



IFM • SEI
international falcon movement
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More than just recycling: Peer education for a sustainable world



Report of the study session held by **IFM-SEI** in co-operation with the European Youth Centre of the Council of Europe

European Youth Centre Strasbourg
14-21 March, 2010



This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.

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Introduction

This is the final report of the “*More than just recycling: Peer education for a sustainable world*” study session, conducted by the IFM-SEI at the European Youth Centre of the Council of Europe in Strasbourg, from 14th to 21st March 2010.

Starting with IFM-SEI’s motivation to run this study session and an overview about aims and objectives, this report offers a detailed description of the contents and methods used during this week, as well as the outcomes of discussions and group work phases. The daily descriptions give a concrete picture of each session, laying out the programme, the rationale behind it, explaining the methodology and summarising the main outcomes.

For further use, presentations and handouts of the sessions are enclosed in the appendix of this report.

The report closes with the overall outcomes of the study session and a description of follow-up activities planned by participants and IFM-SEI itself. Furthermore, the appendix contains an overview of the evaluation given by participants at the end of the study session.

Both the educational team and the participants felt that it was a very successful study session. This is not only shown in the final evaluations, but also in the high number of follow-up activities. It was only possible due to the commitment of the preparatory team and their devotion of energy and time, as well as the motivation, enthusiasm and contribution of the participants.

We would like to thank everybody involved for contributing their energy and ideas to the study session, and we would also like to thank the Council of Europe for its support and investment in Europe and the world’s youth. We also thank the staff of the European Youth Centre Strasbourg who took care of us so well and kept smiling despite all the work we caused.

Special thanks go to our educational advisor Nadine Lyamour-Bajja for being such a great and supportive team member!

Christine Sudbrock
Team member / editor of the report

Executive summary

IFM-SEI is an educational children's and youth movement working to empower children and young people and to fight for their rights. We are an umbrella movement for children and youth-led organisations all over the world, educating on the basis of our values of equality, democracy, peace, co-operation and friendship.

Since 2007 one important pillar of our work is the development and implementation of the 'All Together' strategy addressing inclusion in our member organisations. The 'All Together' steering group has identified the need to support young people with fewer opportunities to participate not only at local and national level, but also to play an important role in the life of the European organisation. This study session was developed to provide a specific opportunity for disadvantaged young people to find a motivating role in their organisation. Our goal was to give participants the space to develop the necessary competencies and empower them as peer educators on the topic of sustainable development.

Sustainable development was chosen as a topic because the issue is not immediately linked to inclusion, to ensure that participants don't feel 'pigeon-holed' into only discussing their own exclusion or disadvantage. It is a subject that many people connect with easily and feel able to discuss even if their knowledge is limited.

Finally, we chose this topic because IFM-SEI has a strong commitment to and background in sustainable development education. It was particularly highlighted during several international events. A number of national organisations also have a great deal of experience in this field. We wanted to multiply the successes in sustainable development education so far and to adapt different approaches to meet the differing needs in a variety of communities.

A series of follow-up projects have emerged from the study session, including the outline of a large-scale international peer education project on social consequences of climate change. That is inspiring both for the organisation and the Council of Europe. It proves that the aims and objectives of the study session were fulfilled.

Aim of the study session

To enhance the quality and reach of IFM-SEI's sustainable development education through the involvement of young people with fewer opportunities as peer educators.

Objectives

- To provide a specific opportunity for young people with fewer opportunities to engage and contribute to IFM-SEI;
- To explore the concept of sustainable development in a non-formal setting
- To share approaches to peer education;
- To gain inspiration from existing peer education and sustainable development projects;
- To empower young people as peer educators and give them a sense of belonging and contributing to the values of the movement;
- To develop plans for future action including piloting the peer education approaches at the IFM-SEI camp 2010;
- To develop initial ideas for peer education support materials on sustainable development.

Profile of participants

The participants were coming from 18 different countries, 14 European and 4 non-European ones. Most of them are members of IFM-SEI organisations. Their level of experience was very diverse: some are very active volunteers and have already been peer educators for a while. But a big part of the group had very little previous experience and participated for the first time in an international event. Many of them come from disadvantaged backgrounds; this shows that we reached our aim to include young people with fewer opportunities stronger in our activities at international level.

We also invited four participants from non-European countries to the study session. For them it is usually especially difficult to join international activities due to financial and legal restrictions. They brought a fascinating perspective on peer education and sustainable development to the study session and enriched the experience of the rest of the group tremendously.

| | Sunday 14/03 | Monday 15/03 | Tuesday 16/03 | Wednesday 17/03 | Thursday 18/03 | Friday 19/03 | Saturday 20/03 | Sunday 21/03 | |
|---------------------|-----------------|--------------------------------------|---|--|---|-------------------------|---|-----------------|-----------|
| before 09:30 | Arrivals | BREAKFAST | | | | | | | Departure |
| 09:30 - 11:00 | | Welcome Space | Social, economic and environmental dimension of development | What is peer education? | Sharing approaches and practices of peer education | Developing workshops | Workshops III | | |
| 11:00 | | COFFEE BREAK | | | | | | | |
| 11:30 - 13:00 | | Group building | Sustainable development - debate | Competencies of a peer educator | Effective peer education | Developing workshops | Network of peer educators | | |
| 13:00 | | LUNCH | | | | | | | |
| 14:30 - 16:00 | | What is development? | What is education? What is learning? | KonsumGlobal – city tour on sustainable consumption | How can peer education contribute to social inclusion? | Workshops I | Action plans | | |
| 16:00 | | COFFEE BREAK | | | COFFEE BREAK | | | | |
| 16:30 - 18:00 | | Sustainable Development and me | How does education bring about social change? | Free Time in Strasbourg | Developing peer education workshops on sustainable dev. | Workshops II | Reflection, evaluation and farewell | | |
| 18:00 - 18:30 | | BREAK | | | BREAK | | | | |
| 18:30 | | Reflection groups | | | Reflection groups | | | | |
| 19:00 - 21:00 | DINNER | | | Dinner in town | | DINNER | | | |

Sunday, 14th March

Arrival of participants

Welcome evening

Welcome evening

Aim

To welcome the participants

Objectives

- To make participants feel comfortable;
- To start the process of getting to know each other.

Preparation

- It is important to organise a relaxed setting for this session.
- Get drinks ready in the Austrian room and prepare a space for the group building games.

Methods & Methodology

1. Envelope making
2. Intro (10 min)
3. Group building games
 - a. Making a balloon twin (15 min)
 - b. Stone, paper, scissor (10 min)
4. Welcome drinks
5. Map of the world

1. Envelope making

Have some music in the background before all people come in.

Have a table with different colored paper, glue, markers and some paint prepared, so that those who come a bit earlier have something to do and a place to start interacting and keeping themselves busy. It will be an envelope making area: People make a nice envelope for themselves and hang it on the wall. During the week, the participants can write letters to each other and put them into the envelopes.

2. Short introduction

A welcome word and introduction of the team

Everyone is asked to say their name and tell what organisation they come from.

