participating in summit events, children acquire important skills that will be of great benefit to them on their bicycle from home to school, or to some other destination such as a local park or mountain.

The portfolio of velo rodeo events is on the following link:

<https://ecologic.mk/portfolio-velo-rodeo/>



## 13. Portfolio- Velo Schools

The Velo Schools program was created by the Civil Society Organization Eco Logic which officially started with its implementation in September 2018. The beginning was with 10 primary schools in Macedonia when the integration of the topic of cycling began. Seeing the interest of students, teachers, but also parents, the number of primary schools that joined us in implementing the activities increased daily. Today the number of active members in the developed cycling network is 156 primary schools from 34 municipalities in Macedonia.

The portfolio of the Velo Schools program is on the following link:

<https://ecologic.mk/portfolio-velo-rodeo/>



# YOUTH PUBLICATIONS

## 1. Green Life

The guide is created by an international group of youngsters during an youth exchange. The exchange took place in Auderød, Denmark, from 11 – 19 September 2016 and participated young people from Denmark, Macedonia, Italy, Croatia, Greece, Spain and Slovenia.

The publication aims at providing NGOs with the tools, information, and inspiration needed to introduce a wide variety of sustainable practices and promoting a new model of society in which environment is conceived and experienced as part of the community universe and not as an external element that needs to be dominated.

This publication is a result of the project 'Life Connection', which was kindly supported and financed by the European Commission's Erasmus+ program, by the National Agency of Denmark and the SFERA Network.

<https://ecologic.mk/green-life/>



## 2. Sustainability Advisors: Discussing the potential for new green jobs among young people in Europe

This publication is an initiative of the project "Sustainability Advisors: Discussing the potential for new green jobs among young people in Europe" partnership, funded through the European Commission, Erasmus+ Programme (Strategic Partnerships for youth, 2018-2019).

Sustainability Advisors: Discussing the potential for new green jobs among young people in Europe

<https://ecologic.mk/sustainability-advisors-discussing-the-potential-for-new-green-jobs-among-young-people-in-europe/>



### 3. GAP analysis for National strategy for youths

The idea for this analysis of the situation of the needs of youths in Republic of North Macedonia (RNM) is created as a part of the project activities within the realization of the project “Inclusive labor market for sustainable community development”.

The project refers to two different professions through creating of two new programs for expert education and training, and will be an addition to an existing program for expert education and training with combining of two components, help to the elderly in home conditions, and sustainability in homes. The themes that are directed to the action are intended for the same target group, and young unemployed people, males and females, including youths from marginalized groups.

This analysis is comprised of the following parts:

Introduction in which the goals and knowledge on the analysis are covered

Methodology that is applied in this analysis

Short description about the Civil Society Organizations, Eco Logic and Humanost, implementators of the project within which this analysis is implemented

Youth sector of RNM

Short description of the segments “Employment and support before employment” and “Education” by the National strategy for youths RNM

<https://ecologic.mk/gap-analysis-for-national-strategy-for-youths/>



## 4. Manual “Sustainability Advisor”

Based on the verified special educational program and the occupational standard “Advisor of sustainable development”, and in it are covered all modules listed in the program. It is primarily aimed for the participants of the program where it has the role of a helping learning tool, and in it are the appropriate directions for further learning and additional research on this topic. Each of the modules presented in the program is explained in detail, and carefully constructed in the manual, and some of the modules are presented with concrete examples.

<https://odrzlivost.mk/PriracnikAnaliticar.aspx>



## 5. Evaluation-Traffic safety through the lens of high school students

Within the framework of the project entitled “Implementation of bicycle education” supported by the City of Skopje, was conducted a questionnaire that aimed to present the opinion of high school students at the level of the City of Skopje on the use of bicycles as an alternative means of transportation. their challenges they face in everyday cycling, as well as the infrastructure in their schools.

228 high school students were included in the survey and their answers give a certain picture that will be forwarded to the relevant stakeholders.

<https://ecologic.mk/wp-content/uploads/2021/06/%D0%95%D0%B2%D0%B0%D0%BB%D1%83%D0%B0%D1%86%D0%B8%D1%98%D0%B0-%D1%81%D1%80%D0%B5%D0%B4%D0%BD%D0%BE%D1%88%D0%BA%D0%BE%D0%BB%D1%86%D0%B8.pdf>



## 6. Evaluation - clubs for sustainable development

“School for sustainable development” actually means informal study and understanding of the Sustainable Development Goals (set by the United Nations for 2030) through a series of activities, interactive tools, educational games (prepared by the Civil Society Organization - Eco Logic) and modules within implementation of camps in different planning regions in the country. The main goal is to educate students from secondary schools in the Republic of Macedonia in this area, but also to motivate them, i.e. activate them to act in solving various eco-problems in their place of residence.

<https://ecologic.mk/evaluacija-uchilishte-za-odrzliv-razvoj/>



## 7. Traffic safety through the prism of high schools' students

Within the framework of "Velo Schools" and "School for Sustainable Development", conducted a survey among high school students at the level of the City of Skopje, in the direction of showing the use and, at the same time, the knowledge of the subject of cycling among high school students, as well as their challenges that they face in everyday cycling.

<https://ecologic.mk/e%do%b2%do%bo%do%bb%d1%83%do%bo%d1%86%do%b8%d1%98%do%bo-ii/>



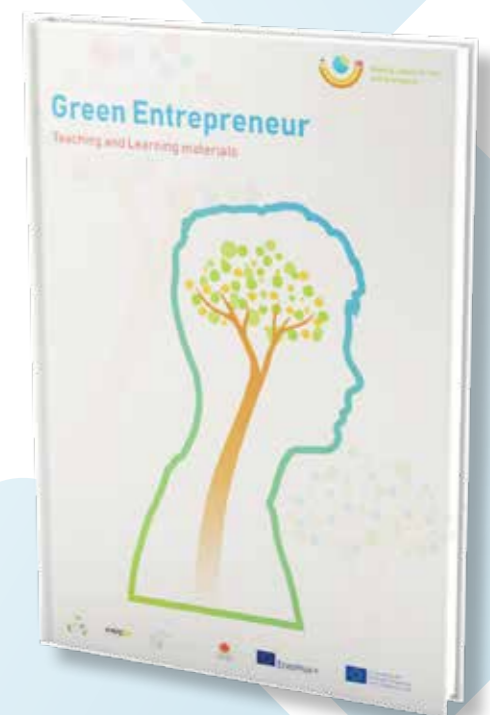
## 8. Green entrepreneur Teaching and Learning materials

Innovative small and medium-sized enterprises run by entrepreneurs who want to benefit society and the environment have great potential. They are flexible enough to make the necessary shift toward more sustainable production and consumption. Starting such an enterprise also makes young women and men more independent, creates new jobs and generates outcomes.

Green entrepreneurs can make a significant contribution to eliminating unemployment, poverty, and environmental problems. They have a greater role in environmentally friendly practices and environmental tasks than other entrepreneurs.

Through the curriculum "GREEN ENTREPRENEUR", the idea is to promote entrepreneurship and creative learning among young people by providing the material to enable them to think through the issues and challenges of their day-to-day lives. The materials promote lifestyle practices that are environmentally friendly and sustainable, increase the users' awareness and embolden them to become more active in environmental causes, in taking action and being entrepreneurial towards the challenges.

<https://drive.google.com/drive/folders/1511hf4oh5Tkl5noSmJ9NyznoscCiByXE?usp=sharing>



## 9. Curriculum- Green Entrepreneur

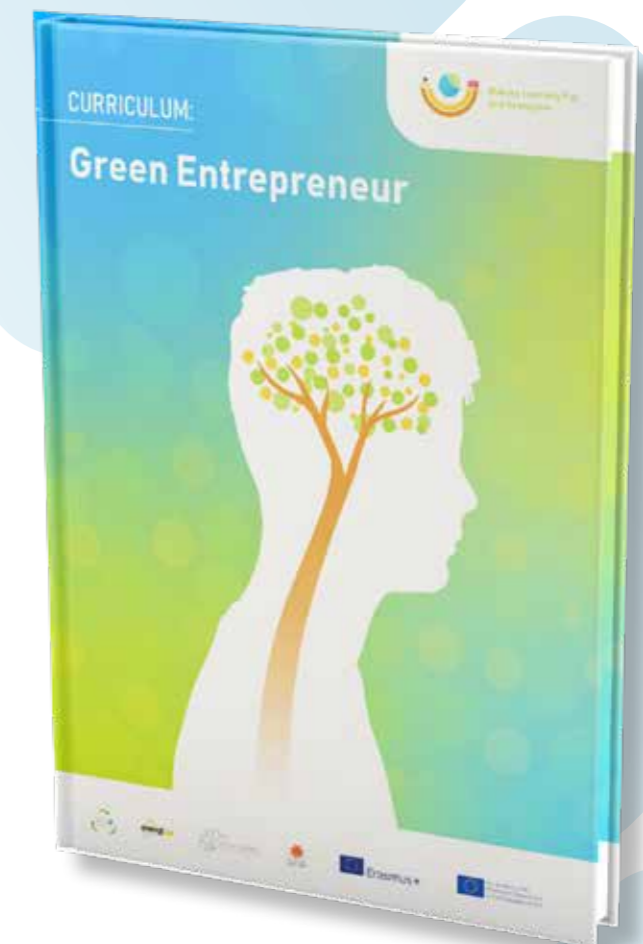
Climate change affects all regions around the world. More frequent and intense drought, storms, heat waves, rising sea levels, melting glaciers and warming oceans can directly harm animals, destroy the places they live, and wreak havoc on people's livelihoods and communities. As climate change worsens, dangerous weather events are becoming more frequent or severe. Sectors that rely strongly on certain temperatures and precipitation levels such as agriculture, forestry, energy and tourism are particularly affected.

Social entrepreneurship is important because it provides a framework for businesses to find their own success in the pursuit of helping others. Social entrepreneurs are innovative, resourceful, and results oriented. They draw upon the best thinking in both the business and nonprofit worlds to develop strategies that maximize their social impact. Regarding that, they have a desire to find solutions to social problems and affect positive change, or social impact, through their business ventures.

When we are faced with the negative impact of climate changes, it is important to motivate young people to start thinking about establishing a social enterprise with green aspects and face sensitivity to environmental problems.

The idea of the curriculum is to provide provision of quality learning, and it articulates both the competencies necessary for lifelong learning and the competencies needed for holistic development.

[https://drive.google.com/drive/folders/1d\\_ROkixEjSTui5Rmiqx84ktck\\_WF-wRoC?usp=sharing](https://drive.google.com/drive/folders/1d_ROkixEjSTui5Rmiqx84ktck_WF-wRoC?usp=sharing)





# PUBLICATIONS FOR ADULTS

## 1. VAL.EU – European Values through European Intelligence

The guidebook “About European Values – A guide to learning and teaching” is created in the frames of the project VAL.EU – European Values through European Intelligence.

The project was aiming at developing a state-of-the-art approach in the provision of common European values to adult learners and beyond. The methodology will be basing on the principles of Cultural Intelligence (CQ). Cultural intelligence is a rather new methodology that can be understood as the capability to relate and work effectively across cultures. This approach will be transferred and further developed as a practice model for European Intelligence (EQ), being easily usable and transferable to different learning environments working in the provision of common European values.

Target groups of the project will primarily be teaching staff, stakeholders and multipliers in adult and youth education. The overall objective is to build up the target groups' capacities in teaching European values by using the EQ methodology. Voluntary staff (i.e. in integration courses) shall be addressed as well. End beneficiaries of the project are adults and young learners, including newly arrived migrants and refugees. During the project lifetime, it is envisaged that about 375 participants will benefit directly from the project results.

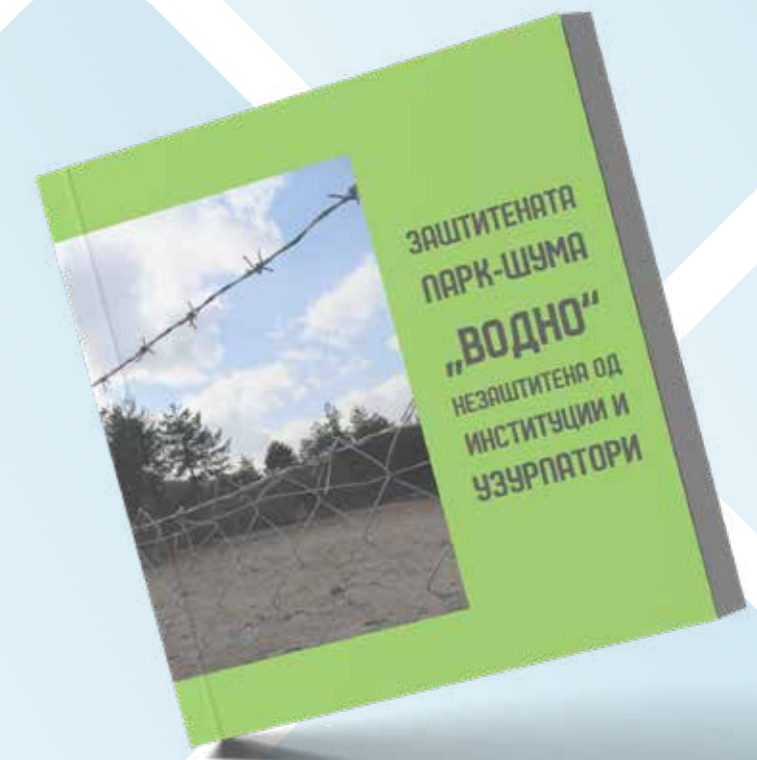
<https://ecologic.mk/val-eu-european-values-through-european-intelligence/>



## 2. The protected Park/ Forest “Vodno” – unprotected from institutions and usurpers

An investigative story – conducted as part of the project “Vodno – institutional and civil unprotected air filter of Skopje”, a project implemented by CSO Eco Logic in cooperation with Radio MOF.

<https://ecologic.mk/the-protected-park-forest-vodno-unprotected-from-institutions-and-usurpers/>



## 3. Brochure – Sustainable Development and Green Growth

The Planet Earth is in critical condition. One of the reasons is the massive increase of population, especially in this century. The influence of more people present on Earth is more than obvious, expenditure, or better put, irrational usage of resources is more present than before.

Everything happens because of us, the people. The more we are, the greater the danger of destroying the Earth. We need balance, we need something that will unite the society, economy and environment. We need the concept sustainable development.

The manual for raising the awareness regarding ecology, and promoting the concept of sustainable development, offers information and facts related to the theme.

<https://ecologic.mk/sustainable-development-and-green-growth/>



## 4. Organization on protection of forest fires in the region of Bogomila

In the municipality of Caska, in the past 10 years, there have been 288 recorded forest fires, where the burned area is around 19,590 hectares. Under the existing legislation a number of institutions have the job and task of protecting the municipality from forest fires. The appropriate structure and organization of institutions and organizations that are part of the system for fire protection is crucial for their effective functioning. Therefore the organizational structure of protection against forest fires in the region of Bogomila was chosen as the theme of this publication.

<https://ecologic.mk/organization-on-protection-of-forest-fires-in-the-region-of-bogomila/>



## 5. GAP Analysis for strategy of decreasing poverty and social exclusion 2010-2020

The starting informative matrix of this estimation is in fact the analysis for National strategy for decreasing poverty and social exclusion 2010-2020 in realization of the goals and results.

The creation of this analysis is intended to serve as a depiction of inclusion of people in social risk within society. With this is taken into consideration the quantity and quality of the goals and measures intended for people in social risk toward their inclusion in societal paths, their inclusion in education, employment and economical strengthening.

<https://ecologic.mk/gap-analysis-for-strategy-of-decreasing-poverty-and-social-exclusion-2010-2020/>



## 6. D-thinking Guide

This guide is intended to enable trainers from adult education institutions to go through an exemplary Design Thinking process with a team, thus enabling them to implement the method in their own organisation or networks. It focuses on the processes that underpin design thinking in practice. The workshops may last between 1 and 3 days, depending on the intensity of the different thematic steps. It has been developed in the framework of the Erasmus+ strategic partnership project D-LEARNING, bringing together representatives of organizations from 6 European countries who are actively implementing adult learning with different target groups.

<https://ecologic.mk/d-thinking-guide/>



## 7. D-thinking manual

In adult learning, the development and design of products and services targeting at different specific target groups' and individual learners' needs become more and more important. This includes traditional and digital teaching and learning materials, e-learning environments, education games or virtual reality based material. The challenge for educators and decision makers in adult learning institutions is how to meet these expectations by developing and providing high quality outputs. Design Thinking can strongly contribute to a better performance of adult learning offers as regards usability and acceptance by learners, thus making these offers more effective and efficient. At longer term, this will imply a higher grade of sustainability: a better investment in terms of resources on behalf of adult learning institutions, and a better investment in terms of high quality education on behalf of adult learners.

<https://ecologic.mk/d-thinking-manual/>

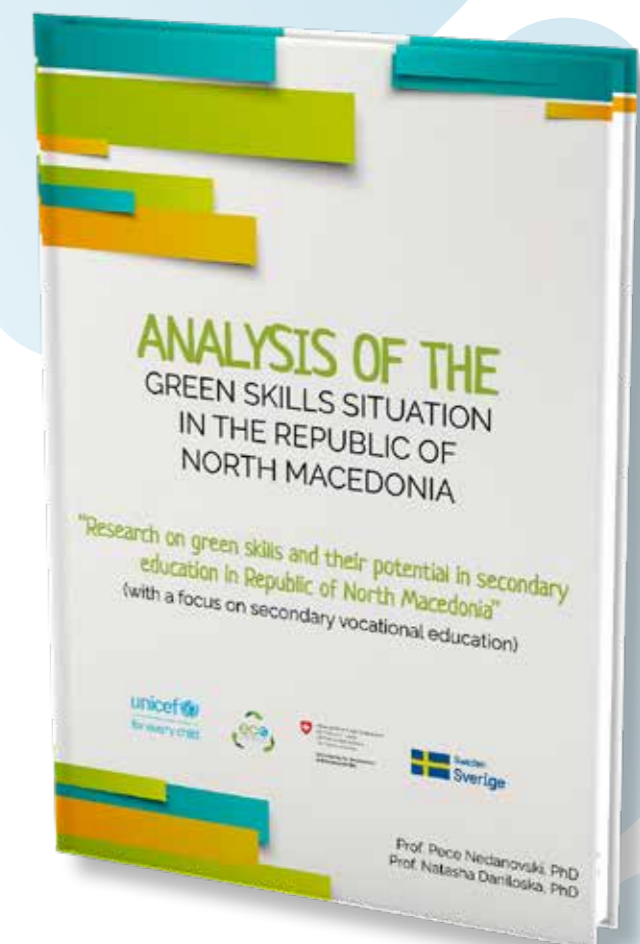


## 8. ANALYSIS OF THE GREEN SKILLS SITUATION IN THE REPUBLIC OF NORTH MACEDONIA

Modern mankind faces many challenges. One of the most significant is the challenge of acquiring new skills that will contribute to the endangered environment preservation and tackling climate change. It is about more efficient production with lower CO<sub>2</sub> emissions, including the generation of larger energy quantities from renewable sources. Thus, a relevant contribution is made to the process of greening the economy and creating a basis for it to gradually become sustainable. To this end, it is required to analyze the emergence of green skills that will be in line with current changes and processes, while also including the newly emerged green jobs. Green skills should gradually contribute to maintaining and restoring the quality of the environment and avoiding future damage to eco systems.