3. Group building games:

- a) **Making a balloon twin:** Everyone gets a balloon and a marker and has to blow up the balloon and write their own name on it. When the music is playing, all the balloons are thrown in the air. When the music stops playing, everyone grabs a

balloon – but not with their own name. They find the person whose name is on the balloon. This is done in several rounds. In each round they draw part of the face of the person whose balloon they have caught:

1) Nose, 2) eyes, 3) lips, 4) form of the face, 5) hair. After the 6th musical break, everyone catches a full portrait, finds the person whose portrait they have on the balloon and give the balloon twin to that person.

Then each person has to present her/his twin and say some important information about him/her. E.g.: "This is Anne, as you can see she has a very weirdly shaped face and she really loves eating ice-cream".

- b) **Stone, paper, scissor:** The participants are walking around in the room and find a person against whom they play 'stone, paper and scissor' (stone beats scissor, paper beats stone, scissor beats paper). The person who loses is standing behind the winning person and is cheering for this person in the subsequent rows (shouting out his/her name). If this person loses a game, s/he and the persons behind are going behind the winner and cheering for this person. Less and less people will play, in the end all are cheering for one person.

4. **Drinks and snacks** are offered at the bar in the Austrian room.

5. **Map of the world:** Draw a big world map on the blackboard in the dining area. Everyone is invited to mark where they come from during the week. This is also a good way to get to know the second group in the youth centre who can add their names to the map. It gives a very nice and colorful picture in the end and lots of things to discuss about while queuing for meals.



Monday, 15th March

1. Welcome space
2. Mission impossible – group building
3. What is development?
4. Sustainable development Treasure Hunt
5. Ecological footprint

Welcome Space (1h 30 min.)

Aim

To set a positive participatory tone for the study session and make participants feel welcome.

Objectives

- To introduce key stakeholders and concepts of the study session;
- To introduce the educational approach and ethos of the study session;
- To provide space for participants to get to know each other;
- To introduce the flow of the programme;
- To provide the space for participants to express their expectations.

Methods and methodology

Participants enter the 'Welcome Space'. There are chairs and tables in the room, but they are arranged either to suit a 'space' or chaotically distributed. The team members are all at their 'space' ready to help and/or explain or facilitate. Soft, silent music is playing.

There is an 'Info-Point' in the middle of the room. It consists of two flip charts hanging back to back, explaining what is happening and where participants can go. It says:

"This is the Welcome Space! We trust in your curiosity and don't want to bore you with presentations. You can find out what will happen in the next week in many different spaces.

*The **Programme Flow** space can give you more information about the objectives of the study session and how we plan to achieve them. Visit the **Portrait Space** with a person you never met before in your life! Find out more and comment on **the Stakeholders and Concepts** of this study session. Leave a message for the future in the **Video Space**! Test your knowledge about where you are in the **Council of Europe Quiz**! **Share your Expectations!***

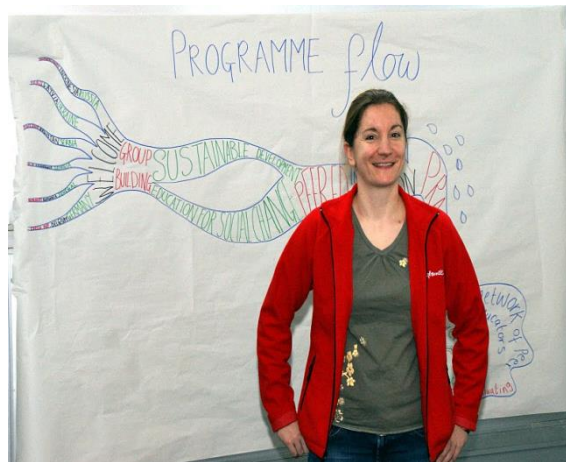
The team is here to help you. But it's all up to you and your initiative! Enjoy!"

Space I: Biographical Portrait

Participants are asked to come here in pairs. They find material to paint each other's portraits. While they paint, they should find out more about each other and symbolise that on the painting as well. If possible, there should be no words on the final paintings. All portraits will be put on a wall.

Space II: Programme Flow

The programme is displayed on a part of the wall as a river. The display also includes the Study session's objectives and indicates how different programme elements are designed to support achieving those objectives. A team member is at this 'space' to explain to participants who come there the programme flow and answer possible questions.



Space III: Video Messages

One team member is located in a 'booth', in front of the computer room, with a video camera. Participants are asked to say into the camera a message for the rest of the group that will be displayed on the last day. This can include expectations, wishes, statements, concerns, feelings. The team member operates the camera and if necessary asks the participants some questions. People can come in pairs if they want.

Space IV: Stakeholder and Concept Space

This space is primarily informational. The key stakeholders of the study session are displayed on the wall on A3 papers: The *Council of Europe*, *IFM-SEI* and *participants*. There are smaller pieces of paper around each of the stakeholders, indicating their interests in this study session. For the Council of Europe this could be: supporting youth organisations in developing the quality of their work; strengthening the capacity of youth workers in sustainable construction of Europe; collecting ideas and approaches on the working theme etc.

For IFM-SEI it says:

- To explore the concept of sustainable development in a non formal setting;
- To share approaches to peer education;
- To gain inspiration from existing peer education and sustainable development projects;

- To empower young people as peer educators and give them a sense of belonging and contributing to the movement;
- To develop plans for future action.

The pieces of paper for the participants are empty. Participants who come there should add what they think is the interest of the group of participants in this study session. They can also comment on the interests of the Council of Europe and IFM.

The stakeholder concepts are: *Non Formal Education (NFE)*, *Peer Education* and *Sustainable Development*. E.g. for NFE the small pieces of paper are saying: voluntary and self-organised learning, participative processes, learner-centred and flexible, openness and transparency, collective and shared evaluation, the right to make mistakes, individual responsibility for learning, group support of learning, sharing of results.

Participants are asked to write comments and questions on post-its and stick them on the posters and discuss with the other participants that are at that time at the space. There is a team member to facilitate this process.

Space V: Expectations Space

On another part of the wall is a picture of a hot-air balloon. Participants are asked to write their expectations, fears and personal contributions for the study session on post-its and stick them on the picture. Their expectations are in the balloon, their fears in the basket (they are the sand sacks holding the balloon down) and the things they can contribute to the study session in between (they are the strings holding the balloon). Throughout the week they should come back to the picture every once in a while and check if some fears have disappeared or if expectations have been reached. These can then be placed outside the balloon or the basket. At the end of the week we can look at the table and review how many expectations we have been able to achieve, and which ones we haven't been able to reach.

Space VI: Council of Europe Quiz

Participants are asked here to come in two teams of 3-5 participants. Through a fun quiz they are provided information about the Council of Europe in a more interactive way.

Mission impossible – group building (1,5 hours)

Aim

To build a positive and effective working environment and a sense of the group as a team.

Objectives

- To develop ground rules for working;
- To interact directly with all the other participants;
- To get to know the space;

Preparation

- Tasks for the Mission Impossible have to be written in advance on a piece of paper or in a PowerPoint presentation.
- Have a Mission impossible song ready, it creates a good atmosphere.