The focus of this part of the research is aimed at analyzing the strategies in the area of environmental protection, sustainable development, and other strategies related to these issues. A review was also made of strategies and programs related to economic development, especially the issues of energy efficiency, workforce and employment in our country. The same research principle was also applied to the analysis of individual legal acts. The choice was made on the basis of strategies and legal acts' relevance in terms of the issues studied, i.e., the creation of prerequisites for green skills development. As to the time horizon, the analysis takes into account current strategies and documents, but also those that have been developed during the last 15-20 years. In doing so, the intention of our country to integrate and accede to the EU was taken into account, which in principle is reflected in the strategic documents analyzed and legal acts prepared in accordance with the EU standards.

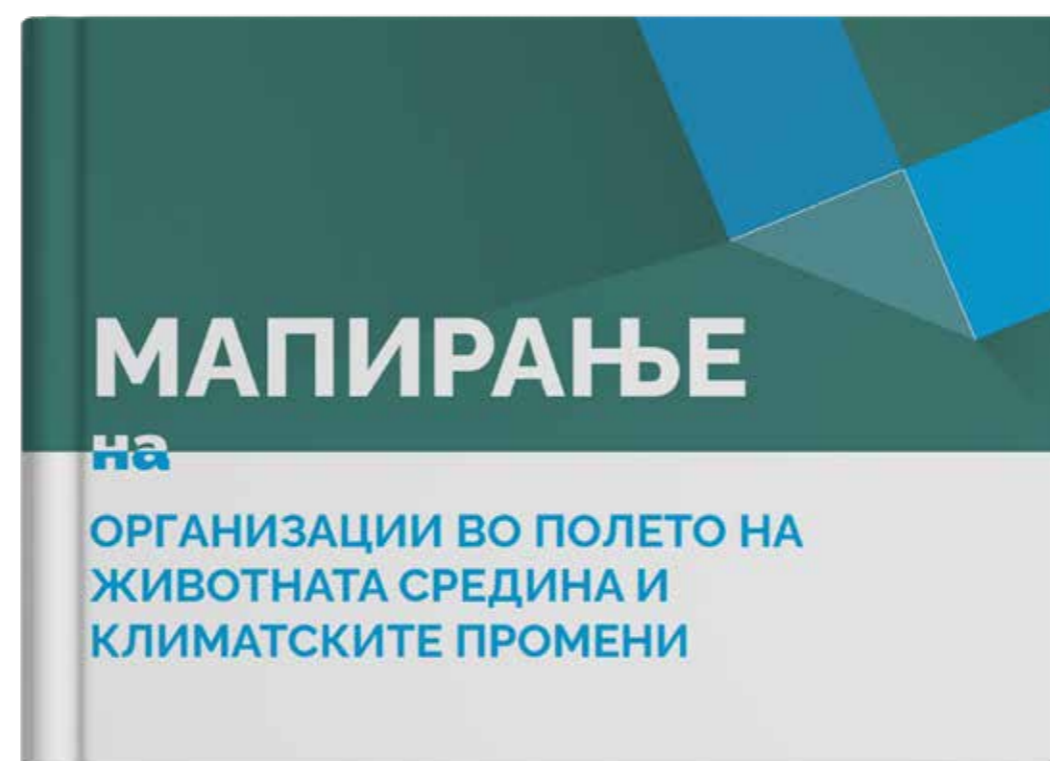
<https://ecologic.mk/analysis-of-the-green-skills-situation-in-the-republic-of-north-macedonia/>



## 9. Mapping of organizations in the field of the environment and climate change

The NGO sector is of great importance for the education on environment and it can offer expertise, knowledge and capacities for leading the process in cooperation with the institutions. Therefore, we conclude that we need mapping, analysis and profiling of citizens' associations that so far worked on green policies, climate issues, and the concept of sustainable development in general. The purpose of this document is to point the realized activities in the field, but also the work with youngsters in formal and informal education, with a purpose to have a clearer picture of the potential, as well as the future participants in the process of building effective education on environment and climate change.

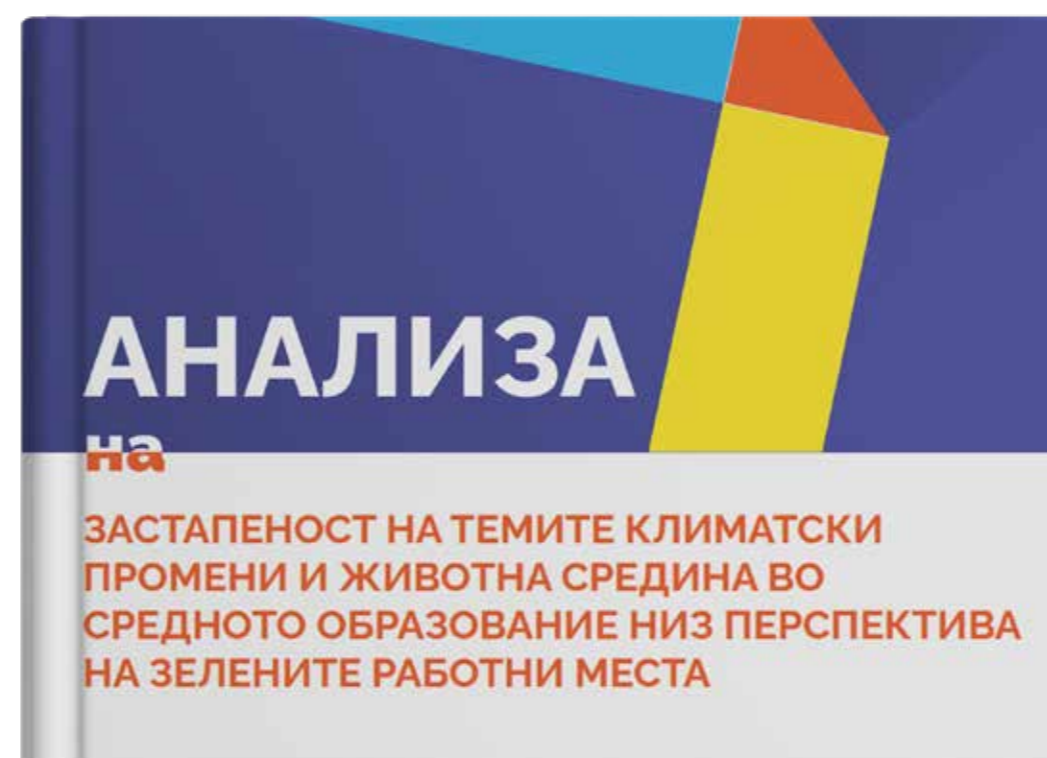
<https://ecologic.mk/%d0%bc%d0%b0%d0%bf%d0%b8%d1%80%d0%b0%d1%9a%d0%b5-%d0%bd%d0%b0-%d0%be%d1%80%d0%b3%d0%b0%d0%bd%d0%b8%d0%b7%d0%b0%d1%86%d0%b8%d0%b8-%d0%b2%d0%be-%d0%bf%d0%be%d0%bb%d0%b5%d1%82%be/>



## 10. Analysis on the representation of the topic of climate change in high schools

Healthy environment, adaptation to climate change, as well as rational usage of the renewable resources are aims that the society strives to achieve, as positive results for the survival of the human race. Governments, economic associations, environmental and citizens' associations throughout the world are just a few of the engaged participants in the combat against global threats such as environmental degradation, pollution of the soil, air and water, etc.. We consider that, the process of education is the key process and the most important tool for comprehensive and systematic care for the environment and the action against the negative effects of the climate change, which are two key topics of interest of this research.

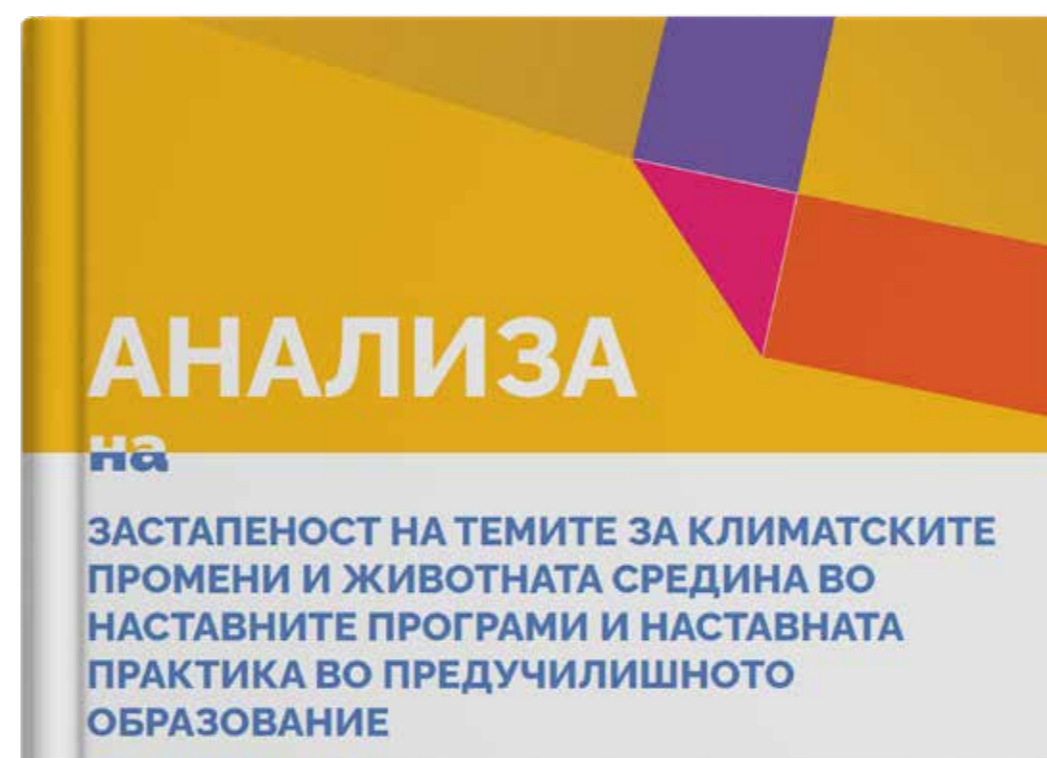
<https://ecologic.mk/%d0%b0%d0%bd%d0%b0%d0%bb%d0%b8%d0%b7%d0%b0-%d0%b7%d0%b0%d1%81%d1%82%d0%b0%d0%bf%d0%b5%d0%bd%d0%be%d1%81%d1%82-%d0%bd%d0%b0-%d1%82%d0%b5%d0%bc%d0%b8%d1%82%d0%b5-%d0%b7%d0%b0-%d0%ba%d0%bb%d0%b8%d0%bc-2/>



## 11. Analysis on the representation of the topic of climate change in kindergartens

Healthy environment, adaptation to climate change, as well as rational usage of the renewable resources are aims that the society strives to achieve, as positive results for the survival of the human race. Governments, economic associations, environmental and citizens' associations throughout the world are just a few of the engaged participants in the combat against global threats such as environmental degradation, pollution of the soil, air and water, etc.. We consider that, the process of education is the key process and the most important tool for comprehensive and systematic care for the environment and the action against the negative effects of the climate change, which are two key topics of interest of this research.

<https://ecologic.mk/%d0%b0%d0%bd%d0%b0%d0%bb%d0%b8%d0%b7%d0%b0-%d0%b7%d0%b0%d1%81%d1%82%d0%b0%d0%bf%d0%b5%d0%bd%d0%be%d1%81%d1%82-%d0%bd%d0%b0-%d1%82%d0%b5%d0%bc%d0%b8%d1%82%d0%b5-%d0%b7%d0%b0-%d0%ba%d0%bb%d0%b8%d0%bc/>







**EDUCATIONAL GAMES FOR CHILDREN**

# EDUCATIONAL GAMES FOR CHILDREN

## 1. Velo Maalo (Velo Neighborhood)

This is the first educational board game in Macedonia, where the main subject is cycling.

It is intended for children, from primary education, age 8 and up.

The main goal of the game is to make paths and collect all bike parts that are missing. Those parts can be found on the playing platform. But that's just half of the job. The second part is to visit various different places, also placed on the playing platform. Missing bicycle parts and places to visit are written on cards that you randomly choose when the game starts. What makes the game interesting is that the platform is constantly moving. With each collected bicycle part or a place visited, you will receive a card with interesting information and facts related to the fields of the platform.

For more information on the printed version of the game, click on the following:

<https://drive.google.com/drive/u/1/folders/1V3ufj1nBQSOqg1jqts0OEVv6WHORgr07>

Additional information about the printed version of the game: You can print, cut and paste the cards and you are ready to play.

To play the digital version of Velo Neighborhood, at the following link:

<https://tabletopia.com/playground/velo-maalo--91jwcv/play-now>



## 2. Eco Neighborhood

This is the first educational board game about energy efficiency in Macedonia.

In our Eco Neighborhood the most important thing is building a clean environment, so moving through the streets you will have the opportunity to use different means of transport and find out their pros and cons, but be careful, you can get stuck in a traffic jam! On your way to the finish line, every time you step on the Eco Fact field you will find out new and interesting information about renewable energy sources, and why it's important to wisely spend the electrical energy! Our Eco Neighborhood will show you where to move to find out the importance of protecting our environment and how we can contribute in protection of the Planet.

On the way to the finish line you will find out new things and challenges. Some of the fields will move you forward, but some will move you back. Also you will have the opportunity to invest you hard earned points in order to save energy through energy efficient light bulbs, energy efficient windows, solar panels and isolation for your home. The road to your goal is field with lots of interaction and fun.

For more information on the printed version of the game, click on the following:

<https://drive.google.com/drive/u/1/folders/17yiLZlKMuh07yq-DdgknLZ-F5iyExiCi>

To play the digital version of Eco Neighborhood, at the following link:

<https://tabletopia.com/playground/eko-maalo-6g5vs5/play-now>



### 3. Smile and Play

Smile and Play is an educational game developed by the Erasmus+ project „Smile and Play“ with the collaboration with the partners from Italy, Lithuania and Skopje. Smile and Play is a game for 2-4 teams where pupils go through a board, doing activities to reach different locations. Have your students compete for victory while improving their English language skills. The game is aimed for pupils from 5th to 9th grade, and the goal is to be first to reach the finish with the colour marker of the team.

For more information on the printed version of the game, click on the following:

[https://drive.google.com/drive/folders/1\\_e8CeioS3uLq4xOTQA5sgs6ZUGrS5A\\_o?usp=sharing](https://drive.google.com/drive/folders/1_e8CeioS3uLq4xOTQA5sgs6ZUGrS5A_o?usp=sharing)

To play the digital version of Smile and Play, at the following link:

<https://tabletopia.com/playground/smile-and-play-jqtfcrr/play-now>



### 4. Velo Twister

Twister as a board game is well known to everyone. In that direction, within the educational program Velo Schools, Eco Logic as an organization created a new version of the game, or Velo Twister, which is aimed at educating about the basic types of bicycles.

The types of bicycles we study through the Velo Twister are:

- City bike
- Mountain bike
- Road bike

The game was tested with over 300 students in primary schools in Macedonia in the period March-April 2020 and since then it has been an integral part of every Velo Rodeo event attended by a huge number of visitors. Velo Twister is a game that finds great interest among children.

## 5. Stronger together

The game “Stronger Together” is an interesting game that aims to define and confirm good values among the youngest. Through it, children, as well as their parents and/or teachers, have the opportunity to consider different scenarios where the player/child is expected to learn something more about moral values, self-control, conflict avoidance, etc.

Link to the game:

<https://strongertogetherproject.eu/game/>





# EDUCATIONAL GAMES FOR YOUNG AND ADULTS

# EDUCATIONAL GAMES FOR YOUNG AND ADULTS

## 1. Advisor for sustainable development

In a time of serious, global environmental challenges, through the game “Advisor for sustainable development” you are called upon to make efforts to improve the situation in various entities / organizational units facing various challenges to improve and enhance the environment – such as the result of their daily activities.

Your role: sustainable development analysts, part of consulting firms working in the field of environmental protection and improvement.

You have the task to select and propose a list of measures and activities that will reduce or eliminate the harmful impact from the daily activities of the entities with which you will cooperate. But beware: in realizing your mission you need to keep in mind that to adhere to the concept of sustainable development you will need to focus on three important aspects: environmental, economic, and social development.

Mission cards are divided into three levels of complexity (easy, medium, and hard mission). Each mission contains measures and activities that directly affect sustainable development, partially or not at all. The measures and activities that players pull have different levels of complexity and accordingly – they will be scored differently. The player decides for himself which measures and activities he will choose to collect throughout the game. The scoring of the collected measures and activities depends on the category of the mission and which measures and activities are selected to be collected during the game.

The platform is made up of five different resources:

Electricity – 4 fields;

Thermal energy – 4 fields;

Water – 4 fields;

Waste – 4 fields;

Human resources- 3 fields;



## 2. Eco Ludo

The game involves 16 players, divided into 4 teams of 4 players each, who will be the pawns / humans in the game and one moderator, who will lead the game by asking questions and reading the eco-facts. The teams are combined and consist of 2 players at a younger age and 2 players at an older age. The teams are in 4 different colors: yellow, red, blue and green. At the beginning of the game, all the teams are in the houses marked with the color of the team to which they belong. Each team (optional) chooses a Team Captain, who will coordinate the group.