Methods & Methodology

1. Power point presentation (5 min)
2. Fulfillment of the tasks by the group (60 min)
3. Presentation of accomplishments and team contract (25 min)

After coffee break, the participants watch a PowerPoint presentation giving them a list of tasks and are told that they have one hour to accomplish them. The team leaves the room and comes back after one hour. The tasks are:

1. Learn everybody's name by heart.
2. Count the steps in the youth hostel.
3. Find out the lunch and dinner menu for the whole week.
4. Which are the contributions of the different countries in the Youth Centre?
5. Count the number of seats in the dining area.
6. Find out the time difference between Strasbourg, New York, Istanbul, Tokyo and Cairo
7. Come up with 25 ideas what to do on the free evenings.
8. Find out the price of a tomato soup and of a can of beer.
9. Convert these prices into Euro, Dollar and Afghanistan Afghani.
10. Take an identical picture to the group photo taken before the coffee break.
11. Find out which participant is the oldest and which participant is the youngest, which participants have birthday on the same day, which have birthday in the same week and which in the same month.
12. Make a short (3 min) theatre play using the words/concepts: yoga, toothbrush, avocado, peer education and opera.
13. Come up with 30 reasons why it is better to be in Strasbourg rather than back at home right now.

After the presentation of results, the whole activity has to be debriefed. These might be some guiding questions.

- How do you feel now?
- How did it work? How did you manage to accomplish those tasks?
- What lessons can we draw from this experience?
- Did you experience something that you would like to see happen again in this week?
- Did you experience something that you would like to avoid in this week?

Streaming from the debriefing, the participants are asked to agree on a team-contract, establishing some guiding principles for the upcoming week to ensure a pleasant and respectful working environment.

Session: What is development? (1h 30 min.)

Aim

To lay the basis for further work on the topic of sustainable development.

Objectives

- To reflect on the meaning of the word 'development';
- To consider if and why development may be important;
- To discuss the interrelation between development and happiness;

Detailed plan of the session:

- Energizer (10 min).
- What is good and what is bad about development (20 min)
- Play: What makes you happy? (30 min)
- Human development and economic wellbeing – silent discussion (30 min)

Preparation

- Prepare a long table with paper on it and enough space around for the silent discussion

Methods & Methodology

1. Energizer

Start with a quick game/activity that will wake them up after lunch.

2. What is good and what is bad about development

In groups of 5 the participants discuss what the word 'development' means to them. They come up with a list of what they think is 'good' and 'bad' about development. They decide together what the top 'good' and the top 'bad' thing is. All groups then present back to the whole group and explain why they chose their particular order.

3. What makes you happy?

In the same small groups, the participants have now to design a short play showing the things that make them happy, safer and feel better about their lives. After the plays have been presented back, the following debriefing questions are discussed:

- How is the happiness achieved?
- Was it reliant of being richer or something else?
- Did it depend on other people?

The different things that make them happy are collected on pieces of paper.

4. Human Development and Economic Wellbeing

A role of wall-paper with the words 'human wellbeing' and 'economic growth' on either side is placed on a long table. The pieces of paper with the things that make them happy are placed between them.

The participants silently write down:

- The consequences the things that make them happy have on other people (or other things)
- The consequences of the consequences
- They draw links between the different things and different consequences and show through the links how they are connected to economic wellbeing and human development.



Results:

The participants wrote down many consequences of the things that provide them happiness and in the debriefing a link was made from economic wellbeing to human development and vice versa.

The participants also realised that many things which provide happiness for them may harm other people and that development for one person can often lead to negative consequences for another person.

As a wrap-up, one of the facilitators explained that development is a contested concept between human development (health, happiness, education etc.) and economic development (money, products, industry etc.) and that there is interdependence, but also a tension between them.

He explained a finding from the 1996 Human Development Report: *Countries that experienced economic growth without human development in one decade, didn't grow or experience human development in the next decade, while countries that experienced human development with little economic growth in one decade experienced either increased economic growth in the next decade or neither growth nor human development.*

Treasure Hunt: Is it all about reducing? (1 hour)

Aim

To familiarise participants further with the concept of sustainable development

Objectives

- To make participants think about their consumption compared to global average;
- To introduce the concepts of renewable and non-renewable energies.

Detailed plan of the session:

- Introduction to the treasure hunt (5 min)
- Treasure hunt in small groups (30 min)
- Debriefing (25 min).

Preparation

- Prepare questions about global warming.
- Print three different pictures six times (for each possible answer and each group) and cut same pictures into similar jigsaws (eight pieces for eight questions). Place similar pieces into one envelope.
- Hide the questions together with three envelopes (with pieces from different pictures) at different places in the youth centre.

Methods & Methodology

In small groups, the participants have to go through the European youth centre to find the different questions. In the small groups they have to discuss which of the three possible answers for each question could be the right one. When they have decided, they take a jigsaw piece from the envelope on which their answer is marked. Then they try to find the next question. When they have all pieces together, they can check if they are right: if they have a jigsaw (with a positive message on it) together, all their answers are right. If the pieces do not fit, they can go back and check the question again.

After 30 minutes, the whole group comes back together. They present their jigsaws and report which questions they found most difficult.

The facilitators give and explain the right answers (*the questions and explanations can be found in the appendix*).

Results:

The questions in the Treasure Hunt were not easy and most groups had difficulties to find the right answers. But in the debriefing they said that the discussions about the right answer in the small groups made them think about the resources used for different materials and that the energy efficiency of different products is not always as evident as it seems and that sometimes technical knowledge is needed to judge how climate-friendly different products are. Some questions gave lots of space for discussion during the following week.

My Ecological Footprint (45 min)

The *Ecological Footprint Quiz* estimates the area of land and ocean required to support one's consumption of food, goods, services, housing and energy and assimilate one's waste. The ecological footprint is expressed in 'global hectares', which are standardised units taking into account the differences in biological productivity of various ecosystems impacted by one's consumption activities.

With many online programmes the ecological footprint can be calculated in detail. We use a very simple version where it is not necessary to know the exact figures of the energy consumption in one's household.

You can find the questionnaire in the appendix.

Aim

To reflect upon the own ecological behavior.

Objectives

- To introduce the concept of the ecological footprint;
- To understand which personal behavior is more, which is less sustainable;
- To discuss what behaviors could be changed.

Preparation

- You need a very big room where all participants can stand in one line.
- Prepare the questionnaires with the ecological footprint questions

Methods & Methodology

All participants stand in one line. Everyone gets the questionnaire. Each question is read out and the participants step forwarding according to the answer they give. They also mark their answers on the questionnaire.

Between the questions, some participants are asked how they feel when they are always stepping forward and others are not, or if they knew how much greenhouse gases are emitted by their behaviour and if they think they can change something.

Debriefing

- How did it feel to always move on or be left behind?
- What behaviour could you change and which could you not change? Why?
- Is it a choice or life or a necessity to save energy?
- Where should we stand in the end?

Results

The participants discussed how difficult it is in some countries or regions to change behaviour, because the necessary infrastructure – for example to use public transport – is not in place. For other things it is the other way round: the possibilities to lead a lifestyle which is harming the environment is simply not possible due to a lack of means (for example it is too expensive to eat meat on a regular basis). For the first time in the study session the differences between West European countries and East European or non-European countries became evident. If national governments are not conscient about ecological policies, it is often difficult to change personal behaviours.

Tuesday, 16th March

1. Money to Spend.
2. Fishbowl debate on sustainable development.
3. What is education – What is learning?
4. How does education bring about social change?
5. International Cheese Evening.

Money to spend: 3 dimensions of sustainable development (1,5 hours)

The method is an adaptation of 'Money to spend' from Compass (p. 177-181) on human security.

Aim

To reflect upon different needs of a society.

Objectives

- To reflect on personal and family needs and how they should be prioritized;
- To consider the connection between social, environmental and economic development;
- To think about the financial aspect of sustainable development.

Preparation

- Prepare 'item cards': one set for each group.
- Prepare the chart on world military spending (Compass p. 379).

Methods & Methodology

- Energizer on the roof terrace (10 min.)
- Small group work (20 min)
- Read budgets from other groups (10 min)
- Presenting back and debriefing (30 min)
- Input (20 min)

The participants work in small groups, each group representing a different family. The aim for each family is to draw up a budget for their expenditure in the coming year. Each family is composed by parents and children.

Each family receives one envelope containing item cards and a large sheet of paper.

The item cards represent those items that are to be discussed in relation to the next year's budget. Only these items may be considered. (*The item cards can be found in the appendix.*)

The family budget is 120,000 so each family will have to select what should be included and what should be excluded from the budget.

Explain that the budget should preferably be agreed as the result of democratic consultation and that they should stick the item cards they have chosen onto the large sheet of paper to make a wall-chart for display.

After having read through the budgets of the other families, the whole group comes back together

Debriefing questions

- How did the family decide the budget?
- How did they balance their needs with their wants?
- Which budgets are the most appropriate and the least appropriate? Why?
- How much did they think about the long-run?
- Are there parallels between the family budgets and the budgets of states worldwide? Can they be compared?

The chart comparing world military spending with spending necessary for sustainable development is shown and explained.

Outcomes of the group discussion:

The group came to the conclusion that the money available for one family was actually quite a lot, compared to the amount some participants – especially but not exclusively - from Eastern European, African or Asian countries normally have to live on. They criticised that the method from Compass does not take the reality of many people into account and focuses too much on the life of a middle-class Western family.

They came to the conclusion that it is much more difficult for a government to draw up a budget, because it has to take more aspects into consideration.

Fishbowl Debate: Controversial statements about Sustainable Development (1.5 hours)

After having spent Monday afternoon and the beginning of Tuesday morning to come to a common basis of what sustainable development means, it is time to discuss some more controversial questions related to the concept of sustainable development and how society should deal with it. This session is especially planned to give the more experienced participants the possibility to discuss some questions more in-depth.

Aim

To explore controversial questions related to sustainable development.

Objectives

- To combine different questions concerning sustainable development which came up in the earlier sessions;

- To give participants the possibility to express open questions about sustainable development.

Preparation

- Formulate some controversial statements about sustainable development.
- Prepare a circle of chairs and two chairs in the middle facing each other.

Methods & Methodology

- The participants are asked to formulate controversial statements about sustainable development and write them on post-its. The statements do not have to reflect their own opinion. They should stimulate discussion and should not be formulated in form of a question.
- The rules are explained: all participants are sitting in a circle. Half of the group is forming the 'pro' group, the other half is the 'contra' group.
- A statement is read out loud. One person from each group is taking place on the chairs in the middle of the circle. They discuss this statement.
- The other participants are listening and when they want to jump in, they get up and tap the person from their group on the shoulder. He or she is then leaving the chair in the middle and is replaced by the new person from the group.
- After a while a new statement is read out and discussed.

Out of all the statements from the participants, the statements for discussion are chosen by the team of facilitators.

You can change rules after a while, because some people are very eager to discuss, but don't want to be forced to be on the pro- or the contra-side.

Some of the statements discussed:

- It is primarily the responsibility of the governments to ensure sustainable development.
- First we need to fulfill the basic needs of everyone, only then we should start to look at what people want.
- Sustainable development is simply a matter of culture-change.
- The rich countries have to take the lead in ensuring sustainable development.
- Sustainable development can be reached simply through education.

Some results from the discussions:

During the discussion a very strong link was already made to education. It was consensus that education is THE tool to bring change and reach more sustainable development.

But it was also made clear by the participants that a behavioral change of individuals alone is not enough and that the governments have a big part to play when it comes to real change.

Very interesting for everyone were the explanations of the Senegalese participant, who said that basic needs are not met for many people in her country and that it is very important to consider the environment to fulfill the basic needs. For example, if the water in the community is polluted, the basic health needs cannot be met. For the European participants, who mostly never had contact to people from developing countries, this was an eye-opener.

What is Education? What is learning? (1.5 hours)

Aim

This session aims at deepening understanding of education and learning processes.

Objectives

- To reflect on the meaning and role of education, where it takes place;
- To reflect on the learning process and different preferences in learning;
- To explore from whom you learn, how and the characteristics of education;
- To introduce participants to the concepts of formal, non-formal and informal learning.

Preparation

- Prepare statements for the statements exercise.
- Prepare the room (enough space to move around, a line in the middle which divides the room into 'I agree' and 'I disagree').
- Prepare a presentation on non-formal learning.

Methods & Methodology

- Energiser on the roof terrace (10 min)
- Statement exercise (30 min)
- Path of Learning (15 min)
- Presentation of non formal learning (25 min)
- The continuum of formal-non formal-informal learning (10 min)

1. Statement Exercise

Statements about education and learning are read out. The participants have to decide whether they agree with it or not and place themselves on the according side of the room. Some participants are asked to explain why they stand on their side. If others are convinced by these explanations, they can change the side.

Some of the statements:

- Non formal education is for people who don't have access to formal education.
- The main aim of education is to develop people and societies.
- Education always requires a teacher.

2. Path of Learning

The participants are asked to write down three different learning experiences they have made in their life.

3. Input on non-formal education

An input on the difference between formal, non formal and informal learning is given by one of the facilitators. She also explains the experiential-learning cycle.

The full presentation can be found in the appendix of the report.

4. Continuum of formal, non formal and informal education

Content, context, purpose and process of each learning experience can be placed on a scale between strictly formal and non-formal education. E.g. a learning experience may be very formal in its context (school), but the process of learning can be organised in a very non formal way.

After an explanation of this continuum, the participants place the three learning experiences they have written down earlier on the continuum.

They have time to discuss with each other and with the facilitators where to put it, because it is mostly not easy to decide where to place it.



It became evident that there is no clear distinction between the different forms of education.

How does education bring about social change? (1.5 hours)

In this session we introduce the basis of the educational work of IFM-SEI: Socialist Education.

Aim

To explore how education can be a tool to bring about social change.

Objectives

- To familiarize participants with the concept of socialist education;
- To explore how education can either reproduce or change the society.