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For more information on the printed version of the game, click on the following:

<https://drive.google.com/drive/u/1/folders/1-MVxg-94Dcl2Jgl38SWvwzBGESewZNFu>

To play the digital version of Eco Ludo, click on the following link:

<https://tabletopia.com/playground/eko-ne-luti-se-choveche-x82nz9/play-now>





# EDUCATIONAL GAMES FOR CHILDREN, YOUNG AND ADULTS

## 1. Velo Memory

Game for children and adults (1-4 players)

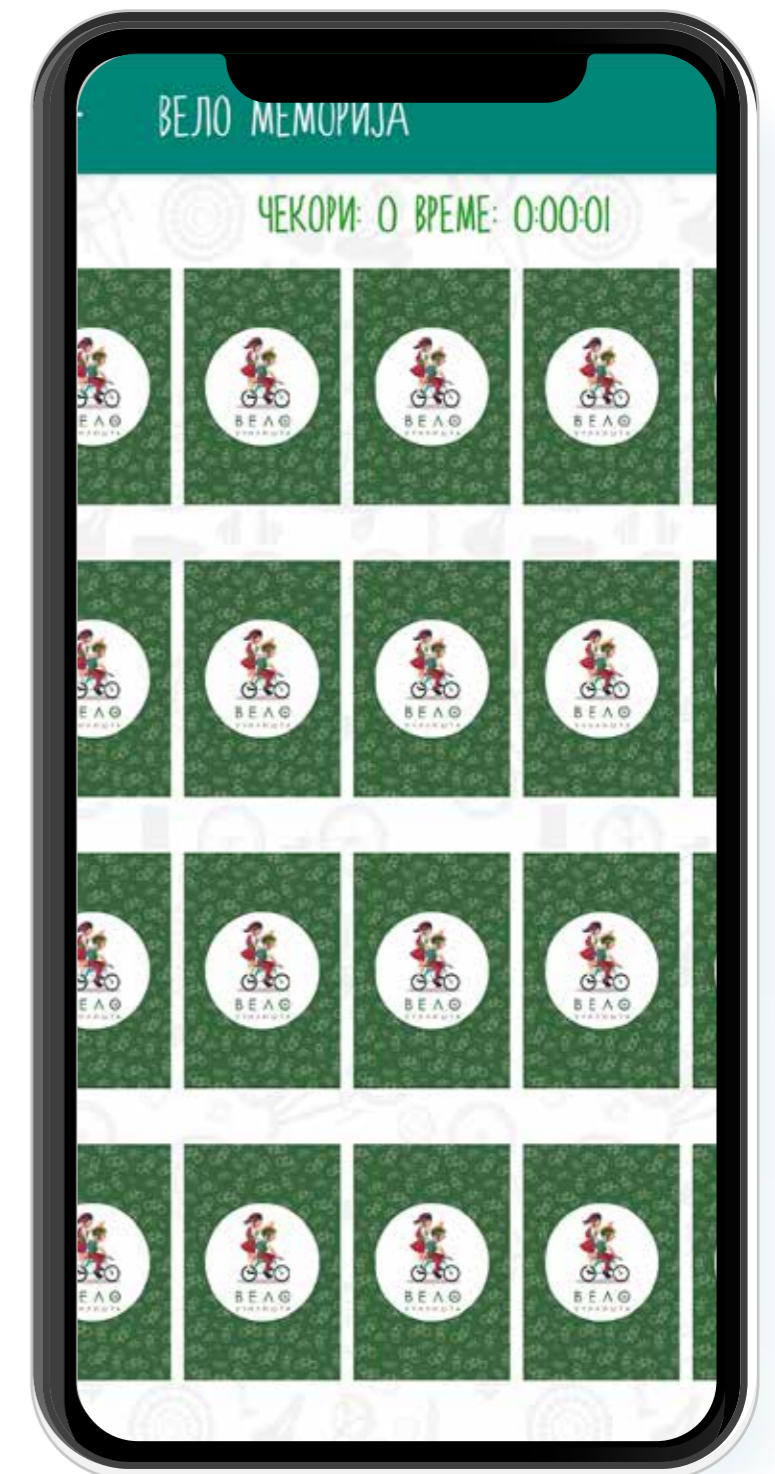
Memory is a game consisting of 28 cards or 14 pairs consisting of the same bicycle parts. All cards are first shuffled and lined up in several horizontal rows, turned upside down (with the green side up). The game is started by any player, by mutual agreement. The player turns one short and turns it for the other players to see. Then he turns the card on the back. The next player repeats the same thing, and so on until two identical cards with the same bicycle parts are found. The player who remembers where two identical cards are, separates them and puts them on the same side. One or two cards can be opened in each round. The first to make more pairs is the winner of the game.

To download the application of Velo Memory on „google play store“, click on the following:

[https://play.google.com/store/apps/details?id=com.melontech.velomemory&fbclid=IwAR21yhasTjZs0tp8aNv\\_4F9J\\_oM3mm\\_zeZXgUK3iUrOj\\_\\_eq6eCjJ4iPHbQ](https://play.google.com/store/apps/details?id=com.melontech.velomemory&fbclid=IwAR21yhasTjZs0tp8aNv_4F9J_oM3mm_zeZXgUK3iUrOj__eq6eCjJ4iPHbQ)

To play the digital version of Velo Memory, at the following link:

<https://tabletopia.com/playground/velo-memoria-yhdy8/play-now>





# ERASMUS PROJECTS

# SCHOOL EDUCATION

## SMILE

### Project name – full

Soft Mobility Integrated Learning in English

### Project name - short

SMILE

### Timeframe

October 2015 – October 2015

### Donor

European Commission (Erasmus+)

### Coordinator

ReBike ALTERmobility (Italy)

### Countries in which the project was implemented:

- Greece
- Lithuania
- Belgium
- Macedonia

### Description

The Soft Mobility Integrated Learning in English project, better known as the SMILE project, aims to promote the use of Content and Language Integrated Learning (CLIL) through the adoption of innovative teaching approaches and non-formal education practices based on creativity, support problem-based learning through the development of a teaching methodology focused on active citizenship and sustainable mobility, increase digital integration in learning and promote a network of school at a European level and strengthen the link between schools and CSOs through integrated non-formal education practices.

# ERASMUS PROJECTS



 <https://ride.smile-project.eu/>

# Smile and Play

## Project name – full

SMILE and Play

## Project name - short

n/a

## Timeframe

September 2018 – December 2020

## Donor

European Commission (Erasmus+)

## Coordinator

Eco Logic (Macedonia)

## Countries in which the project was implemented:

- Lithuania
- Italy

## Description

As a continuation of SMILE, this project's main goal was to encourage the youth and children to be more interested for cycling, through improving of their English language skills, with focus on the cycling terminology linked to everyday life, implemented through the method of gamification, i.e., learning by playing games. In this context, the main products of the project were a board game in physical (printed) form, as well as a digital game of the same version.

## Results

1. **Smile & Play Educational Board Game** – an educational board game.



# Stronger Together

## Project name – full

Stronger Together - Preventing Radicalization in Schools

## Project name - short

n/a

## Timeframe

September 2018 – March 2021

## Donor

European Commission (Erasmus+)

## Coordinator

Videnscenter for Integration (Denmark)

## Countries in which the project was implemented:

- Sweden
- Belgium
- Italy
- Germany
- Macedonia

## Description

Radicalization among young people is a great challenge to European countries, with about one in three people arrested for terror offences in 2016 and 2017 being below the age of 25. As research shows that radicalization prevention begins in schools, this project targets pupils in upper primary school – considered the most effective age for preventing radicalization and subsequent acts of violence.

The Stronger Together project aims to achieve this goal by developing a five module curriculum – Morality, Self-control, Inclusion and Diversity, Critical Thinking, Preventing and solving conflicts – with corresponding pedagogical and didactical tools for teachers, pupils and parents, all developed within a close collaboration with these stakeholders.

The overall objective of this project is to build the capacity of target groups (adult and young learners, including new migrants and refugees) for teaching European values through the European Intelligence (EQ) methodology. The practice model for EQ will be based on the principles of Cultural Intelligence (CQ) – a recent methodology aimed at developing the capability to relate and work effectively across cultures.

## Results

1. **Stronger Together Curriculum** – a five module curriculum for pupils ages 10 to 12 aimed at developing competencies that help prevent radicalization.
2. **Stronger Together Digital Board Game** – an app-based game for pupils ages 10 to 12 and their parents aimed at creating a dialogue on themes such as morality, self-control, inclusion and diversity.
3. **Stronger Together Handbook** – a set of instructions, suggestions and good practices for teaching the five modules included in the curriculum.
4. **Stronger Together Website** – a online hub for the project's outputs and communication with stakeholders. (<https://strongertogetherproject.eu>)



# 21C - SDG

## Project name – full

21st Century Skills in the Context of the UN's Social Development Goals for Pupils

## Project name - short

21C-SDG

## Timeframe

September 2019 – December 2021

## Donor

European Commission (Erasmus+)

## Coordinator

Velje Kommune (Denmark)

## Countries in which the project was implemented:

- Italy
- Portugal
- Cyprus
- Latvia
- Macedonia

## Description

As children today are growing up in a world under extensive stress due to pollution and climate change, we need to learn to be sustainable in order to enable everyone equal opportunities at a good and quality life. To achieve this, we need to recognize the role children and pupils play in its solution.

The new Skills Agenda for Europe (June 2016), enshrines critical thinking, entrepreneurship, problem solving or digital competences, among others, as vital skills that the 21st century pupil needs to learn. This is to ensure that pupils develop a broad set of skills from early on in life and to make the most of Europe's human capital, which will ultimately boost employability, competitiveness and growth in Europe. The project aims to increase pupils' skills and competences in 21st century skills in the context of the Sustainable Development Goals set by the UN, specifically SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 11 (Sustainable Cities and Communities), SDG 12 (Responsible Consumption and Production), SDG 13 (Climate Action) and SDG 14 (Life Below Water).

## Results

1. Development of **6 educational modules and corollary learning materials.**
2. Development of **an online platform** that will house the project results and outputs.





# Designing with Lego

## Project name – full

Designing with Lego: The Eco-cities of tomorrow

## Project name - short

Youngsters4Ecocitie

## Timeframe

September 2020 – September 2022

## Donor

European Commission (Erasmus+)

## Coordinator

FO-Aarhus (Denmark)

## Countries in which the project was implemented:

- Germany
- Portugal
- Cyprus
- Macedonia

## Description

In recent years, environmental issues and climate change have become an important issue of debate globally. Young people are demanding that politicians and adults around them take action now and avert a global catastrophe. One

of the United Nation's Sustainable Development Goals relevant to the environment is SDG 11, Sustainable Cities and Communities. The UN SDGs are the blueprint to achieve a better and more sustainable future for all.

Youngsters4EcoCities aims to bring the SDG goals, particularly SDG 11 into the consciousness of young people aged 6-14. It will endeavor to improve the competences of teachers and educational staff by developing a curriculum and a training manual for them on SDG 11. By teaching young people about ecological city planning, we instill in them the value of sustainable development early in life.

The project will provide teachers and educational staff with tools to develop young people's understanding of natural systems, urban landscapes and ecological planning concepts and will involve the LEGO© Group by using Lego bricks in the training curriculum.

## Results

1. **Curriculum on SDG 11** – a school curriculum for pupils aged 6 to 14 focused on building sustainable cities.
2. **Training Methodology and Manual for Teachers and Educational Staff** – a training manual which integrates various pedagogical and didactical tools for education professionals.
3. **e-Learning portal** – an online platform that will provide access to all project outputs and materials.



# Circle-lab

## Project name – full

Innovative learning approach for circular chemistry in secondary education

## Project name - short

Circle-lab

## Timeframe

September 2020 – September 2023

## Donor

European Commission (Erasmus+)

## Coordinator

Mälardalen Universitet (Sweden)

## Countries in which the project was implemented:

- Macedonia
- Spain
- Italy
- Lithuania
- Sweden
- Lithuania
- Italy

## Description

A circular economy could boost the EU GDP by EUR 1.8 trillion and create 1 million new jobs by 2030, while simultaneously strongly cutting on greenhouse gas emissions – with the chemical industry being at the forefront of this transition. However, this shift is plagued by a few challenges, including – a lack of awareness about circular economy benefits, a lack of necessary specialized training and education programs, and a lack of national policies promoting these principles. Circle-Lab aims to support the initial and continuous professional development of teachers' profiles through the application of practical and innovative tools in order to promote circular chemistry in secondary schools.

## Results

1. **Circle-Lab Modules** – specific educational framework for teaching circular chemistry in secondary school.
2. **Circle-Lab Training programme** – a training curriculum designed for secondary school teachers.
3. **Circle-Lab Toolkit** – a series of pedagogical and didactical tools for educating secondary school students on the concept of circular chemistry.
4. **Circle-Lab Online environment** – an online platform consisting of the MOOC (an online course for teachers) and the Structured Toolkit (a digital version of the Circle-Lab Toolkit).



# Ride and Smile

## Project name – full

Ride and Smile

## Project name - short

n/a

## Timeframe

November 2020 – November 2022

## Donor

European Commission (Erasmus+)

## Coordinator

ReBike ALTERmobility (Italy)

## Countries in which the project was implemented:

- Italy
- Romania
- Austria
- Italy
- Macedonia
- Belgium

## Description

Climate change is one of the main challenges our planet is facing and its effects became extremely visible to all.

Transport accounts for a quarter of the EU's greenhouse gas emissions and its share continues to grow. This project aims to foster the development of active European citizens who are aware of the relevance of their individual choices as triggers of change, by introducing in the daily life bicycle as transport mode to schools.

The Ride & Smile project aims to promote raising awareness about environmental challenges and the importance of individual choices, to promote sustainable urban mobility principles and cycling among pupils, and to reinforce developing key competences such as foreign language communication, digital competences and social competences in pupils.

## Results

1. **Ride & Smile Interactive Learning Platform** – an online portal which will facilitate the Bike to School Cycling Challenge – a game-based approach to fostering bicycle use among pupils.
2. **Ride & Smile Educational activities on environmental awareness** – a series of school activities that integrate environmental and sustainability issues in a complementary way with other learning paths.



# Sustainable Development Goals for Pupils

**Project name – full**

Sustainable Development Goals for Pupils

**Project name - short**

TAC

**Timeframe**

May 2021 – April 2023

**Donor**

European Commission (Erasmus+)

**Coordinator**

OU Malina Popivanova – Kochani (Macedonia)

**Countries in which the project was implemented:**

- Croatia
- Bulgaria

**Description**

Within the current situation of a World pandemic resultant from the spread of COVID-19, educational institutions have had to adapt their teaching methods and the organisations involved were no exception. Regular work with pupils was no longer possible and had to be moved online, with such it quickly became obvious that though there are materials

online on the SDGs that can be downloaded and user, including some using gamification, these were still designed for use in the classroom. The materials that could be used online are often of a very limited nature of interactivity and engagement or require a cumbersome setup. Facing this situation, the organisations in the consortium worked together to draft a plan for the development of a fully interactive and responsive online platform that would teach pupils (in both computers and mobile/tablet devices) about the SDGs online, promoting and empowering them towards more sustainable practices.

This project aims to design and develop learning materials to be used on an online platform that will help pupils develop key 21st century competences such as critical thinking, creativity and problem solving, while also teaching them about the UN Sustainable Development Goals.

## Results

1. Design and development of **learning materials for the 17 SDGs.**
2. Design and development of an **online platform** that will host the learning materials.
3. Development of a **digital skills teacher training course.**





# GLOW

## Project name – full

Let's Get Outside Now: Be, Learn, Grow Outdoors

## Project name - short

GLOW

## Timeframe

November 2021 – November 2023

## Donor

European Commission (Erasmus+)

## Coordinator

Danish Nature Approach (Denmark)

## Countries in which the project was implemented:

- Cyprus
- Norway
- Portugal
- Slovakia
- Macedonia

## Description

Many schools of nature or forest schools adopt Forest Pedagogy, which first appeared in Sweden in the late 19th century and, in recent years, has seen slow, but widespread adoption throughout Europe and internationally. It is based on the realization of a pedagogical process outside the narrow confines of a classroom that seeks learning in, with, and by nature and promotes the multifaceted development of the

child through freedom and autonomy. Such work is of great importance because it helps rethink teaching, learning and learning environments and shape opportunities pertinent to experiences, autonomous learning, self-initiated activities, thought processes, skills development, performance, and creation, especially in an era that standards and tests continue to guide much of the dry learning that happens in schools.

The interconnection of learning and meaningful experiences will strengthen children's learning and connection with nature. The aims of the project are to identify the needs, gaps and challenges of the current practices of schools as they are implemented within the broader educational policies in the partner countries and develop a pedagogy on outdoor learning, material, train teachers, some of whom shall become mentors and ambassadors of outdoor education, and develop activities, curricula, best practices and a policy report which will be disseminated to policy-makers and key stakeholders.

## Results

1. A **set of guidelines** for reflection of the current delivery methods and suggestions for integrating activities in the current school curricula.
2. A **pedagogical framework** for outdoors learning in early school education with a set of learning activities.
3. The creation of **learning communities** and a **network of schools** that will participate in learner-centered approach to education.

4. A **collection of best practices** for the promotion of social inclusion from learning communities' schools.
5. A **policy recommendation** report for adopting outdoors learning in current school curricula.



# GREEN

## **Project name – full**

Games, Resources, Environment, Entrepreneurship, and Education Network

## **Project name - short**

GREEN

## **Timeframe**

February 2022 – February 2025

## **Donor**

European Commission (Erasmus+)

## **Coordinator**

Eco Logic (Macedonia)

## **Countries in which the project was implemented:**

- Cyprus
- Italy
- Romania

## **Description**

The general aim of the GREEN project is to build capacities that successfully address local and regional environmental, social and educational issues/challenges, through socially inclusive activities that raise environmental awareness and level of information, create opportunities for direct involvement and entrepreneurial action on local and national challenges, and support collaboration between pupils, educators, representatives of educational institutions

towards the development of cross national educational resources.

The key motivation for implementing the results of this project is the determination to contribute to the improvement of informal and formal education, development of active citizenship and entrepreneurial skills among school population and educational institutions within the thematic focus on environmental activism and entrepreneurship, digital education and capacity building.

## Results

1. **Online journal** – a series of 100+ online content materials on topics related to the environment and entrepreneurship created by teachers and students.
2. **8 modules of 10 online** lessons in Natural sciences, Social sciences, Technology and Art.
3. **Eco-competition with 20 Eco-interventions** – a student competition in undertaking direct environmental actions.
4. **The Green Monster Stories** – an online graphic novel series with an environmental message.
5. **8 entrepreneurial projects** undertaken by national teams.
6. **A series of extracurricular activities** in Natural sciences, Social sciences, Technology and Art.
7. **Eco-entrepreneurial curriculum** – a school curricula for capacity building for students on topics such as critical thinking, problem solving, design and other in the contexts of environmental action and entrepreneurial design.



# Safer Routes

## Project name – full

Safer Cycling and Walking Routes to Schools in Rural Areas

## Project name - short

n/a

## Timeframe

March 2022 – March 2023

## Donor

European Commission (Erasmus+)

## Coordinator

OU Petar Pop Arsov – Bogomila (Macedonia)

## Countries in which the project was implemented:

- Hungary

## Description

Rural communities across European countries have a special need for safer routes to/from school, emphasizing walking and cycling as sustainable means of transport. On the other key stakeholders such as schools (teachers and pupils), parents, car drivers, civil society and municipalities need to put additional focus on the topic of road safety, emphasizing the ones that are the most vulnerable - the

pupils. But, putting focus on this issue requires specific skills, knowledge and experience in order for all stakeholders to play a significant and efficient role in improving the mobility conditions of pupils in rural areas.

## Results

1. **Recommendations for improvement of sustainable mobility conditions for cycling and walking of pupils in rural areas** – a publication detailing research results and corollary recommendations for making routes to and from schools in rural areas safer.
2. **Package with presentations and lessons plans for delivery of workshops on safer routes to/from school** – structure with topics and PowerPoint presentations important for increasing the general skills, knowledge, and attitude of teachers and pupils for the proposed topics.
3. A **study visit** for Macedonian teachers in urban and rural parts of Hungary.



# Sustainable Development Goals for Pupils

**Project name – full**

Sustainable Development Goals for Pupils

**Project name - short**

SDGfP

**Timeframe**

November 2022 – November 2024

**Donor**

European Commission (Erasmus +)

**Coordinator**

Ecole Primaire Publique Piton La Ravine Blanche (France)

**Countries in which the project was implemented:**

- Italy
- France
- Macedonia
- Turkey
- Bulgaria

**Description**

The project will enable the experience of formal and informal, student-centered system of educational methodol-

ogies for support for European Union students and young people in their thinking and acting as global citizens. Teachers and educators for young people from Italy, Turkey, North Macedonia, Bulgaria and France, through active participation will become "global educators" and many students and young people will actively participate in global learning experiences.

## Objectives

Objective 1) To teach pupils key competencies, critical thinking, creativity, and problem-solving, and empower them towards more sustainable practices;

(Objective 2) To provide online interactive SDGs related learning materials and resources built from the ground up.

(Objective 3) To improve teachers' digital skills for distance learning and supported schools' ability to provide remote education.

## Results

Materials for each SDG (17 goals) taking different shapes such as questions, quizzes, challenges, interactive presentations placed online at SDG platform. Developing a teacher training course on digital skills related to distance learning delivered to teachers within the project's scope and made available online. Increased 21 century key competences of students and digital skills for teachers.



### Sustainable Development Goals for Pupils





# Through Upcycling to Design of Eco Cities

**Project name – full**

Through Upcycling to Design of Eco Cities

**Project name - short**

TUDEC

**Timeframe**

October 2022 – 2024

**Donor**

European Commission (Erasmus+)

**Coordinator**

Fondazione HALLGARTEN-FRANCHETTI CENTRO,  
Studi Villa Montesca, Italy

**Countries in which the project was implemented:**

- Italy
- Macedonia
- Germany
- Serbia

**Description**

Upcycling to designing the eco-cities addresses the growing environmental challenges of the 21st century by developing learning material for pupils on urban ecological planning. Sustainable cities are the main pillar of the future of our societies, especially urban ones.

Children have to face a rapidly ever-changing World. The changes are visible at all socio-economic levels and the levels of technology and the environment. They are the heart of each society; they are future contributors, decision-makers, and citizens of the world, and it is their right to live in a safe, clean and healthy environment.

The project is carefully designed and developed to equip children to be active agents of social change. They are expected to be aiming towards critical thinking, entrepreneurship, problem-solving and digital competencies. Such will be done in tandem with expanding pupils' knowledge and understanding of the World by educating them on the United Nation's Social Sustainable Development Goals focusing on SDG 11.

Increasing the levels of achievement and interest in STE(A)M (SCHOOL): As the "Through upcycling to the designing of eco-cities" project teaches pupils about sustainable development, the pupils will inevitably be introduced to the STE(A)M approach. The planned, developed learning material on city planning and designing will demand the use of Science, Technology, Engineering, and Mathematics when the students are tasked to create their ecological city.

The project also wants to seize this opportunity and propose a path based on STEAM subjects and using innovative methods to bring the knowledge closer to the students and at the same time simplify it teachers' approach. Key competencies are a combination of knowledge, skills, and attitudes that enable people to adapt to the constant changes in society.



# New wheels of change

## Project name – full

New wheels of change

## Project name - short

n/a

## Timeframe

01/10/2022 - 31/08/2024

## Donor

European Commission (Erasmus+)

## Coordinator

Easy Drivers (Austria)

## Countries in which the project was implemented:

- Italy
- Slovenia
- Austria
- Macedonia

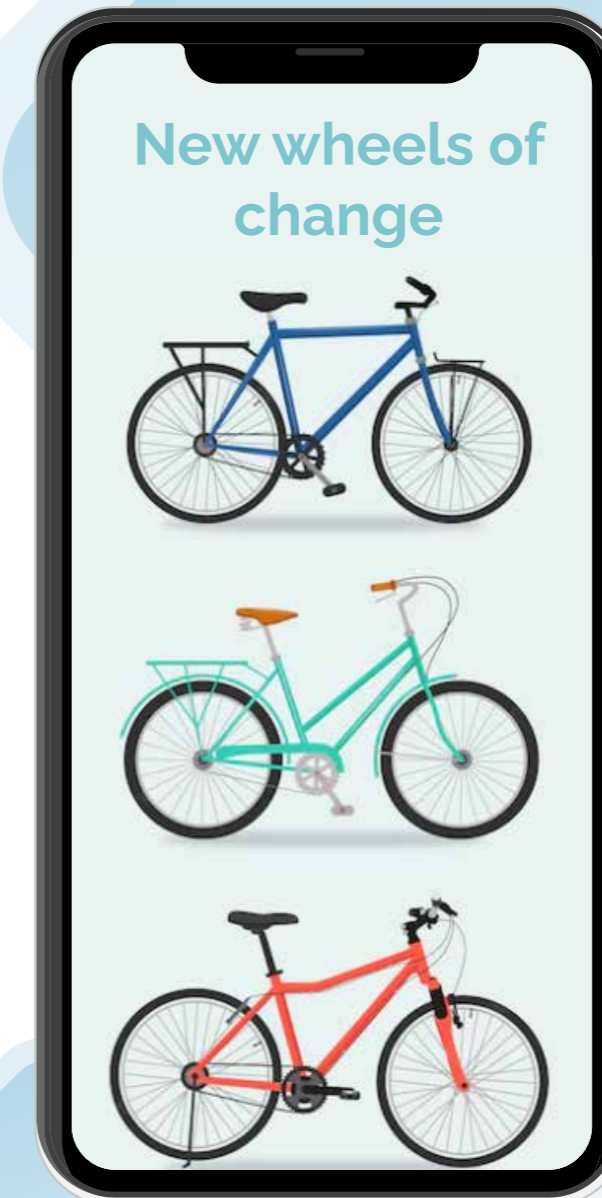
## Description

The project aims to set the stage to promote the comparison, reflection, and self-training of teachers on the part of the various subjects related to the overall topic of cycling, so that they can collaboratively be part of the development

of effective tools and resources aimed at future education of fellow teachers and pupils, e, in addition to supporting them on their path towards autonomy as future EU citizens and competent in the field of sustainable urban mobility, road safety and overall - cycling.

## Results

1. An online educational platform/web page and an mobile app that offers information about the project and its results.
2. A curriculum/course/booklet/web training consisting of modules for road safety, and safe routes to-from schools, as well as modules specially designed for families and also teachers on how to promote sustainable transport to-from school.
3. A didactic pack consisting of 10 curriculums accompanied by courses on cycling related topics, specifically designed for pupils and other end users.
4. Educational board game on rules of traffic, road signs and safe routes to-from schools (physical and online / mobile version available for schools) - based on the content of the curriculums and courses.



# Re-Cycling

## Project name – full

Re-Cycling

## Project name - short

n/a

## Timeframe

November 2022 - November 2024

## Donor

European Commission (Erasmus+)

## Coordinator

France

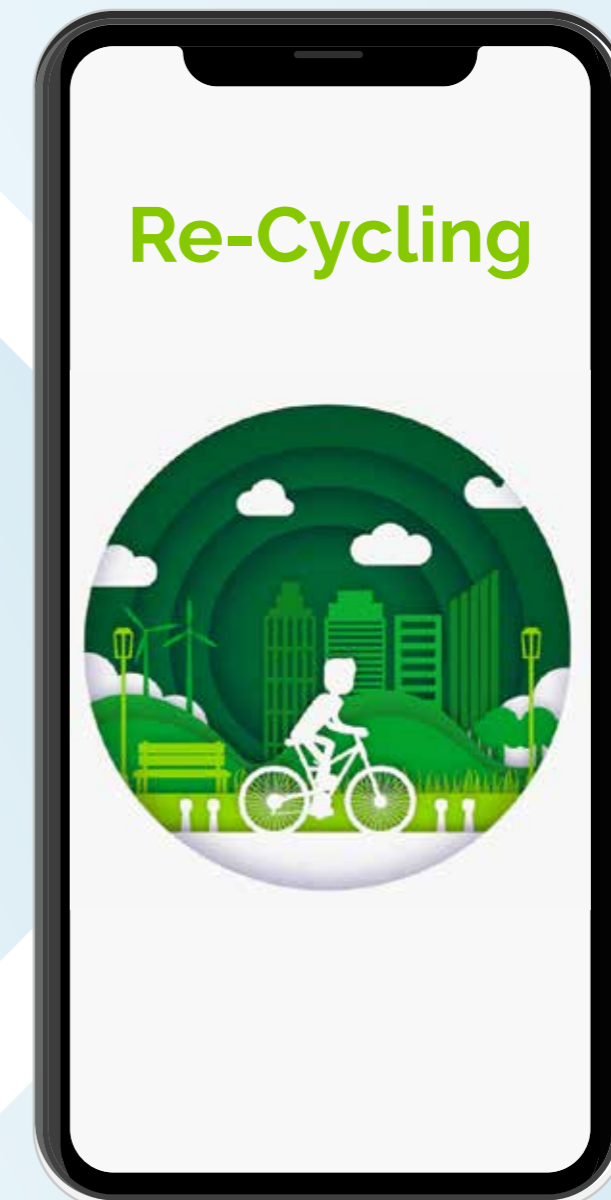
## Countries in which the project was implemented:

- France
- Austria
- Italy
- Hungary
- Macedonia

## Description

1. Transnational workshop “Circular economy in biking”.
2. “Green and sustainable biking” Training program
3. Piloting and fine-tuning of the “Green and sustainable biking” training

4. Engaging schools, families and local stakeholders
5. Re Cycling Fairs – Re cycling is a bike reuse and riding Fair for kids, teens and their families focused on sustainable biking and aimed, in particular, to low SES families
6. Guidelines to Re Cycling Fair
7. Training program Re Cycling Fair impact Tool.
8. “Re-Cycling” Website
9. Social media campaign



# YOUTH

## Intercultural Dialogue through Music

### Project name – full

Intercultural Dialogue through Music

### Project name - short

n/a

### Timeframe

August 2015 – June 2017

### Donor

European Commission (Erasmus+)

### Coordinator

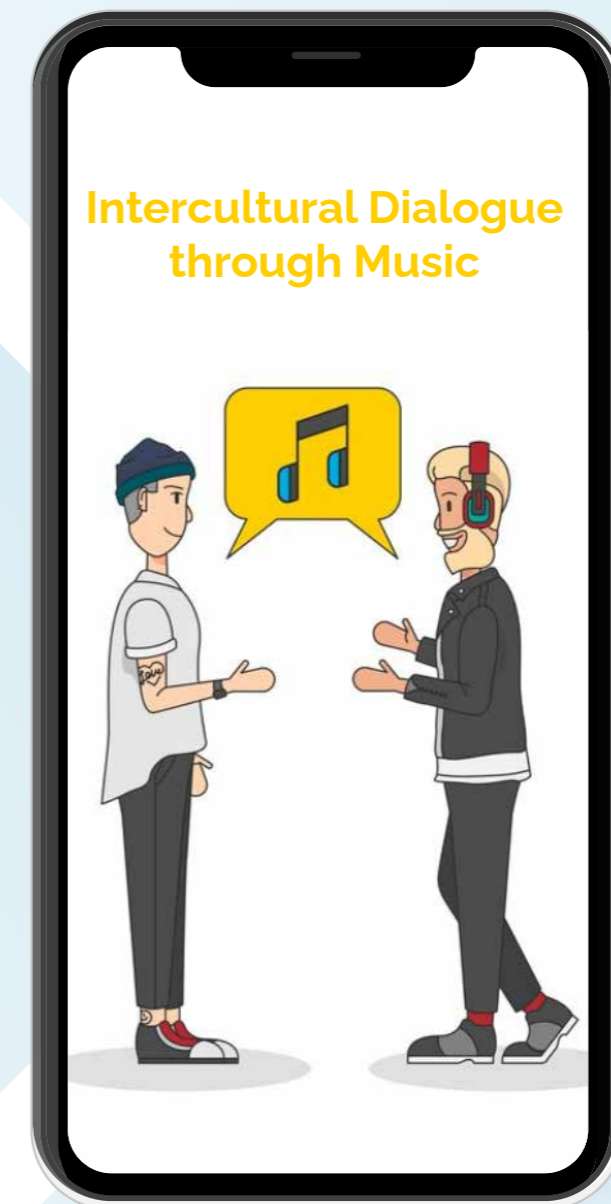
Praxis Europe CIC (UK)

### Countries in which the project was implemented:

- Kosovo
- Albania
- Romania
- Poland
- Bulgaria
- Italy
- Hungary
- Netherlands
- Serbia
- Turkey
- Macedonia

### Description

A youth exchange program with three training courses – January 2016 in Tirana (Albania), July 2016 and February 2017 in Birmingham (UK) - with the aim of using non-formal learning methods to explore intercultural dialogue through the use of music.



# All Different, All Equal

## Project name – full

All Different, All Equal - Remastered - Digital Media and Diversity Training

## Project name - short

n/a

## Timeframe

August 2015 – August 2016

## Donor

European Commission (Erasmus+)

## Coordinator

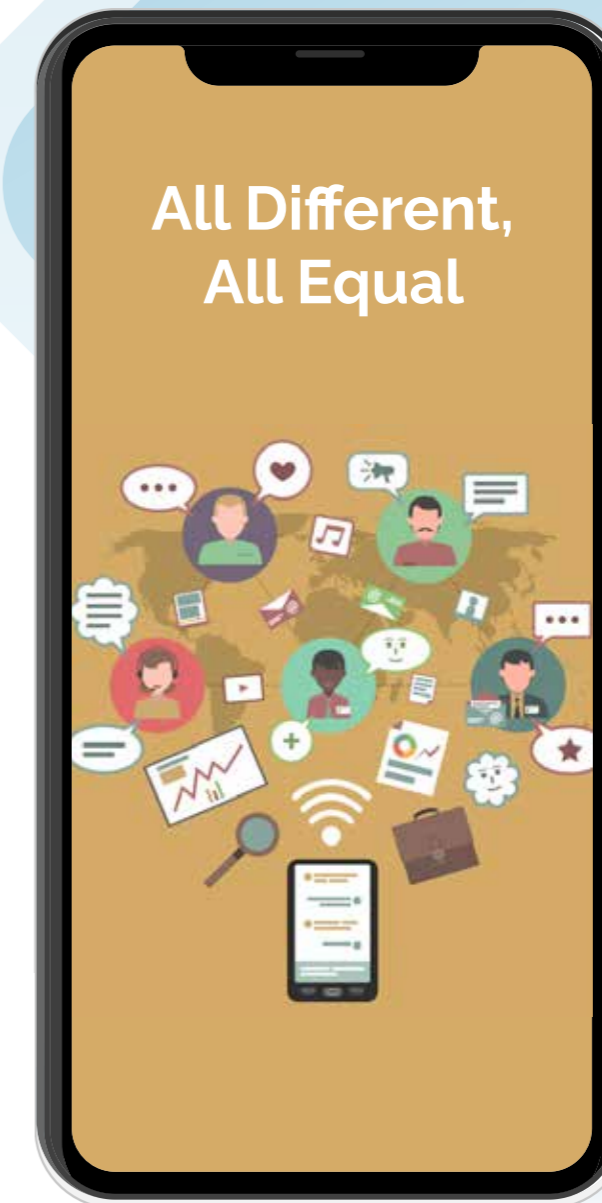
Praxis Europe CIC (UK)

## Countries in which the project was implemented:

- Turkey
- Kosovo
- Albania
- Poland
- Serbia
- Spain
- Italy
- Hungary
- Czech Republic
- Bulgaria
- Romania
- Netherlands
- Slovakia
- Macedonia

## Description

A youth exchange program with two training courses – March 2016 in Birmingham (UK) and May 2016 in Tirana (Albania) – with the aim of using non-formal learning methods to explore intercultural dialogue and digital media.



# Youthocracy

## Project name – full

Youthocracy - European network for promotion and introduction of good practices about youth work, volunteerism and activism through non formal education

## Project name - short

n/a

## Timeframe

February 2016 – December 2016

## Donor

European Commission (Erasmus+)

## Coordinator

Eco Logic (Macedonia)

## Countries in which the project was implemented:

- Austria
- Italy

## Description

The Youthocracy project identified a need to support young people with training and networking activities with a focus on promoting youth development, non-formal education through a variety of creative approaches and methods, as

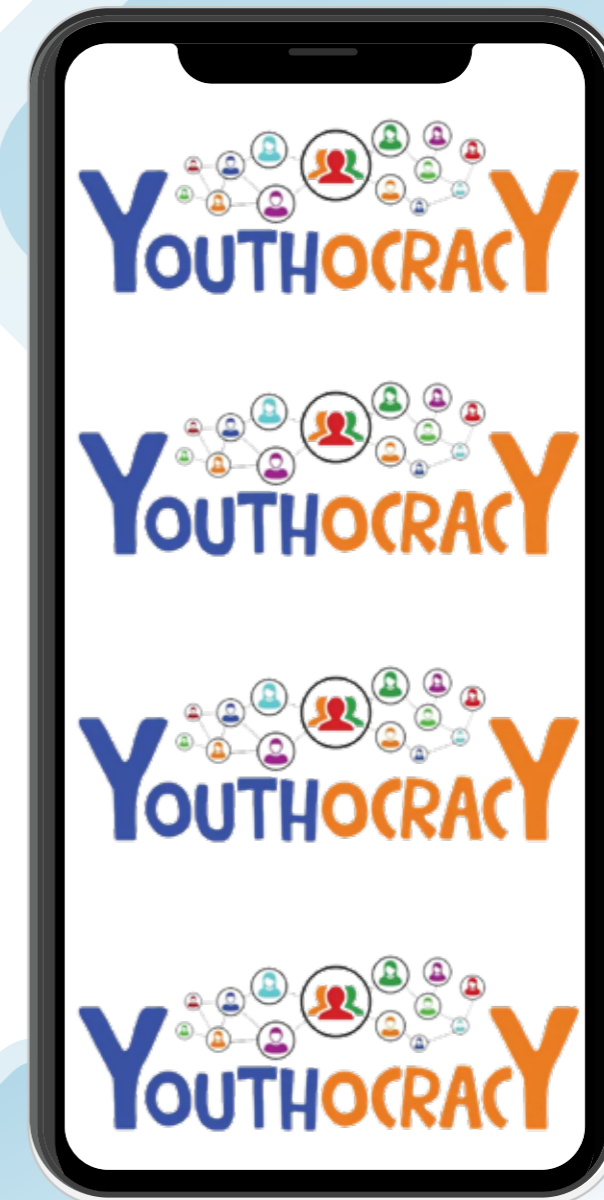


well as the research and sharing of best practices among the project partners.

The project aims to create a coordinating body of 3 European youth organizations, promote and introduce innovative methods and approaches in youth non-formal education, strengthen the capacity and know-how of youth workers across Europe, and create a web platform for best practices sharing.

## Results

1. **Youthocracy Network** – a network of 32 European youth organizations.
2. **Youthocracy website** – an online platform containing an extensive list of didactic materials related to trainings, NFE, youth participation, volunteering and activism.
3. **3 concepts for training courses.**
4. **Introduction of Board Games in Formal and Non-formal Teaching and Learning Activities** – a strategic document on the use of board games for educational purposes.



# Youthocracy vol. 2

## Project name – full

Youthocracy vol. 2

## Project name - short

n/a

## Timeframe

December 2017 – August 2018

## Donor

European Commission (Erasmus+)

## Coordinator

Eco Logic (Macedonia)

## Countries in which the project was implemented:

- Slovenia
- Cyprus

## Description

Youthocracy vol. 2 is a continuation of the Youthocracy project, focused on promoting high quality youth work and various tested non-formal education methods, activities and projects prepared and realized by different European youth organizations.

It aims to update and upgrade the existing Youthocracy Network and online platform with new best practices, didactical methods and European partners.

## Results

1. Expansion of the **Youthocracy Network** – an expanded network of over 50 European youth organizations.
2. Upgrading of the **Youthocracy website** – an addition of over 20 new best practices to the online platform created in the Youthocracy project.