Preparation

- Prepare the room and the technical equipment to watch a movie.
- Prepare space for group work.

Methods and Methodology

Kurt Löwenstein presentation (30 min)

In the first part of this session, we show a presentation about Kurt Löwenstein, an educator who developed the concept of socialist education in the 1920s and after whom our educational centre in Germany is named. *(The full presentation can be found in the appendix)*



1. Statues

In the second part of the session, the participants work in small groups. Each group has to come up with two statues to show:

- How education can reproduce society?
- How education can bring about social change?

Keywords about the aspects shown by the statues are collected on small pieces of paper and clustered on the wall.

Education for social change:

- Looking forward
- Team work
- Growing-up
- Development
- Co-operation
- Equality
- Becoming independent



Education which reproduces society

- Little participation
- Power structure
- One-way relation
- Hierarchy
- Repetition
- Dependence



International Cheese Evening

A very intensive second day was finalised by a fun part – tasting all kinds of cheese.

Recommendation:

We recommend having the international evening on the first evening. Due to room availabilities we had it on the second evening, but compared to previous seminars we felt during the day that the group feeling was not as strong as it would have been with programme on the first evening.



Wednesday, 17th March

1. What is (good) peer education?
2. Competencies of a peer educator
3. Konsum Global – city tour about sustainable consumption
4. Free afternoon and dinner in town

What is (good) peer education? (3 hours)

Aim

The aim of this session is to explore what peer education means.

Objectives

- To develop a common understanding of peer education;
- To define the key competencies of peer educators.

Preparation:

Find definitions of the word 'peer' and 'peer education'.

Methods and Methodology:

1. Energiser (10 min)
2. People we learn from (30 min)
3. Summary: Education – Education for social change – peer education (20 min)
4. Challenges and successes as peer educators (30 min)
5. Forum Theatre (30 min)
6. People we learn from

The participants are asked to think back to the three learning experiences they have noted the day before. Now they write down the people they have learnt from in these situations. The facilitator relates back to the keywords about education for social change from the day before. Many of them are about **power relations**. We put the keywords 'hierarchy' and 'equality' on opposite ends of a wall. The participants are now asked to stick the post-its with the people they learnt from between these two extremes.

In a second step, they are asked to define who of all these people their **peers** are. These post-its are stuck above a horizontal line in the middle.

It became evident that peers don't necessarily have to be in a non-hierarchical relationship with each other, that there can be 'good' and 'bad' peer educators

Summary: Education – education for social change – peer education

One facilitator explains the relationship between the different forms of education we have discussed so far: participants are reminded that learning can happen anywhere, but that only a part of it is non formal learning. Both formal and non formal learning can be education for social change. Peer education can happen everywhere: informally, non formally and formally. It can be education for social change, but doesn't have to be.



Challenges and successes as peer educators

In small groups the participants think about:

- Situations in which they have been peer educators.
- What were the **challenges** they faced?
- What were the **successes** they had?

They write their thoughts in keywords on flipchart paper.

The small groups prepare short plays showing challenges of peer educators.

The groups perform their plays in form of **forum theatre**:

- The scene is played once.
- The scene is played again and others can replace one person in the scene and play how the challenge can be solved.



Challenges were:

- Difficult to involve everyone
- Cannot be planned in detail
- Different opinions
- Not age-appropriate
- Did not meet demands of the participants
- People lose motivation
- Methods are not appropriate
- Not enough knowledge
- Language barriers
- Judging too much

Successes were:

- Finding simple words to explain
- Involve people
- Develop creativity
- Make people think
- Getting new skills and competencies

KonsumGlobal – city tour on sustainable consumption (3h)

Aim

To gain inspiration from existing peer education and sustainable development education projects.

After having talked a lot about sustainable development and peer education separately during the last two and a half days, it is now time to bring both topics together and to consider how peer education can lead to sustainable development. As an introduction to this part, we show the participants one good example of effective peer education for sustainable development.

KonsumGlobal is an initiative providing peer-led tours through city centres, showing how consumption is affected by globalisation. The coordinator of the initiative, Jochen Dallmer, is guiding us on the tour and discusses with the participants about the experiences of the peer educators.



KonsumGlobal in their own words:

“Straight through the city centre, on the international tracks of our consumption – together with you, we want to discover how greatly globalization has long been a part of everyday life. We follow the tracks of everyday consumer goods, which often travel around the world before making it to the store around the corner. We want to show the alternatives that are available to us as consumers and how we can exert an influence on worldwide companies through our behaviour” (www.konsum-global.de).

Free afternoon and dinner in town

After the KonsumGlobal Tour, the participants enjoyed a sunny afternoon in the beautiful city of Strasbourg (and hopefully thought about the sustainability of their shopping!)

In the evening, the European Youth Centre invited us to have very tasty typical *tartes flambées* in a nice restaurant in the old town.



Thursday, 18th March

1. Sharing approaches and practices of peer education.
2. Effective peer education.
3. How can peer education contribute to social inclusion?
4. Developing peer education workshops.

Sharing approaches to peer education (1,5 hours)

We knew that many participants came to the study session with very little experience, but from others we knew that they are running very successful peer education projects in their organisations. The previous day we asked the participants to come to us if they have an interesting peer education project to share with the rest of the group in a form of a 'World Café'.

Aim

To share good practices of peer education.

Objectives

- To gain inspiration for future work;
- To reflect on the need to adapt approaches to participants' own realities;
- To consider the limitations of peer education.

Preparation:

- Find participants who want to present their projects.
- Prepare the space in a 'café'-form: tables with lots of space between them, flipchart paper on the table.

Methods and Methodology:

- Presentation of five projects (10 min)
- Explanation of World Café rules (5 min)
- 3 World Café rounds (75 min)

The five projects presented are run by:

1. Action Enfance Senegal (community development project);
2. KKSP Indonesia (anti-child-trafficking);
3. Liepajas Jaunie Vanagi, Latvia (work with hard-to-reach youth who are at risk of delinquency);
4. European Peer Training Organisation ('Peer I am, in deed' large scale project to train new peer trainers).

World Café rules:

- Focus on what matters
- Contribute your thinking
- Speak your minds and hearts
- Listen to understand
- Speak with intention, listen with attention
- Link and connect ideas
- Go deeper instead of wider

Each participant presenting a project hosts one table where they talk with the guests about their projects. The number of guests should be more or less similar at each table.

In three rounds of 20 minutes, a particular question is discussed at the tables. After 20 minutes, the guests change the table. In the next round, the host shortly summarises what has been said in the rounds before, so that the next discussion can be based on the previous results. Everything what is discussed should be written on a flipchart lying on the table, so that no thoughts are lost.

The three questions were:

1. What are the obstacles and limitations of the project?
2. How can these obstacles be overcome?
3. How can these projects be adapted for other organisations?

Results:

This session was very much inspiring for the participants and everybody regretted that the time was so short. To hear about existing projects motivated the others to think a lot about successful educational work and their own project ideas.

Many participants said it would have been good if they could have stayed the whole time at one table, because they were particularly interested in this and would have gotten more inspiration or ideas if they could have focussed on one project rather than discussing three different ones.