# Uniting Youth for Ecotourism

## Project name – full

Environmental and Cultural Optimism

## Project name - short

n/a

## Timeframe

August 2017 – May 2018

## Donor

European Commission (Erasmus+)

## Coordinator

Youth and Environment Europe (Czech Republic)

## Countries in which the project was implemented:

- Kosovo
- Albania
- Serbia
- Portugal
- Hungary
- Spain
- Germany
- Italy
- Russia
- Georgia
- Armenia
- Azerbaijan
- Macedonia

## Description

A youth exchange program taking place in November 2017 in the ecological center Kapraluv Mlyn in Brno (Czech Republic), with the aim of using formal, non-formal and informal educational strategies to promote the importance of ecotourism in local communities and the role youth participation has in facilitating ecotourism.



# Active youth better environment

**Project name – full**

Active youth - better environment!

**Project name - short**

n/a

**Timeframe**

January 2018 – February 2019

**Donor**

European Commission (Erasmus+)

**Coordinator**

Youth and Environment Europe (Czech Republic)

**Countries in which the project was implemented:**

- Germany
- Italy
- Spain
- Latvia
- Romania
- Ireland
- Macedonia

**Description**

A youth exchange program with two training courses – “Youth Exploring Participation” in March 2018 in the ecological center Kapraluv Mlyn in Brno (Czech Republic) and “Youth for Environmental Future” in July 2018 in the ecological center Slunakov in Horka nad Moravou (Czech Republic) – with the aim of broadening the understanding of environmental decision-making processes among the youth and youth workers.



# Time 'n' Space

## Project name – full

Root into “Time 'n' Space”

## Project name - short

n/a

## Timeframe

August 2018 – January 2019

## Donor

European Commission (Erasmus+)

## Coordinator

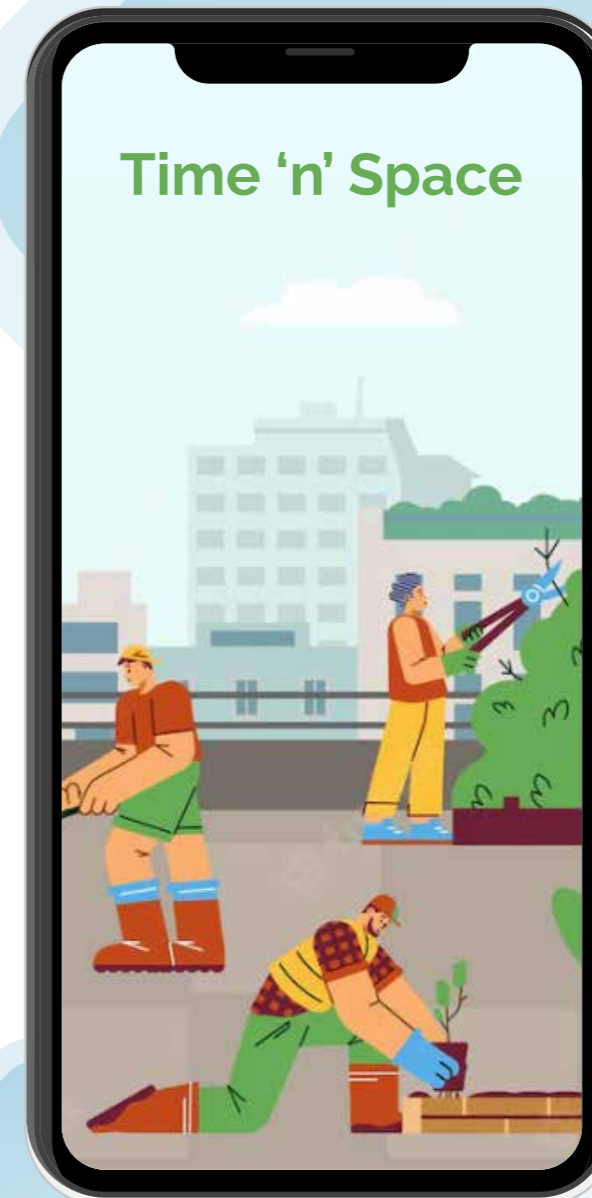
Tratwa (Poland)

## Countries in which the project was implemented:

- Romania
- Greece
- Bulgaria
- Spain
- Macedonia

## Description

A youth exchange program taking place in Wrocław (Poland), which aims to gather a group of international youth to create and finish the community garden in the Center of Academic Culture and Local Initiatives Czasoprzestrzeń, while simultaneously promoting sustainability, public spaces and intercultural exchange.



# Time 'n' Space vol. 2

## Project name – full

Root into “Time 'n' Space” vol.2

## Project name - short

n/a

## Timeframe

March 2022 – March 2023

## Donor

European Commission (Erasmus+)

## Coordinator

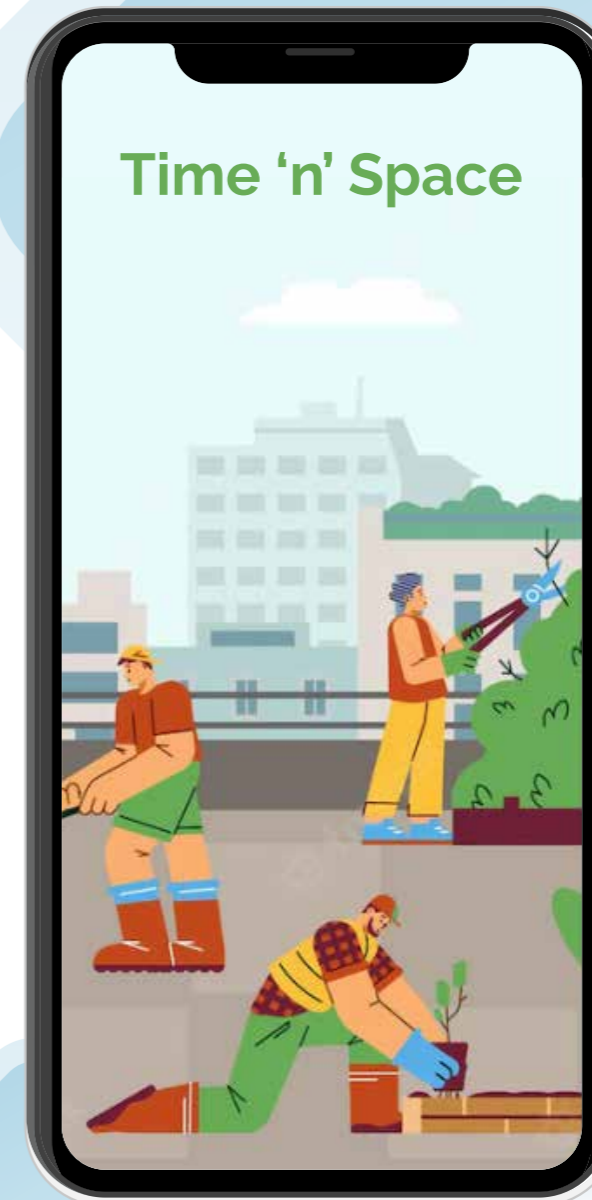
Tratwa (Poland)

## Countries in which the project was implemented:

- Romania
- Greece
- Portugal
- Spain
- Bulgaria
- Macedonia

## Description

A youth exchange program taking place in the Center of Academic Culture and Local Initiatives Czasoprzestrzeń in Wrocław (Poland), which aims to incorporate three pillars – ecology, intercultural dialogue and practical workshops.



# 3Reuse

## Project name – full

Creative use of waste for a circular economy

## Project name - short

3Reuse

## Timeframe

September 2018 – April 2019

## Donor

European Commission (Erasmus+)

## Coordinator

IRCEM Ernest Lupan (Romania)

## Countries in which the project was implemented:

- Italy
- Bulgaria
- Macedonia

## Description

A youth exchange program that took place between the 5th and 14th of October 2018 in the Cheile Turzii Camp in Mihail Viteazul village in Romania under the name "Creative use of waste for a circular economy – 3Reuse", with the aim of educating young people in the field of circular economy and waste recovery, as well as developing their entrepreneurship skills in the circular economy field.





# Sustainability Advisors

## Project name – full

Sustainability Advisors: Discussing the potential for new green jobs among young people in Europe

## Project name - short

n/a

## Timeframe

November 2018 – June 2019

## Donor

European Commission (Erasmus+)

## Coordinator

Eco Logic (Macedonia)

## Countries in which the project was implemented:

- Austria
- Macedonia
- Poland

## Description

The project was centered around the Sustainability Advisors VET programme, prepared and verified in Macedonia by Eco Logic – with the parallel aims being improving the extant program and helping the project partners develop similar programmes in their own countries and in their field of work, through the sharing of information, good practices and experiences.



# Sustainability Step by Step

**Project name – full**

Sustainability - Step by Step

**Project name - short**

n/a

**Timeframe**

November 2018 – November 2019

**Donor**

European Commission (Erasmus+)

**Coordinator**

Janun e.V. – Hannover (Germany)

**Countries in which the project was implemented:**

- Ukraine
- Serbia
- Macedonia

**Description**

A youth exchange program that took place between the 8th and 16th of August 2019 in Kragujevac (Serbia), with a holistic educational program covering the following subjects – energy, biodiversity in the garden, sustainable and regional nutrition and environmentally friendly households.



Sustainability  
Step by Step

# Making Learning Fun and Ecological

**Project name – full**

Making Learning Fun and Ecological

**Project name - short**

MLFE

**Timeframe**

June 2020 – December 2021

**Donor**

European Commission (Erasmus+)

**Coordinator**

Eco Logic (Macedonia)

**Countries in which the project was implemented:**

- Cyprus
- Slovenia

**Description**

As young people are facing high unemployment rates and possible climate disaster, it is important that they feel empowered and like they can make a difference and contribute towards a better and more sustainable community. This project aims to develop and introduce innovation into

learning and teaching materials on the topic of social entrepreneurship, linking it to environmental and climate matters and to other valuable skills, while using gamification and making learning materials freely available in an online platform. This is a project about providing innovative, open and free learning and teaching resources.

This project will lead young people to actively participate in building and improving the communities they live in, all the while introducing the concept of social entrepreneurship; through which they could possibly be self-employed, or even employ others in the community. Additionally, this learning experience using innovative and gamified learning and teaching activities, high attention will be given to reaching out to young people on their level and discussing their ideas. The emphasis will be on entrepreneurship within a context of environment and sustainability.

## Results

1. An **educational board game**.
2. A series of **exercises** for individual and group use.
3. A series of group and individual **after-school activities**.
4. Complete **lesson plans** for educators.



# GATS

**Project name – full**

Graffiti Art Takes the Street

**Project name - short**

GATS

**Timeframe**

April 2021 – October 2022

**Donor**

European Commission (Erasmus+)

**Coordinator**

Embaixada da Juventude (Portugal)

**Countries in which the project was implemented:**

- Serbia
- Austria
- Macedonia

**Description**

The wide spectrum of arts, street arts/graffiti has been a powerful conductor of social intervention/awareness, an extraordinary added value that's not always duly recognized and awarded. However, despite highly attracting many youngsters and recently gaining some expanded venues with corporate work, it has not yet reached a general

consensus/public acceptance, being still frowned upon by many people. And so, there is still a big lack of street and other public venues wherein to legally place this art despite this being its original context, because it is still misunderstood by the authorities and property owners in general.

In this context, the organisations involved wanted to create opportunities to enhance young graffiti artists self-sufficiency, and emphasize their power to convey important messages about global issues, such as the environment, climate change and youth participation, being these two subjects a great source of concern in societies all around.

GATS aims at having them make street art and graffiti art pieces in publicly accessible ways. Which will provide them an opportunity to work, reaching a wide audience of people appreciating their art, without even having to go to enclosed locations, while openly promoting the aforementioned social messages. And, at the same time further promote and legitimate this form of art, with the production of a short-film, focusing on its social, artistic and cultural added value and on breaking myths around it.

## Results

1. **GATS Art pieces** – a series of 40 graffiti art pieces (10 pieces and 5 artists per country) in publicly accessible locations, further collected in a graffiti art photography catalogue.
2. **GATS short film** – a 20 to 30 minute film shot during the project's activities, whose main protagonists are the participating artists, with the aim to capture a serious and positive portrayal of the social and cultural value of street art.



# Youth and commute

## Project name – full

Youth & Commute: A structured approach for increasing the mobility of marginalized youth

## Project name - short

n/a

## Timeframe

March 2022 – March 2024

## Donor

European Commission (Erasmus+)

## Coordinator

Verein InterAktion (Austria)

## Countries in which the project was implemented:

- Sweden
- Bulgaria
- Turkey
- Macedonia

## Description

With this project we are addressing green transport and mobility, road safety literacy and the mobility and inclusion of young refugees, migrants and other groups living at the margins of the society. Lack of accessibility to transportation

services and systems leads to social exclusion and the bicycle provides target groups with low-cost mobility, which is a prerequisite for social inclusion.

With the proper knowledge and practical skills, cycling becomes a very affordable way of moving around in the cities, sometimes faster than the local transportation. In some cases, it is even a source of additional income. The current number of jobs directly related to cycling in the EU is estimated at 650 000, with the potential for one million more. This opens a lot of possibilities to many young people to find a dynamic and active job, or even open their own enterprise in that branch. Therefore, the project consortium of the Youth & Commute project is also bringing to light the entrepreneurial aspects of this sector.

## Results

1. **“Fix & Ride” Toolkit of Resources** – a set of videos and infographics to be used for educational purposes of marginalized youth on cycling practices topics
2. **“Equip & Empower” In-service Training Programme** – educational materials and a training programme focused on cycling practices, road safety and green transportation.
3. **Online Portal** – an e-learning platform which will house all relevant materials produced by the project.
4. **“Youth & Commute” ORG** – a non-formal entity set in all participating countries and potentially replicated across Europe, as a social enterprise that will serve goals towards sustainable community development.





# Circular chemistry in the digital era

**Project name – full**

Circular chemistry in the digital era

**Project name - short**

CCDE

**Timeframe**

November 2022 – November 2024

**Donor**

European Commission (Erasmus+)

**Cooperation partnerships in school education****Coordinator**

Fundacion 2100 (Spain)

**Countries in which the project was implemented:**

- Italy
- Spain
- Macedonia

**Description**

The concept of circular chemistry aims to replace today's linear 'take-make-dispose' approach with circular processes. This will optimize resource efficiency across chemical value chains and enable a closed-loop, waste-free chemical industry. The concept of a circular economy is very important but at the same time so broad that it requires a lot of ideas and everyday practice, not only from individuals but

also from the involvement of a large number of stakeholders. Nevertheless, positive actions can be strengthened and proven to be more effective thanks to the cooperation of indirect structures, such as schools or local associations that are privileged places for the education and training of young generations.

## Objectives

Increase the interest of high school students to study the topic of circular chemistry through the use of digital tools, innovative games and at the same time to motivate them to prepare experiments at home.

Promote circular economy principles and ESD core competencies within chemistry education through the developing digital learning environment.

Support the initial and continuous professional development of teachers' profiles in accordance with the European lifelong learning approach through the application of practical and innovative tools in order to promote circular chemistry in secondary schools.

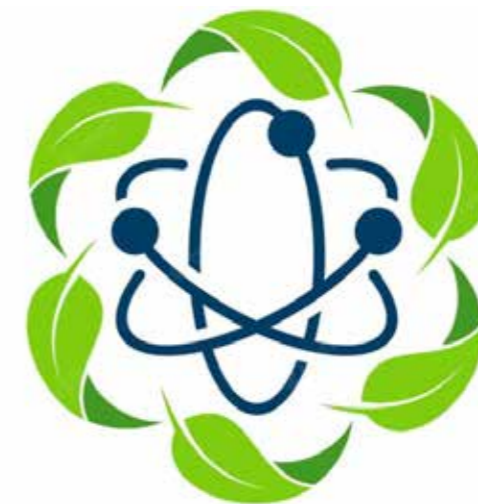
## Results

One (1) curriculum with six (6) modules about green chemistry education with circular economy principles, with 18-36 activities adapted for physically and distance learning;

One (1) toolbox which will inspire for changes in the community, will serve as a test of gained knowledge after realization of each of the module, and additionally and will engage teamwork and critical thinking. Short videos for promoting

Circular Economy principles and Education for Sustainable Development core competencies within chemistry education, a minimum of 18 maximum 36 videos (5-10 minutes of presentations by teachers involved - in English.

**Circular chemistry  
in the digital era**



# Good governance and sustainability in sport practice (GAIA)

## Project name – full

Good governance and sustainability in sport practice (GAIA)

## Project name - short

GAIA

## Timeframe

December 2022 – May 2025

## Donor

European Commission (Erasmus+)

## Coordinator

Baseball Federation of Serbia

Erasmus+ Sport Project

## Countries in which the project was implemented:

- Italy
- Macedonia
- Spain
- Germany
- Hungary

## Description

GAIA is a Cooperative Partnership in the field of Sport aiming at fostering the contribution of sports to the achievement of the Sustainable Development Goals, more specifically to SDGs #11 Sustainable cities and communities, #13

Climate action and #17 Partnership for the goals. The project dimension spaces from local sports associations to affirmed organisations in the field of Sport, with a heterogenous partnership that ensures a complete framework of sports organisations and the related sustainability and good governance fields.

GAIA aims at building the capacities of sport organisations to work in cooperation with other stakeholders in the sustainability field, by delivering consistent guidelines and operative tools to sport organisations interested in becoming multipliers of good practices and promote a more sustainable sport governance, that takes into consideration the impact that sport itself can have on the environment and on the society. At the same time, GAIA will establish an informed network of sports organisations pledging to the principles of Sustainability and Good Governance.

## Results

1. Sustainable Sport Governance Officer Curriculum - The Sustainable Sport Governance Officer Curriculum will detail the skills, competences and attitudes needed by the professional figure identified to act as a champion of sustainability and good governance within sports organisations.

2. E-course on Sustainable Sport Governance - The e-course will be produced as an educational Format adaptable to the needs and context-specific characteristics of sports organisations' members interested in implementing sustainability and GG principles in the code of ethics,
3. Educational programme on Sustainable Sport Governance - The Educational Programme will be a 6 days training programme on Sustainability and Good Governance for sports organisations' members.
4. Sustainable Sport Governance Chart - The Sustainable Sport Governance Chart will be the resulting document of the participatory phase, including 8 principles and no more than 10, which will be jointly developed directly by the involved Sport managers, coaches, athletes, and volunteers, from grassroots sport organisations up to recognized sport federation
5. GAIA Network Platform - The GAIA Network Platform will be the hosting platform of the GAIA Network, a network of informed and committed sport clubs and organisation set up with participants to the participatory phase, partners and other stakeholders,



# Promoting Environmental Protection and learning on climate change

## Project name – full

Promoting Environmental Protection and learning on climate change

## Project name - short

(PREPARE)

## Timeframe

September 2022- August 2025

## Donor

European Commission (Erasmus+)

## Coordinator

Surdurulebilir Kalkinma Dernegi (Turkey)

## Countries in which the project was implemented:

- Macedonia
- Greece
- Italy
- Turkey

## Description

The financial recession post-2008 had a negative impact on many sectors across Europe. Nevertheless, this was not the case in the tourism sector which during those hardships

was the main backbone of the economy in several European countries in the South and the Mediterranean. That, however, changed during the Covid-19 pandemic when unemployment became a serious issue, especially in the tourism sector.

PREPARE, therefore, will work to raise awareness about the issues that the tourism sector faces while at the same time offering innovative capacity-building workshops for people both entering and currently in the workforce. Ultimately, the project will focus on helping the tourism sector improve its services and increase its resilience to the frequent global challenges.

### **Results:**

The project will produce:

Training program on environmental protection and link to tourism

Training program on capacity building and change management at workplace targeting green skills

Learning platform with variety of learning materials

Policy recommendations and case studies

Online training program.

**P**Romoting  
**E**nvironmental  
**P**rotection and  
**l**earning on climate  
**c**hange



# Act for your Community

## Project name – full

Act for your Community! Training on community development

## Project name - short

n/a

## Timeframe

May 2015 – July 2016

## Donor

European Commission (Erasmus+)

## Coordinator

ASHA Foundation (UK)

## Countries in which the project was implemented:

- Italy
- Greece
- Croatia
- Poland
- Denmark
- Romania
- Slovenia
- Slovakia
- Denmark
- Lithuania
- Macedonia

## Description

A youth exchange program which includes three training programs (or pillars) – intergenerational dialogue and learning, art and sustainable living.



# ADULTS

## GLAS

### Project name - full

Good Life and Sustainability

### Project name - short

GLAS

### Timeframe

September 2014 – September 2016

### Donor

European Commission (Erasmus+)

### Coordinator

Agentur Kultur (Germany)

### Countries in which the project was implemented:

- Germany
- Italy
- Estonia
- Macedonia

### Description

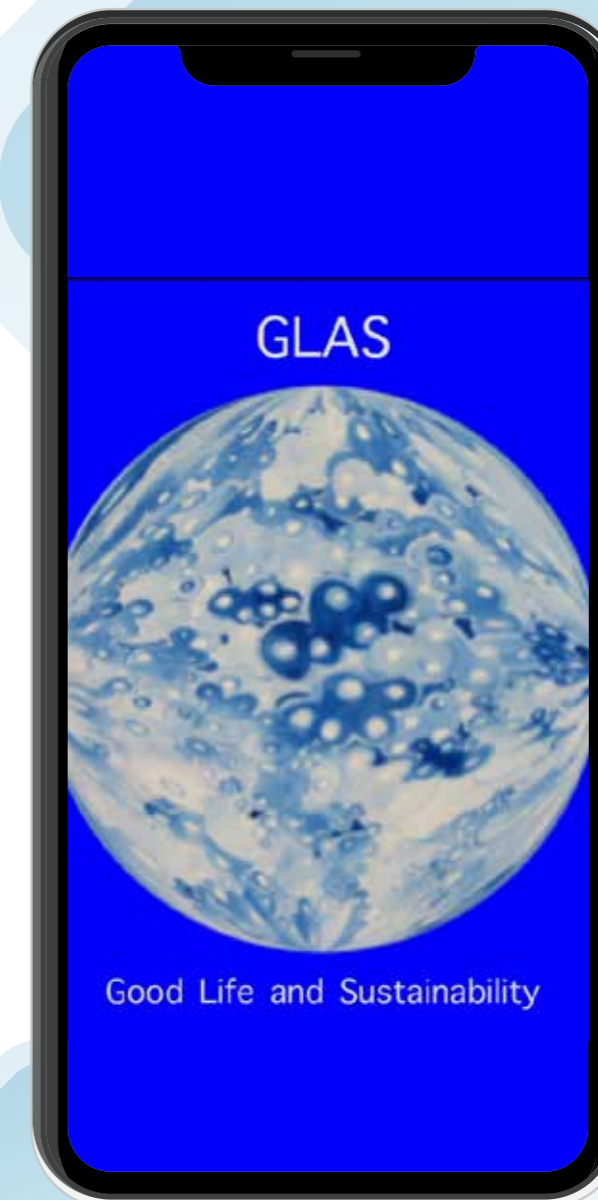
The GLAS project aims to support consumer education in the emerging European culture of sustainability, by supporting professional qualifications of teachers and trainers, empowering consumers as partners in the market, improving the knowledge and skills of participants, and disseminating



information on the importance of consumer education for sustainable development to policy makers and the public. The project and its objectives are contextualized within the UN 2030 Agenda for Sustainable Development and the many EU Sustainable Development implementation processes.

## Results

- 1. GLAS Basic platform for consumer education** – an online platform containing all GLAS project outputs and materials.
- 2. GLAS e-Book with pedagogical cards** – a collection of pedagogical materials detailing activities and workshops realized within the GLAS project.
- 3. GLAS Triangle** – a part of the GLAS Basic platform that visualizes the main aspects and topics of the platform.
- 4. GLAS Workshop didactic grid** – a part of the GLAS Basic platform that details the design for GLAS workshops in a tabular format.
- 5. GLAS Brochure** – a document containing explanations of the GLAS project outputs, as well as additional pedagogical and didactic materials, intended to foster a well-educated consumer base in the emerging sustainability and sufficiency in Europe.



# EVEQ

**Project name – full**

European Values through European Intelligence

**Project name - short**

EVEQ

**Timeframe**

November 2016 – November 2018

**Donor**

European Commission (Erasmus+)

**Coordinator**

Verein Niedersächsischer Bildungsinitiativen (Germany)

**Countries in which the project was implemented:**

- Denmark
- Austria
- UK
- Macedonia

**Description**

In the past years the attractiveness of Europe as a common idea and model basing on shared values and principles have seemed to decrease constantly in many member countries throughout Europe. On the other hand, respect for shared European values has always underpinned EU actions in education and youth. In order to regain a stronger commitment of European citizens towards common

European values, new and attractive measures have to be made at all societal levels including the education of youth and adults.

The overall objective of this project is to build the capacity of target groups (adult and young learners, including new migrants and refugees) for teaching European values through the European Intelligence (EQ) methodology. The practice model for EQ will be based on the principles of Cultural Intelligence (CQ) – a recent methodology aimed at developing the capability to relate and work effectively across cultures.

## Results

1. **About European Values - A Guide to Learning and Teaching** – an electronically accessible multilingual guide book to the European Intelligence methodology, with pedagogical and didactical recommendations, examples and resources.
2. A common **documented understanding of fundamental European values.**
3. A joint **internal communication platform.**
4. A **project website** presenting the project results and supporting the dissemination of the project outcomes.



# Art of Inclusion

**Project name – full**

Art of Inclusion

**Project name - short**

n/a

**Timeframe**

November 2018 – November 2020

**Donor**

European Commission (Erasmus+)

**Coordinator**

Bildungslabor e.V. (Germany)

**Countries in which the project was implemented:**

- France
- Austria
- Bulgaria
- Macedonia

**Description**

Migration has become one of the major challenges in European societies. The effective provision of basic skills for refugees and migrants to overcome linguistic, vocational and social barriers is a key issue. This has led to a broad supply of language, vocational training and integration courses, mainly offered in adult learning institutions, aiming

at providing i.e. basic language, societal and labour market skills. These courses are regularly designed in a hierarchic manner and held as frontal instruction, due to different language levels on behalf of the participants, course size and for many other reasons. During formal training activities, it is hardly possible to express oneself and discuss with each other. Nevertheless, opportunities to actively use the newly acquired language skills are essential for the learning success and thus for the successful integration into the host society.

The main objective of the Art of Inclusion project is to present, exchange, discuss, and promote good practice examples in the active inclusion of migrant communities through arts. The overall aim is to improve the exchange between refugees and migrants on one hand, and local residents on the other hand on socially important dialogue about different cultures, European and other values with the means of arts, i.e. in workshops provided complimentary to compulsory and other regular training offers.

## Results

1. **5 local workshops** – one per partner country.
2. **A project website** which will house documentations of the five local workshops.



# D-learning

## Project name – full

Design Thinking as a means to innovate product development in adult learning

## Project name - short

D-learning

## Timeframe

December 2018 – April 2021

## Donor

European Commission (Erasmus+)

## Coordinator

Verein Niedersächsischer Bildungsinitiativen (Germany)

## Countries in which the project was implemented:

- Cyprus
- Austria
- Denmark
- Italy
- Macedonia

## Description

Design Thinking is a tested methodology for the practical and creative resolution of problems with the intent of producing a constructive result for the future. With the application of this tested methodology as a human-centric approach to

innovation that allows for a deeper understanding of the customer's issues, the project has strongly contributed to a better performance of adult learning offers as regards usability and acceptance by learners, thus making these offers more effective and efficient. Additionally, by applying the D-learning methodology, adult learning networks across Europe are enabled to develop shared educational products - like project results in Erasmus+ projects - at a higher level of quality, since the methodology allows combining the knowledge and experience of the project partners in a structured and results-oriented way.

The D-learning project aims to adapt and transfer the design thinking methodology into adult learning institutions, providing educations with a state-of-the-art methodology to support the development of high-quality learning opportunities and educational products.

## Results

1. **D-learning Manual for Adult Education Providers**– A document on practicing the design thinking methodology in adult education.
2. **D-learning Workshop Guide for Adult Education Providers**– A document with guidelines on implementing workshops which apply the design thinking methodology.
3. **A project website** housing the D-learning project outputs and results. ([www.d-learning.vnb.de](http://www.d-learning.vnb.de))



# The Art of Cycling

**Project name – full**

The Art of Cycling

**Project name - short**

TAC

**Timeframe**

April 2021 – April 2023

**Donor**

European Commission (Erasmus+)

**Coordinator**

Eco Logic (Macedonia)

**Countries in which the project was implemented:**

- Italy
- Hungary

**Description**

The project aims to foster joint initiatives of several organizations working in the field of sustainable transport and urban mobility, as well as sustainable community resilience related to Covid-19 pandemic. The idea that the participating organizations cooperate in the exchange of good practices and developing of innovative tools in difficult



times, regarding the development of today's basic skills and competencies needed to assure safer, faster and healthier mode of transport in times of pandemic. The project will be encouraging adults to learn skills, and be opened to new attitudes towards that can help them throughout their lives both in professional terms and in terms of their own lifestyle. The project predicts both digital ways on how to stimulate adults to use their bicycles more as a resilience mechanism in relation to COVID19 situation, but also to provide them with needed skills, and knowledge on how to maintain and take care of their bicycles. This will be realized by delivery of artistic workshops through which bicycles and maintenance will be promoted in a fun, participatory and interactive way.

## Results

1. 10 educational videos.
2. 10 courses.



# Step by Step

## Project name – full

Step by Step: Action for Active Inclusion of Marginalized Groups of People

## Project name - short

n/a

## Timeframe

December 2020 – April 2022

## Donor

European Commission (Erasmus+)

## Coordinator

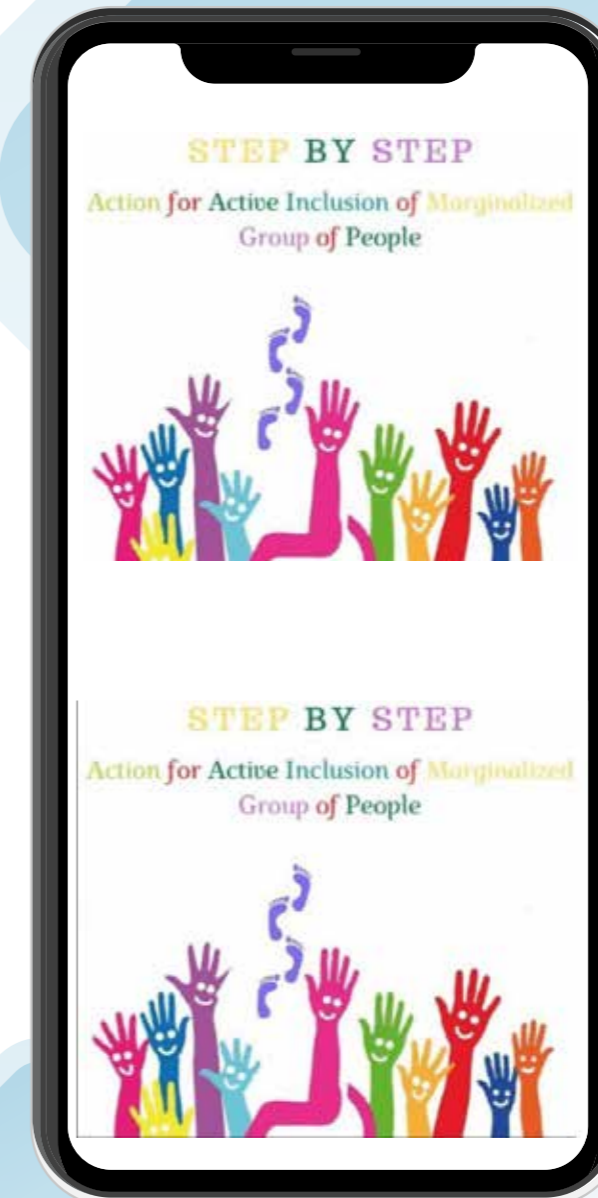
Humanost (Macedonia)

## Countries in which the project was implemented:

- Greece
- Austria
- Turkey

## Description

The Step by Step project will bring together institutions from different European regions who are working with marginalized group of people (young and adults with different tip of disability, refugees, migrants and ethnic group) in their pedagogical and/or artistic work with different means, and are interested to develop and exchange about complimentary artistic offerings (theater, photo, film, literature, dance, painting, music etc.). The aim is to improve the active inclusion of by providing artistic meet and exchange opportunities with the entire local community.



# LAB-ADA

## Project name – full

LAB for Adults non-formal Digital Awareness

## Project name - short

LAB-ADA

## Timeframe

November 2021 – November 2023

## Donor

European Commission (Erasmus+)

## Coordinator

LIBA (Lithuania)

## Countries in which the project was implemented:

- Lithuania
- Italy
- Greece
- Macedonia

## Description

It is estimated that about 128 million adults in Europe have the potential for upskilling and reskilling, a potential which remains untapped due to work-related and family-related time shortage experienced by the low-skilled adult population. This fact, in conjunction with technological

advancements globalizing the labour market and increasingly favoring high skilled individuals, necessitates flexible and innovative solutions to the skill gap for European adults.

The LAB-ADA partnership aims to define and produce transnational tools and outputs concerned with this issue, including an innovative web learning approach for advancing and sustaining low skilled adults' possibilities to gain knowledge, foster their wellbeing and mental health, and assist them in entering their desirable job market.

The project aims to create tools for adult educators and adults focused on non-formal digital learning possibilities, expand the offer of high-quality courses and increase participation through effective awareness, orientation and motivation strategies for groups of adult learners, and build a holistic framework and a replicable training model to manage the adoption of new skills among organization staff members and low skilled workers.

## Results

1. **Mapping frame for improvements of low skilled adults learning** – a methodological document guiding the development of the Toolkit, a four-pillar frame mapping the factors that affect low skilled adults learning interlined with the skills that need to be developed in order to improve their capabilities to pursue what they value in life.
2. **Toolkit for remote co-design activities** – an open-source toolkit for the development of creative-collaborative online projects, meant to foster and strengthen the digital skills of low skilled adults.



# D-thinking for social inclusion

## Project name – full

Design Thinking for Social Inclusion

## Project name - short

D-Thinking

## Timeframe

January 2022 – July 2024

## Donor

European Commission (Erasmus+)

## Coordinator

Verein Niedersächsischer Bildungsinitiativen (Germany)

## Countries in which the project was implemented:

- Cyprus
- Denmark
- Italy
- Denmark
- Austria
- Macedonia

## Description

The promotion of social inclusion is one of the core topics of the European Union, also and especially in non-formal education. Adult education providers offer a wide range of op-

opportunities to meet the demands of different social groups: from language and integration courses for migrants and refugees, to vocational training and personal development programmes, to socio-political offerings. The learning success of these offers also depends on the extent to which the target groups themselves are involved in the learning process and to what extent the offers are oriented towards the expectations and needs of the users. Human-centered learning outcomes and participatory learning methods are therefore of great importance. A recognised method that simultaneously focuses on user orientation and working in multidimensional teams is Design Thinking. Design thinking is a human-centered, iterative process that can be used to solve problems. The aim of design thinking is to discover and understand existing needs in order to eventually be able to develop innovative solutions. The process includes methods that enable empathy with people. In the individual steps of the process, a balance is sought between analytical and creative thinking. Meanwhile many social innovation developments are based on a creative Design Thinking process.

## Results

1. Three training modules – **Design Thinking for Social Entrepreneurs, Design Thinking for Sustainability Management and Design Thinking for Community Work.**
2. **“How to Videos”** – Video tutorials for implementation of Design Thinking processes.
3. An online **Interactive training platform.**



# Sustainability coaches

**Project name – full**

Sustainability coaches

**Project name - short**

n/a

**Timeframe**

January 2022 – January 2025

**Donor**

European Commission (Erasmus+)

**Coordinator**

Verein Niedersächsischer Bildungsinitiativen (Germany)

**Countries in which the project was implemented:**

- Cyprus
- Italy
- Macedonia

**Description**

Sustainability strives to foster protection of the planet and to ensure prosperous development of all living in it, today and in the future. Since the emergence of the concept of “sustainability” that covers economic, environmental and social aspects, it has been deeply rooted in the worldwide development policies. It culminated in 2015, when all

countries of the world endorsed the United Nations Agenda 2030 for Sustainable Development and its 17 Sustainable Development Goals (SDGs).

Looking at problems like climate change, it is obvious that we need to speed up the process of change.

The main objective of the project is to provide trainers and multipliers (e.g. adult educators, NGO workers, people working in community outreach) with knowledge, skills and competences to become “Sustainability Coaches”. They shall then accompany, motivate and inspire their target groups for local sustainable action, having global societies in mind (think global – act local).

## Results

1. **Curriculum for Sustainability Coaches** – an educational module that will contain didactical information for the trainers, as well as information and concrete tools on different aspects of sustainability and possibilities to become active for change.
2. **The Sustainability Game** – an educational game that enables users to analyze real situations and challenges in a given society and try to find sustainable solutions or improvements for the challenges.
3. **Online Platform for Sustainability** – An interactive platform that will present the content and tools of the curriculum, the game and a set of online training modules, including texts, quizzes and videos that can be used individually online – separately or as a course.





# IDEA

## Project name – full

Improved Employability through circular economy education for Adults

## Project name - short

IDEA

## Timeframe

March 2022 – March 2024

## Donor

European Commission (Erasmus+)

## Coordinator

Fundacja CiM (Poland)

## Countries in which the project was implemented:

- Poland
- Bosnia and Herzegovina
- Italy
- Macedonia

## Description

A circular economy is an economy which focuses on repairing, reusing and refurbishing materials during production, distribution and consumption – an economy in which the value of products, materials and resources are maintained as long as possible, therefore minimizing waste generation. While recent reports, such as the European Commission's

March 2019 report on the Circular Economy Action Plan, show a continuous growth in the contribution of recycled materials in the overall EU material demand – there is still a potential for significant improvement, which necessitates supplemental efforts and actions be taken in this field.

IDEA will integrate Circular Economy specifications into a comprehensive Non-Formal Education programme providing specific competencies, through the production of educational materials and the creation of a Practitioners Network online platform. The project will aim to provide adult educators with innovative methodologies and educational resources to engage at-risk groups with 21st century topics, such as circular economies, sustainability and plastic waste reduction.