Effective peer education (1,5 hours)

We have realised that many participants still had difficulties in understanding the concept of peer education. Some have never been peer educators, and others found it difficult to define what they are actually doing very often. So we decided to come back to this point before continuing bringing sustainable development and peer education together. We also felt the need to sum up what is needed for effective peer education, especially before designing own peer education workshops.

Aim

The aim of this session is to sum up the previous sessions.

Objectives

- To identify the most important aspects of peer education;
- To compare different peer education definitions;
- To come up with a list of things needed for effective peer education;
- To consider the added value of peer education.

Preparation:

- Find definitions of peer education.

Methods and Methodology:

- In small groups, the participants are asked to collect aspects of peer education and to decide in their groups on the five most important keywords defining what peer education is about (20 min).
- Reporting back (15 min)
- The facilitator presents some definitions which we found from different sources (10)
- In small groups, the participants collect things needed for effective peer education (20 min)
- Reporting back (10 min)
- Brainstorming on the added value of peer education (10 min)

Aspects of Peer Education:

- Trust
- Creative
- Creativity
- Solidarity
- Cooperation
- Communication
- Involvement
- Open Space
- Support
- Sharing
- Experience
- Motivation
- Equality
- Team
- Informal
- Participation
- Interest
- New skills
- Fun
- Active

Definitions presented by us:

“Peer education is now viewed as an effective behavioral change strategy” (UNOCD).

“Peer education is an approach which empowers young people to work with other young people, and which draws on the positive strength of the peer group. By means of appropriate training and support, the young people become active players in the educational process rather than passive recipients of a set message. Central to this work is the collaboration between young people and adults” (Fast Forward, 2004)

“Peer education’ refers to the process of sharing information among members of a specific community to achieve positive health outcomes” (Intern. Drugs and Young People conference, Australia).

Effective peer education needs:

- Time
- drawing frontiers (discipline, focus)
- Patience
- adapting programs
- Experience
- using resources of everyone
- Knowledge, skills
- active listening
- More than one person
- being open-minded
- Interaction, team spirit and co-operation
- Thinking out of the box
- The desire to learn
- being aware of the group feeling
- Fun
- having authority
- Creative methods
- getting and using feedback
- New approaches

Brainstorming on the added value of peer education

To conclude the block on peer education, the whole group makes a brainstorming on the added value of peer education. Here are the results:

- Not just following adults
- Better understanding between young people
- Learning through experience
- Encourage participation
- Youth rebelling against school is more open towards peers
- Easier to get in contact
- Wider reach

- More about to talk about their issues with their peers
- Safe environment
- More open atmosphere – they can say what they want

How can peer education contribute to social inclusion (1,5 hours)

The study session is part of IFM-SEI's 'All Together' strategy on social inclusion. It should be an implicit way to include young people with fewer opportunities as peer educators in our organisations and involve them more on the international level. But we also want to explicitly show the connection between peer education and social inclusion. Therefore we invited an expert on this topic, Justina Pinkeviciute from ENOA (European Network of Animation), to make this link.

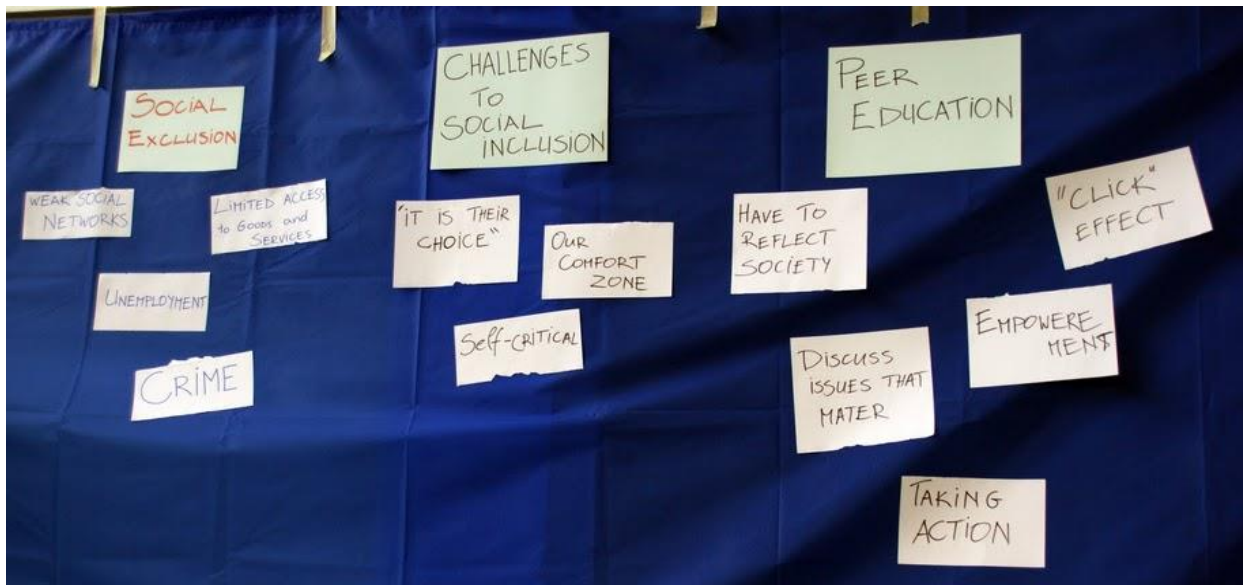
Aim

To provide a link between peer education and social inclusion.

Objective

To reflect on the role and potential impact of peer education on disadvantaged young people

1. Activity: Experience inequality
2. Input



'Take a step forward'

This activity is taken from Compass (http://eycb.coe.int/compass/en/chapter_2/2_38.asp).

Step-by-step description:

Hand out the role cards at random, one to each participant. Tell them to keep it to themselves and not to show it to anyone else.

Invite them to sit down and to read their role card. Make sure everyone understands his or her role.

Now ask them to begin to get into the role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives:

- What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?
- What is your everyday life like now? Where do you socialize? What do you do in the morning, in the afternoon, in the evening?
- What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What do you do in your holidays?
- What excites you and what are you afraid of?
- Now ask people to remain absolutely silent as they line up beside each other (like on a starting line)
- Tell the participants that you are going to read out a list of situations or events. Every time that they can answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.
- Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other.
- At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of role before debriefing in plenary.

Debriefing and evaluation

Start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt.

- Did you feel privileged or excluded?
- Did you feel "stigmatised" when you were left behind?
- Did the activity reflect real life in your opinion?
- Did the activity highlight differences and inequalities in society more than you had expected?
- Was the role you played one you found easy (because you could identify with it or know someone similar) or difficult?
- If difficult, why...and how did you make your decisions – where did your "information" come from?
- Did you make decisions based on "stereotype"?
- Did you feel sorry for yourself, in your role - did you see yourself as a "victim"?
- Do you work with anyone (young person) similar to the role you had to play – how do you feel about that person in "real life"?