## Results

1. **IDEA Guide** – a practical resource for adult educators and adult education institutions regarding tools and methodologies for fostering circular economy and sustainability within their organisations, as well as a Training Format - a resource for direct application of said methods in training.
2. **IDEA Interactive Toolkit** – a set of guidelines, workshops and video tutorials on tinkering and non-formal education activities fostering circular economies.
3. **IDEA Practitioners Network** – a web-platform and comprehensive tool for fostering plastic circular economies through recycled art/craftwork – including a resources section and a forum section.



# Green Skills 4 Women

## Project name – full

Green Skills 4 Women

## Project name - short

n/a

## Timeframe

March 2022 – March 2023

## Donor

European Commission (Erasmus+)

## Coordinator

Association Vidlivost (Macedonia)

## Countries in which the project was implemented:

- Serbia

## Description

The Green Skills 4 Women project aims to improve the recognition and inquiry of gender balance in the “green sector” with focus on women that are long term unemployed and/or in need of professional upskilling and additional work qualifications, as well as to provide women with green operation management skills, 21st century skills and adequate know-how related to change in their own, but also change to the organizational structure required to support green activities in a sustainable manner.

## Results

1. Preparation of 4 training modules – Eco Innovations, Eco Policies (national and EU), Sustainable Development (Macedonia) and 21<sup>st</sup> Century Skills.
2. A 2-month training for 30 women.



# UCM

**Project name – full**

Upcycling Clothes and Mind

**Project name - short**

UCM

**Timeframe**

November 2021 – May 2024

**Donor**

European Commission (Erasmus+)

**Coordinator**

HochVier e.V. (Germany)

**Countries in which the project was implemented:**

- Austria
- Portugal
- Estonia
- Macedonia

**Description**

The project combines ecological learning and the development of environmental awareness with a new approach to fashion. It must be considered that the Clothing Industry is - after the oil industry - the second largest polluter worldwide. At the same time, fashion is a booming industry with almost unlimited growth. The subject of fast

fashion and mass production is an issue with a worldwide impact. It is a highly relevant thematic and since it has a close connection to problems such as climate change and environmental issues, in general, is of high concern. Such an Issue is not only of European interest but also is of crucial concern for other parts of the world such as Africa and Asia regarding the production and disposal of the non – sustainable clothing items. Considering the worldwide impact that non-sustainable clothing has and the absolute importance to search and find alternatives, it is of great importance that non-governmental organizations receive a better understanding and education about the thematic. It is particularly crucial to take up action at this time not only for environmental reasons but also for economic and cultural ones. The business with sustainable clothing and upcycling would be an adequate opportunity to gain financial means with already existing and used materials.

## Results

1. **Pilot Project of Workshop spaces** – a series of workshops dealing with sustainable clothing and the concept of upcycling.
2. **Collection of Best Practices (Online Brochure and website)** – materials created through analyses of the PR1 outcomes, aimed at making the experiences and practices of the workshops accessible and transferable.
3. **Peer-to-peer Learning Model** – a series of materials (film clips, photos, short texts) targeting young people, will be produced for social media dissemination.

4. **Two training modules**, one for adult educators and one for artists.
5. An **artistically designed journal** will be produced presenting the project, its activities and outcomes.



# Growing into Eco-conscious Adults

**Project name – full**

Growing into Eco-conscious Adults

**Project name - short**

GEA

**Timeframe**

November 2022 - October 2025

**Donor**

European Commission (Erasmus+)

**Coordinator**

CESIE (Italy)

**Countries in which the project was implemented:**

- Italy
- Belgium
- Greece
- Estonia
- Germany
- Macedonia
- Lithuania

**Description**

Many attempts to educate the public about the environment and climate change have relied on scare tactics that focus on superstorms, massive floods, death of species, impending catastrophes to generate fear. But fear actually can in-

hibit the desire to learn more and take action. Environmental anxiety is now recognised as a community phenomenon and people lack an approach for dealing with it. In such a context, the GEA-“Growing into Eco-conscious Adults”- project intends to encourage people to bring about real change in behaviour and actions starting from their daily lives.

The GEA project intends to help people understand the impact of environmental challenges and increase environmental literacy of adults, by strengthening the capacity of local communities through active environmental education. GEA will promote education for change, developing critical active citizenship and advocacy for sustainable development, pursuing the following specific objectives:

- To increase opportunities of adults to engage with their communities in environmental and climate actions while enhancing their ability to think critically
- To develop an open e-learning programme for adult educators empowering them to support community engagement for the environment
- To develop a set of resources to increase eco-consciousness among adults - To encourage a shared decision-making process and co-design of environmental policy initiatives by applying a multistakeholder approach
- To ensure wide and sustainable access to the project results among adult learners, educators, CSOs, and policy-makers.

## Results

1. Newly-developed open e-learning programme for adult educators empowering them to support community engagement for the environment.
2. Newly designed set of resources to increase eco-consciousness among adults.
3. Encouraged shared decision-making process and co-design of environmental policy initiatives by applying a multistakeholder approach.



**VET**

# Migrants Living Under a new Sky

**Project name – full**

Migrants Living Under a new Sky

**Project name - short**

MiLiu - TR SMART WORKING AND TRAINING

**Timeframe**

September 2022 – September 2024

**Donor**

European Commission (Erasmus+)

**Coordinator**

Mažoji Bendrija "Gynta projektai" Lithuania

**Countries in which the project was implemented:**

- Italy
- Macedonia
- Lithuania

**Objectives**

1. To provide VET learners (as national as migrants), VET teachers and the local business community with a thorough understanding of the factors affecting and skills favouring



host National language competencies through the development of pedagogical material for future job or business creation;

2. To develop VET teachers' pedagogical approaches - through the improvement of digital skills - which can be used for new VET activities interested in implementing a work-based model for individualized, blended adult learning.

3. To foster VET learners (migrants mostly) to get aware, verify and continuously improve their level of language skills through the development of self-assessment tool. This tool will be delivered through the learning of ICT tools - in relation to CLIL methodology.

4. To improve VET curriculum/modules by learning language through ICT tools - and gaining basic digital skills.



# The Inter-green Project: Building Sustainability Advisors for Greener Municipalities across Europe

## Project name – full

The Inter-green Project: Building Sustainability Advisors for Greener Municipalities across Europe

## Project name - short

Inter-Green

## Timeframe

September 2022- February 2025

## Donor

European Commission (Erasmus+)

## Coordinator

GIP Formation Et Insertion Professionnelle De L' Academie De Nice (France)

## Countries in which the project was implemented:

- France
- Macedonia
- Portugal
- Cyprus
- Italy
- Greece

## Description

Municipalities across Europe, more often lack the strategic know-how when it comes to facing new challenges to sustainable development. In many cases, the different municipal sectors such as environment, urban planning, economic and social development, including social services are in need of employees equipped with green skills and competences to take specific local action to solve problems like energy efficiency, zero waste, social inequality, environmental protection etc. VET opportunities, on the other hand, are either unequally distributed within countries, and across municipal sectors or there are simply limited VET opportunities, especially sustainable ones.

In that regard, Inter-Green is designed to address the particular issue by offering a VET training program tailored to municipalities' needs and problems. Through a problem-based methodology and a case study approach the participants will be offered an opportunity to design a solution to a concrete municipal problem while learning at the same time. Furthermore, Inter-Green will offer a possibility for municipalities, not only the selected ones but others to re-adapt and reuse the VET program and to undertake the same training as a means to solving their own specific issues/problems; will offer a supportive learning tool - a board game and finally, will build a strategy for standardization, national and internationalization certification of municipal green skills (qualifications).

## Results

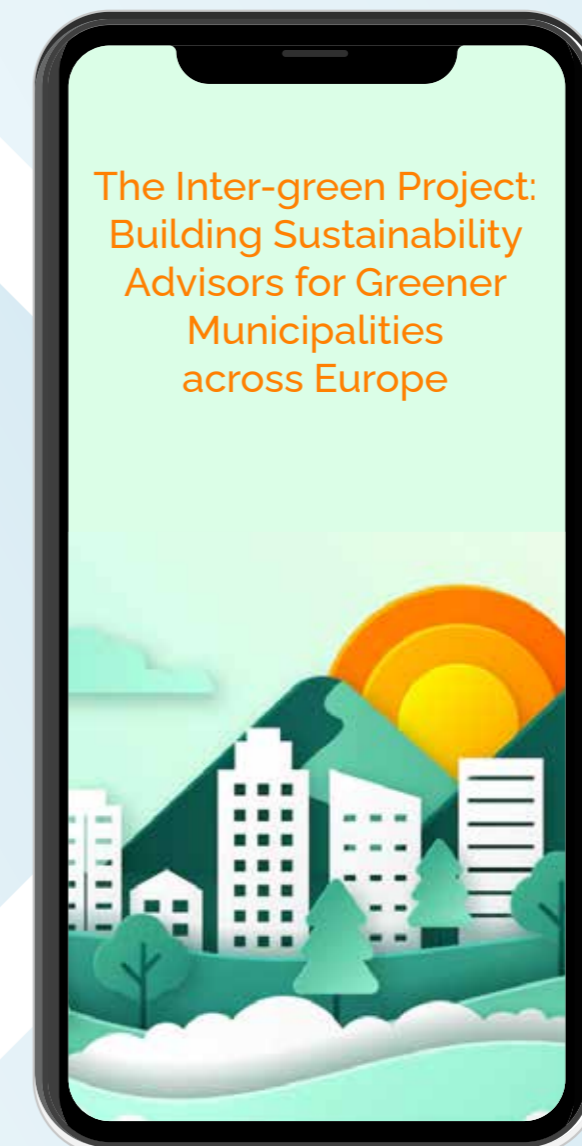
The project will produce:

VET training "Green skills for sustainable development of municipalities;

Supporting tools: a) board game "Green Ability" and b) an online course;

A network of trained trainers to transfer skills and knowledge to other municipalities;

Strategy for standardization and certification of gained qualifications on national and international level.



# f.EU.ture LAs - CVET programme for the next generation of European Local Administrators

## Project name – full

f.EU.ture LAs - CVET programme for the next generation of European Local Administrators

## Project name - short

C-VET

## Timeframe

December 2022- June 2024

## Donor

European Commission (Erasmus+)

## Coordinator

CIAPE - Centro Italiano per l'Apprendimento Permanente (Italy)

## Countries in which the project was implemented:

- Macedonia
- Italy
- Greece

## Description

The project will equip C-VET professionals with modular and flexible training tools likely to support the rethinking of organizational models towards the effective implementa-

tion of smart-working by local entities in rural and peripheral European areas. The initiative will allow users to acquire key skills for the proper adoption of agile work models, developing digital, soft skills, but also eco-considerations referred to the impact of the work models adopted.

### Results:

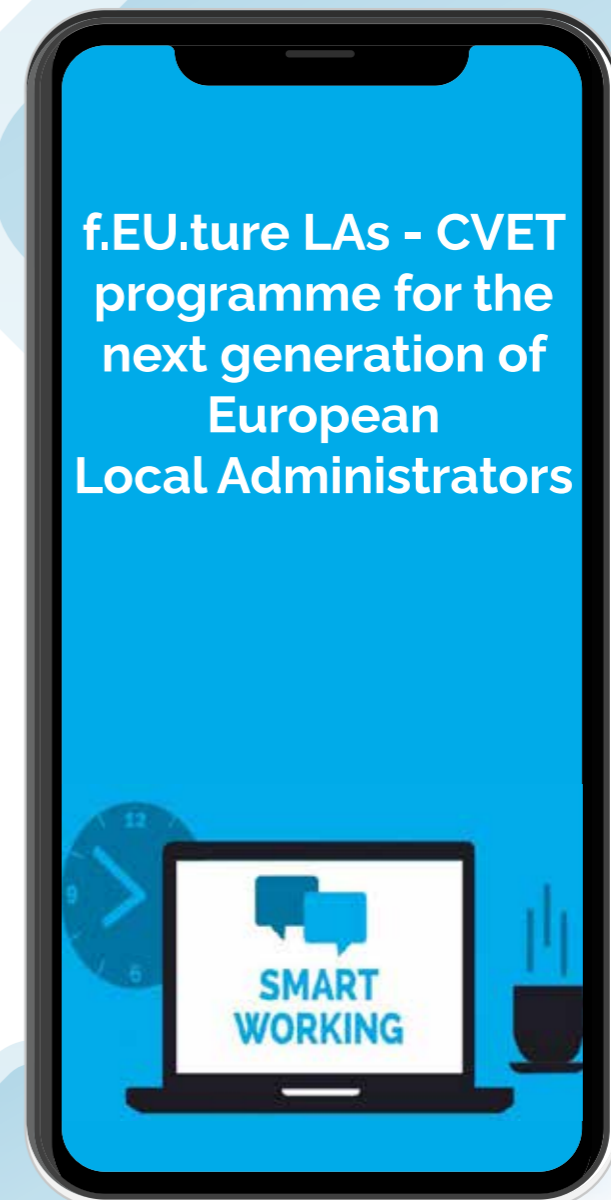
The project will produce:

Transnational collection of virtuous tools and approaches for the implementation of agile work in the public sector;

Transnational co-creative workshop involving the staff of the partner organizations, organised in MK;

Development of a modular distance learning C-VET tool (Podcast) and supporting materials usable in m-learning mode;

Definition of strategies to maximize and scaleup the project results at EU level, also towards new sectors and targets.





**ERASMUS STATISTICS**

## Number of partner organizations by country

Italy	14
Romania	10
Bulgaria	8
Serbia, Macedonia, Portugal, Germany, Denmark	7
Poland, Greece	6
Austria, Spain, Lithuania	5
Sweden, Cyprus	4
Hungary, Slovenia, United Kingdom, Albania, Turkey, Slovakia	3
Hungary, Slovenia, United Kingdom, Albania, Turkey, Slovakia	2
Netherlands, Georgia, Ireland, Azerbaijan, Armenia, France, Russia, Norway, Ukraine, Bosnia and Herzegovina	1

## Number of individual partnerships by country

Italy	26
Germany	13
Romania, Austria	11
Cyprus	10
Macedonia, Bulgaria, Denmark	9
Poland	8
Portugal, Serbia	7
Lithuania, Spain, Greece	6
Hungary	5
Sweden, Turkey, United Kingdom	4
Belgium, Czech Republic, Slovakia, Slovenia, Albania, Kosovo	3
Latvia, Netherlands, Croatia, Estonia	2
Georgia, Ireland, Ukraine, Russia, Norway, Armenia, Azerbaijan, Bosnia and Herzegovina, France	1



## Organizations with the largest number of achieved partnerships

Synthesis 7

VNB 6

CSCI 5

uniT GmbH 4

ReBike ALTERmobility, CESIE, InterAktion 3



Number of projects 39

Number of partners 143

Number of partnerships 190

Number of States 37







**OTHER PROJECTS**

# Inclusive Labour Markets

**Project name – full**

Inclusive Labour Markets for Sustainable Community Development

**Project name - short**

n/a

**Timeframe**

December 2019 – June 2021

**Donor**

European Union (Central Financing and Contracting Department of the Ministry of Finance of Macedonia)

**Coordinator**

Eco Logic (Macedonia)

**Countries in which the project was implemented:**

- Macedonia

**Description**

Improving the state guidelines and policies related to youth unemployment, social services and entrepreneurship, and giving directions for their approximation to the current related EU guidelines and policies, through the realization of key dialogue with political actors, civil society organizations, business community and others.

The project focuses on two different professions through creation of two new vocational education and training programs, and will complement in one existing vocational education and training program by combining two components, assisting the elderly at home and sustaining in homes. The topics targeted for the action are for the same target group, young unemployed people, men and women, including young people from marginalized groups.

## Results

1. Creation of **two educational modules** for new certified professions.



# Encouraging children and youth in North Macedonia to become the driving force behind the changes for climate change harm reduction in the community

## Project name – full

Encouraging children and youth in North Macedonia to become the driving force behind the changes for climate change harm reduction in the community

## Project name - short

n/a

## Timeframe

August 2021 – August 2022

## Donor

Swedish International Development Cooperation Agency SIDA

## Coordinator

Eco Logic (Macedonia)

## Description

The project's main goal is to upgrade the existing, and create new skills and competences in educational facilities around the country, with a focus on educational staff and students, through the creation of integrated curricular and extra-curricular programs, didactic materials and training programs aimed at teachers, with the final aim being a more efficient, innovative

and interactive educational processes in the field of environmental protection and climate change.

The program was implemented in several phases, the first of which took place between August 2021 and August 2022.

## Results

1. Research and analysis of educational programs and resources on climate change and the environment for pre-schools, primary and secondary education, as well as mapping NGOs and their capacities in regards to environmental education.

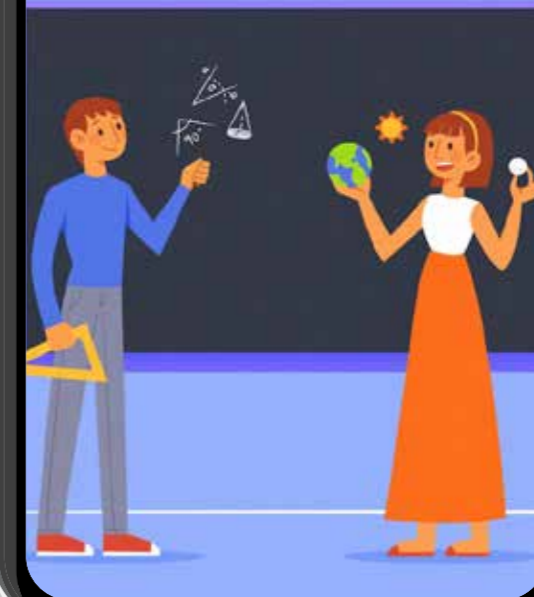
2. Creation of educational materials and resources for pre-schools and primary schools.

Capacity building for teachers and educational staff for climate and environment activity realization.

3. Realization of youth initiatives and awareness raising campaigns on the importance of climate and environmental education.

4. Researching and preparing a publication on strengthening educational opportunities for green skills and green jobs.

Encouraging children and youth in North Macedonia to become the driving force behind the changes for climate change harm reduction in the community



# Cave and bat protection

## Project name – full

Developing educational resources for cave and bat protection in the National park Galichica

## Project name - short

n/a

## Timeframe

November 2021 – July 2022

## Donor

PONT/CEPF

## Coordinator

Red Cross of the Republic of North Macedonia - Ohrid (Macedonia)

## Countries in which the project was implemented:

Macedonia

## Description

Several species of bats have been registered in the caves within the National Park Galichica, categorized as close to endangered species according to the IUCN European Red List of Threatened Species. The easy access to the caves in the Ohrid-Prespa region as well as the poor education of the local population, the lack of educational materials for protection of the caves and bats as well as the insufficient number of trained educators/

trainers on the issue, impose the need for activities that will promote the protection of cave ecosystems, promotion of protection of endangered species as well as development of resources for education for the protection of caves and bats.

Within the project activities, through the creation of the didactical and educational materials, there is an opportunity to improve education about importance of conserving bats and caves and biodiversity in general in the National Park Galichica and local municipalities which gravitate to this protected area. The networking of the partner organizations with National Park Galichica will contribute to increasing the level of cooperation and improving the level of education for the protection of caves and bats.

## Results

1. Creation of **2 educational modules**.
2. Design of **an educational game**.
3. Creation of various didactic and pedagogical resources.