Statements:

- You have never had serious problems with money.
- You have decent housing with a telephone line, television and internet.
- You feel your language, religion and culture are respected in the society where you live.
- You feel that your opinion on social and political issues matters and your views are listened to.
- Other people consult you about different issues.
- You are not afraid of being stopped by the police.
- You know where to turn for advice and help if you need it.
- You have never felt discriminated against.
- You have good/appropriate social and medical protection for your needs.
- You can go away on holiday once a year.
- You can invite friends for dinner at home.
- You have an interesting life and you are positive about your future.
- You feel you can study and follow the profession of your choice.
- You are not afraid of being harassed or attacked in the streets, or in the media.
- You can vote in national and local elections.
- You can celebrate the most important religious festivals with your relatives and close friends.
- You can participate in an international seminar abroad.
- You can go to the cinema or the theatre at least once a week.
- You are not afraid for the future of your children.
- You can fall in love with the person of your choice.
- You can use and benefit from the Internet.
- You can become a peer educator in your local youth centre.

You can find the role cards in the appendix.

Friday, 19th March

1. Developing workshops
2. Running workshops

Developing workshops (10.5 hours)

The session started already on Thursday evening and continues until Saturday morning. It gives participants the opportunity to use the knowledge acquired during the seminar and to put it into practice. It links peer education, social inclusion and sustainable development. This is the participants' opportunity to really try out developing and facilitating peer education workshops on sustainable development, participate in other workshops, discuss the methods and find possible adaptations.

Aim

To develop educational competences.

Objectives

- To transfer the developed knowledge into concrete plans for action;
- To identify further competencies to be developed;
- To give the participants the confidence in peer education through developing their specific competencies;
- To think about possible adaptations of methods for different target groups.

Preparation:

- Before the session, the training team divides the participants into 6 groups, ensuring a good mix of gender, country and experience.
- Working out which member of the training team will be with which group, to ensure support and facilitate the feedback after the session.

Methods and Methodology:

Introduction

The session's aim and process are briefly explained to the participants. The group is divided into 4 smaller groups, explaining the rationale for the grouping if necessary.

Explanations for participants:

Each small group will have a one-hour slot in which to facilitate a workshop on sustainable development. Your participants will be a group of about 12 of the people on this course. You've got the evening and the whole Friday morning to prepare: define aims and objectives, find methods and discuss who is facilitating which part. Some of you need to be ready to start at 15:00 tomorrow, others at 9:30 Saturday morning. You can prepare in here or elsewhere.

The workshop should include all three aspects of sustainable development.

It is as well explained that there will be feedback, led by the training team, after every 60 min session that will focus on the methods – use, variations etc., not on the facilitating or moderating skills of the people who run the activity.

Planning (Thursday evening, Friday morning)

As participants are doing their planning, the training team is walking around and helping out if necessary.

Practice (Friday afternoon, Saturday morning)

After lunch on Friday afternoon, the whole group shortly comes back together for an opening plenary. The facilitator reminds them of the aims and the focus of the session and clarifies the running order.

After the 60 minutes workshops, reflective discussions are held in the workshop groups with the facilitators and the participants.

Questions for evaluation:

- Ask the participants to recall all the steps of the workshop.
- What did you learn in the workshop? (both participants and facilitators)
- How does this reflect sustainable development?
- Were all aspects of sustainable development included?
- How could social inclusion be insured/ how could it be more inclusive?
- What did you use to prepare the workshop?
- How might it work for your home organisation? How would you have to adapt it?

Saturday, 20th March

1. Running workshops
2. Group work evaluation
3. Network of peer educators
4. Action Plans
5. Evaluation
6. Farewell Party

Workshop session III (1,5 hours)

After having run the first four workshops on Friday afternoon, the last two groups can now facilitate their sustainable development workshops.

The workshop block is concluded by an evaluation in the working groups. Some of the groups faced teamwork problems during the working time in small groups and it is important to evaluate the group work within the small groups and give everyone the chance to express their feelings before continuing with the next sessions.

Network of peer educators (1 hour 45 min)

We don't want the study session to be a one-off event for the participants. We want to ensure there will be a follow-up to the seminar and that the participants will have the possibility to put into practice what they have learnt.

One of our objectives is also to give the young people a stronger sense of belonging to our International. We would like to achieve this by including them in future activities and create an international network of volunteers from IFM organisations. This session is dedicated to plan future action and discuss ways to stay in contact in a network of peer educators.

Aim

To build a network of peer educators.

Objectives

- To explore ways to stay in contact and support each other in the future;
- To introduce the concept of a peer network;
- To create links with other ongoing projects of IFM-SEI.

Preparation:

- Prepare presentations of ongoing IFM-SEI projects.

Methods and Methodology:

1. Wool ball network(20 min)
2. Presentations of ongoing projects (25 min)
3. How do you want to be involved and work together? (30 min)
4. Present back and info about upcoming events from organisations (30 min)

1. The wool ball network

The participants stand in a circle, one of them has a wool ball in her/his hands. S/he throws the ball to another participant (but keeping the end of the thread) and tells him/her why s/he wants to stay in contact with him/her. This person throws the ball to another person, telling him/her why s/he wants to stay in contact with this person, and so forth. In the end everybody is linked through the wool thread: They have formed a real network which has many reasons to keep in touch and support each other.

2. Presentation of ongoing projects

The facilitators inform the participants about:

- The international camp 'Train for Change' (25th July-6th August, Austria and Czech Republic).
- The global peer education project 'Peers without Frontiers' on youth involvement for the achievement of the MDGs.
- The possibilities to apply for grants from the European Youth Foundation.

How do you want to be involved and work together?

In this part of the session, the participants have the possibility to come together in self-formed groups to talk about possible follow-up projects. It is important to give them a chance to discuss in-depth about project ideas which came up during the week.

The participants also have the possibility to present upcoming events of their organisations

Final evaluation (1,5 hour)

Aim:

To evaluate the study session to improve future work.

Objectives:

- To gather feedback for the planning of future seminars;
- To see what has worked and what didn't;
- To give the participants a moment to reflect on the week.

Preparation:

- Prepare a path with all the programme parts of the study session.
- Prepare evaluation form.

Methods and Methodology:

1. Trip through the study session (30 minutes)
2. Written evaluation (30 minutes)
3. Letter to yourself (30 minutes)

1. Trip through the study session

The final evaluation starts with taking everyone on a virtual trip reminding people of different parts of the programme, which are put as a path on the ground. Then people are asked to stand next to a specific part according to their answer of these questions:

- The most useful programme part
- The least useful
- The most difficult
- The most energizing
- The one where I learnt most
- The most surprising
- The funniest etc

2. Written evaluation

After the participants are reminded about all the things that happened, they go to meet for the last time their reflection groups and are asked to fill in the written evaluation forms. (*Results in appendix*)

3. Letter to yourself

The participants write a letter to themselves, in their own language, where they write what they have planned as follow-up to this session. The letters are sent one month later from Strasbourg to their places of living, as a reminder of the week.

Farewell party

Objectives

- To celebrate ourselves;
- To have a closing moment.

The farewell party starts with a closing moment together, creating again a strong feeling of the group that was formed throughout the week.

One participant after the other throws a **dice** and according to the number they get, they have to say a sentence starting with:

1: I am taking home...