# Social entrepreneurship

## Project name – full

Social entrepreneurship – Transforming lives, solving problems

## Project name - short

n/a

## Timeframe

## Donor

City of Skopje

## Coordinator

Eco Logic (Macedonia)

## Description

The project aims to inform and educate high-school students about the personal and social benefits of social entrepreneurship, through a series of six workshops in three different high schools in Skopje. Topics covered in the workshops included the history, definition, models and examples of social enterprises, as well as the development and drafting of basic business models for a social enterprise.





# A networking platform

## Project name – full

Promoting and initiating cooperation and networking between civil society organizations and local authorities

## Project name - short

n/a

## Timeframe

## Donor

Metamorphosis Foundation and Macedonian Center for European Education

## Coordinator

Eco Logic (Macedonia)

## Countries in which the project was implemented:

- Macedonia

## Description

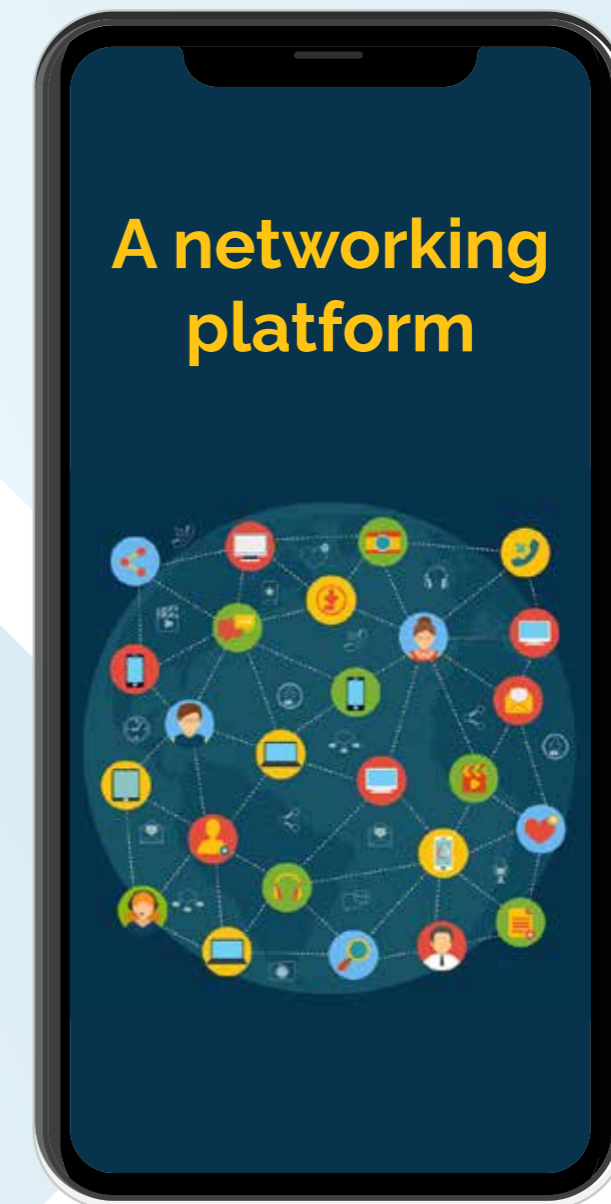
The project aims to create a network of civil society organizations working in the field of collaboration between CSOs and local authorities.

## Results

1. Online platform for current and future collaboration.

[www.gslv-platforma.mk](http://www.gslv-platforma.mk)

2. Establishment of a network of five CSOs working in the field of cooperation between CSOs and bodies of local government.



# Awareness Raising Campaign on Climate Change Issues

## Project name – full

Awareness Raising Campaign on Climate Change Issues

## Project name - short

n/a

## Timeframe

## Donor

SDC – Swiss Development Cooperation Agency

## Coordinator

Eco Logic (Macedonia)

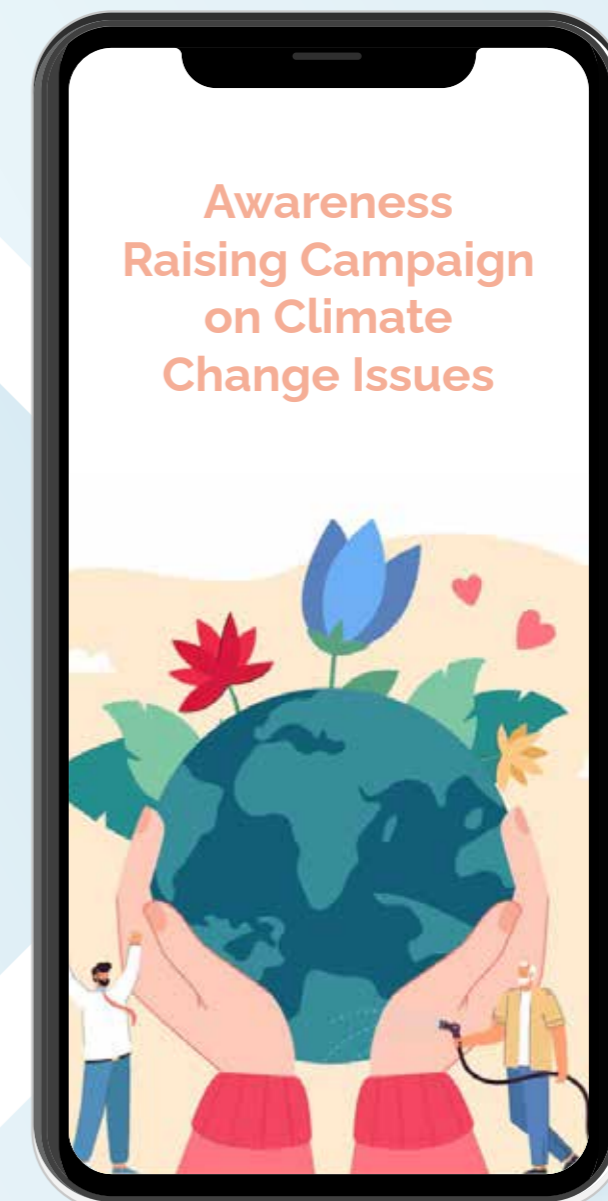
## Description

The project aimed at significantly raising the level of awareness in our community on the topic climate change and its negative effects, promote life style changes by individuals that are more environmentally-friendly and reduce green-house gases, and to provide advices and best practices examples

The main goal is to create a community that is well informed about climate change and thus able to make globally responsible choices. The challenge is to engage people in the climate change actions (mitigation measures) in order to break down some barriers that exist and to connect people to the fact that their attitude and lifestyle plays in causing the problem and that they should be involved in these actions towards solutions.

## Results

1. Production of **informative flyers** on topics relating to climate change.



# Eco Camp

## Project name – full

Macedonia – The Heart of the Balkans (Eco Camp)

## Project name - short

n/a

## Timeframe

July 2012 – August 2012

## Donor

European Commission (Youth in Action programme)

## Coordinator

Eco Logic (Macedonia)

## Description

The project gathered 22 young people from Belgium and Macedonia with the aim of creating cooperation between an EU and non-EU country through the mutual interest in nature and the environment. The group explored and determined several natural areas near Skopje and the West of the country.



# Program for reducing air pollution in Macedonia

**Project name – full**

Program for reducing air pollution in Macedonia

**Project name - short**

n/a

**Timeframe****Donor****Coordinator**

Eco Logic (Macedonia)

**Description**

This campaign aims to decrease the air pollution in Macedonia, focused on Skopje and the surrounding. The lower quality of the fresh air in the urban areas is an issue that deserves lot of attention with an intention of preventing the air pollution. The easiest way is to work on our awareness about the importance of the clean air, as well as healthy environment. The inhabitants of Macedonia, living in urban areas are everyday liable on air pollution that comes from the exhausted gases from the transport vehicles, and from the industry.

The activities of this program are meant to inform the inhabitants for the negative side effects coming from the air pollution, and also recommendations for preventing air pollution will be shared. The content is consisted of everyday activities, as promoting using bikes, as well as appeal to the responsible for improving the infrastructure, enabling and merging of sustainable transport in the urban areas and improving the eco politics on national level.

## Results

1. Creation of didactic materials for air pollution education.
2. Creation of a youth workshop titled “Sustainable transport”.
3. Production of a series of promotional materials and stickers.
4. Production of **Eco Stories** – journalistic materials made by independent researches.



# Cooperative Mobility

**Project name – full**

Cooperative Mobility

**Project name - short**

n/a

**Timeframe****Donor**

European Commission (Youth in Action programme)

**Coordinator**

Trepés (Spain)

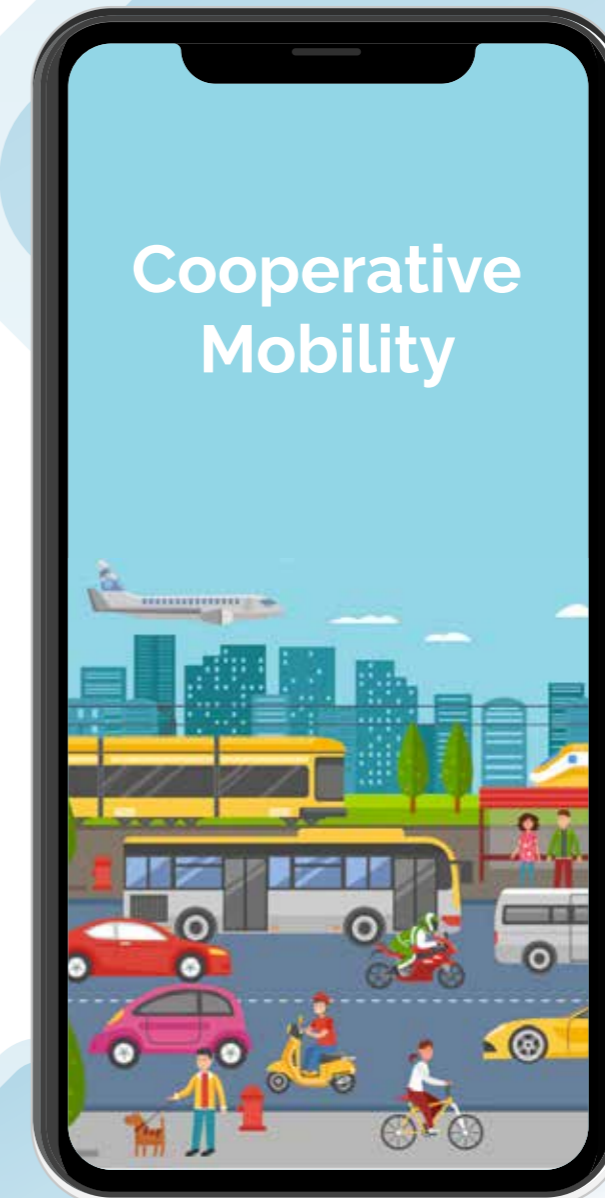
**Countries in which the project was implemented:**

- Belgium
- Egypt
- Macedonia

**Description**

The project aims to research urban mobility patterns, the pros and cons in various countries, as well as make efforts for introducing new sustainable urban mobility alternatives.

The project has three phases – a phase of documentation of national policies and attitudes on urban and alternative mobility, a seminar on the findings and a practical exercise for creation of an alternative mobility model for Redondela (Spain), and a post-seminar phase for applying and multiplying the project's findings.



# Education on energy

## Project name – full

Education on energy

## Project name - short

n/a

## Timeframe

## Donor

Swiss Development Cooperation Agency

## Coordinator

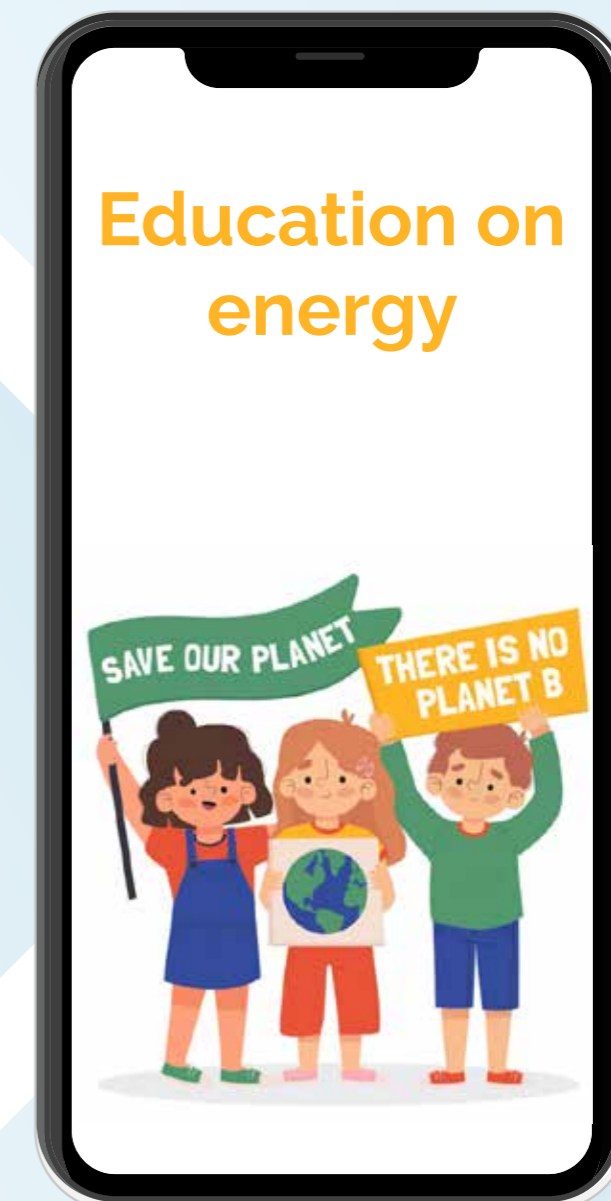
Eco Logic (Macedonia)

## Description

This project purpose is educating children aged 10-12 in elementary schools on topics such as energy efficiency, climate changes and sustainable living through creative theoretical and practical examples. The project was conducted over a 15-month period in 20 elementary schools in the city of Skopje, targeting approximately 1000 children, and 60 members of staff from these educational institutions, as well as 6 representatives from local authorities involved in this project. The activities within the project involve direct work and approach towards the children (didactic materials, lectures and workshops).

## Results

1. Creation of an **educational board game**.
2. A series of workshops and presentations with school principals and staff.
3. A series of workshops and presentations for students.
4. Preparation of various didactic materials (**a brochure, a manual with guidance on creating practical assignments, a coloring and picture book**).





**OTHER ACTIVITIES**





**VELO SCHOOLS**

# VELO SCHOOLS

The Velo Schools program was created by the Civil society organization Eco Logic which officially started with its implementation in September 2018. The beginning was with 10 primary schools in Macedonia when the integration of the topic of cycling began. Seeing the interest of students, teachers, but also parents, the number of primary schools that joined us in implementing the activities increased daily. Today the number of active members in the developed cycling network is 155 primary schools from 36 municipalities in Macedonia.

Through the realization of the planned activities, the goal is to improve the knowledge on the topics: cycling, sustainable transport and traffic safety, for children, parents, teachers and the general public.

The Velo Schools program is based on the Behavior Change approach applied in European Mobility Sustainability projects by recognizing schools that successfully implement cycling-related activities. Velo Schools introduces an approach that stimulates competition between participating schools, as well as the exchange of experiences.

Within the regular activities that are implemented during the program, the Velo Rodeo events are organized and maintained, which can be of informative and recreational character, but also of a competitive nature.



# VELO RODEO

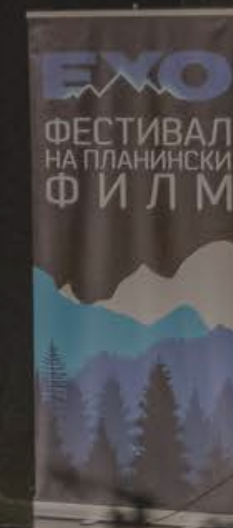
# VELO RODEO

It all started at the end of 2018, when we started working with 10 elementary schools on integrating the subject of cycling into their curriculum. Seeing the interest of students, teachers, and parents, we wanted even more coverage, we wanted more children to have the chance to be involved in our activities, classroom (theoretical) activities or outdoor (practical) activities. We are pleased to share that at this moment Velo Schools has more than 160 active members - elementary schools from all regions throughout Macedonia.

Within the program, local workshops are organized for all participating schools to provide more details regarding how to implement the classroom and outdoor activities. In addition, these workshops provide an excellent way to create a network between schools that allows them to share experiences, knowledge and ideas.

The great interest that came daily from students, schools, teachers, directors and many others to join the Velo network required multiple meetings with the employees of the participating schools. At the meetings, the attendees expressed interest in joining the implementation of the project and taking an active part in the implementation of certain activities. As a continuation of that, constructive meetings were also held with representatives from the municipalities included in the Velo network, representatives of the Ministry of Education and Science, the Bureau for Development of Education as well as the Republic Council on Road Traffic Safety, as key stakeholders of which productive solutions, advice and directions emerged in the joint implementation of all project activities. After the meetings with the above-mentioned parties, as well as after only a few months of the implementation of some of the activities, Velo Schools received positive recommendations from the Ministry of Education and Culture and the Bureau for Development of Education in the direction of long-term implementation of the program itself.

The meetings held with representatives from the Ministry of Education and Science and the Bureau for Education Development were marked by many constructive directions and ideas, with the following assessment being given: "The activities of the Velo Schools project will contribute to the improvement of teaching in the subject - Traffic (Road safety), as well as promoting cycling as a measure for recreation, sport and practice of healthy habits and a healthy life and it can be realized in elementary schools".



# VELO RODEO EVENTS

# VELO RODEO EVENTS

The Velo rodeo events provide children opportunities to experience the benefits of riding bicycles as a sport and a mode of urban transport in a safe way, through games, entertainment and educational activities. Through participating in the Velo rodeo events, children acquire key skills that will prove invaluable for cycling activities to and from school, as well as other locations, like local parks and mountains.

## Main activities during Velo rodeo events:

**Velo polygon** - the main focus, “the heart” of the Velo rodeo events.

**Educational games** - created by Eco Logic and tested in numerous elementary schools across Macedonia, these games focus on topics such as cycling, the environment and sustainable development.

**Creative workshops** taught by established artists, where kids can create art using various techniques, either on free topics or topics chosen by the artists.

**Art shows** with drawings by children for children. Traveling art shows are organized as part of the Velo rodeo events. They are created by elementary school pupils from all over the country who have participated in writing and art competitions organized annually through the Velo schools program.

**Messages and facts** are presented in visible locations at the Velo rodeo events, and their goal is to remind and educate pupils about topics such as cycling, environmental protection, energy efficiency and sustainable development.

## Pupils that participate in Velo rodeo events will acquire:

Awareness of and interest in using bicycles as a tool that enables and promotes ecological transportation, sport and healthy life choices - not just for children, but the population at large.

The necessary skills and know-how for safe and efficient cycling in urban and rural settings.

The basic competences in bicycle maintenance and repair.

Understanding of sustainable communities in which everyone understands and practices environmental protection.

Socialization in a time of digitalization.

Knowledge of basic traffic rules and education through games and playing.

During the Velo rodeo events all pupils have an opportunity to participate in specialized workshops on topics related to cycling, bicycle maintenance and traffic safety - all taught and overseen by professionals in the field.

There are three types of events - school, municipal and neighborhood.

One Velo rodeo event lasts 3 to 4 active hours, during which children in various interactive contents. From our experience, the children always leave these events smiling and content, and wishing to participate again next time.



**PICTURE GALLERY**