2: I feel...

3: I learnt...

4: I would like to thank ... for ...

5: I would like to wish ... for ...

6: I understood ...

The 'official' part of the study session closes with handing out the **certificates** to the participants.

Main outcomes and follow-up activities

For most of the participants the study session was the first opportunity to really reflect on sustainable development, rethink their own behaviour and discuss different aspects of sustainability. The title of the study session was well chosen: some participants had until now only heard about recycling when it comes to discussions about sustainable development in their countries.

One of the main outcomes was therefore that the participants themselves became more aware of their consumption habits. In the evaluation many of them said that the sessions on sustainable development were an eye-opener for them and that they would consider changing their behaviour in the future. This self-reflection is the first step to becoming a peer educator on the topic. Three months later we have asked them about their follow-up activities and many of them related again to the personal level and said that they are now thinking much more about the resources they use. For example Ivana, one peer educator from Serbia, wrote to us: *"I did change my behaviour, and I am not saying that just to be polite, even my friends noticed some changes in my behaviour. I am more aware of what I can do and contribute as an individual, and I think that even my daily habits are more sustainable now"*. Zhigis from Latvia told us: *I didn't decide to become vegetarian, but I started to reduce my meat consumption and stopped using the car all the time - like driving to a shop which is on the other side of my street"*.

Many participants expressed their motivation to run some of the developed workshops in their home organisations. The **Lithuanian Young Falcons** for example had a workshop on sustainable development shortly after the study session and used the ecological footprint method to talk with their participants about possible behavioural change.

Our Latvian organisation **Liepajas Jaunie Vanagi** organised a summer camp from 12-18 July with environment as the main theme. They planned to visit a recycling factory, meet Greenpeace activists and local politicians; they took part in simulations about nature and disasters etc. The last two days the children spent together with their parents and taught them the things they have learned during the week.

The **Serbian participants from the Centre for Studies of Social Democracy** are also organising their summer camp around the theme sustainable development. Besides that, they started to run a project together with the German organisation of our external expert Jochen Dallmer.

As a new organisation, the **Georgian Falcons** could use a lot of the knowledge they have gained during the seminar. They have organised a series of peer education trainings for their members and have held several short study sessions in schools in Tbilisi on sustainable development.

Our participant from the **All Pakistan Federation of Trade Unionists** was fascinated by the peer education concept, since he has never heard about it in Pakistan. After the study session, his organisation ran a week-long workshop for future peer educators with his help. These young

peer educators from trade unions have then established dialogue sessions with unorganised young people and have organised exchange meetings with members from other youth NGOs.

The study session motivated many of the participants to become more active in their organisations and on international level. Since it was the first international experience for the most part of the group, they didn't know about IFM-SEI and the possibilities to engage on international level before. During and after the week we were asked by some how they could be involved and volunteer for the movement.

One important outcome was also the higher awareness about the interconnectedness of the different world regions in this regard. The inclusion of four Non-European participants was very much appreciated by everyone. Not only because they intensified the intercultural learning, but also because they were able to raise understanding for the social consequences of climate change and that already today the impact of climate change is visible in other parts of the world.

This encouraged us to plan a large-scale international project for 2011 which is based on the outcomes of the study session: The **Peer Network against climate change**.

We have realised that it is very difficult to run high-quality peer education activities on the topic without adequate knowledge about sustainable development. It is an issue on which everybody has an opinion and which is easy to discuss on the surface, but to really understand what causes climate change and how the consequences of non-sustainable development affect the social situation in most parts of the world needs some more efforts. Running educational activities without at least some background knowledge can have quite negative effects. We plan to offer an in-depth training (through e-learning sessions and a training course) on the issue to an international group of peer educators in the first half of 2011 and support them in developing and implementing peer education projects. This training will give them the confidence needed to run their activities.

In this project, we would like to focus on the global social consequences of climate change and also explore the role of youth to be change-bringers in society and engage in advocacy for more sustainable development. A point that came up during many more formal and informal discussions during the study session was that it is not possible for individuals alone to change the world, and that we need more than individuals recycling their waste or using less water. If we really want to make a change, then we have to also put pressure on the political system. The role of youth advocacy in this regard is something we would like to include stronger in our work.

One of our objectives of the study session was to develop initial ideas for peer education support materials on sustainable development. The ideas were developed in form of plans for possible workshops on sustainable development. During the 'Peer Network' project we would like to develop these materials further and conclude the project with a high-quality publication on peer education against climate change.

Appendices:

The Sustainable Development Treasure Hunt

Questions:

1. The Arctic Circle will face the first ice free summer by...

- a) **2040** b) 2090 c) 2015

Some reports say 2013, but the date most scientists agree on is 2040. No ice will be left in the arctic circle in summer for the first time in human history.

2. Which gas is not a green house gas (gas that warms up the earth)?

- a) **Neon** b) Water c) Vapour

Water is the most 'greenhouse' gas both in terms of quantity and intensity. Carbon dioxide is next in terms of quantity, but methane is higher in terms of intensity. Water however returns back to earth on rain and its effects are only temporary due to a number of factors. Neon is not a green house gas of any significance.

3. What causes more green house gas emissions?

- a) **Eating meat** b) driving cars c) paper production

The FAO revealed in 2006 that 18% of the world's entire greenhouse gas emissions are coming from rearing livestock. The transport sector (on the road) is emitting less greenhouse gases. The total transport figure is contested, because no one knows the affect of air travel (some scholars say that carbon released higher up in the air has a greater impact). In the US, paper production is number four in greenhouse gas emissions.

4. How many trees does the average American use every year?

- a) **7** b) 70 c) 700

Trees are used for paper, wood and other products. In the USA, 2,000,000,000 trees are cut per year.

5. You need to use a ceramic mug _____ times before it is more ecological than a plastic one.

- a) **1006** b) 407 c) 2008

The production of a mug requires large amounts of energy (firing, painting etc.) and the transport is heavy. However, plastic mugs don't bio-degrade while ceramic mugs do. Plastic mugs also are made from oil which is drilling causing large amounts of other environmental problems.

6. How much lower is a carbon foot print of a 100% recycled plastic bag compared to one made of 'virgin' materials?

- a) **35%** b) 70% c) 12%)

To break the carbon chain takes large amounts of energy. Plastic bags cannot be recycled into plastic bags, because the chain of carbon is reduced during recycling. You need plastic with a larger atom chain to make plastic bags. Recycled plastic bags are fine, but using less plastics is better.

7. What produces more Co2: a cup of tea or a couple of google searches?

- a) **Google** b) tea c) both the same

On average, one google search uses 7 grams of Co2. The actual search itself only takes 0.2 gram, but all the wrong clicks and the clicks you make on the page you are looking for are using energy aswell. For a whole kettle of tea (6 cups), you need 15 grams of Co2.

8. How much water on the earth is suitable for direct human use?

- a) **0.007%** b) 7% c) 0.7%

Less than 1% of the world's fresh water (0.007% of all water on earth) is accessible for direct human use. Lakes, rivers, reservoirs, underground sources are shallow enough to be tapped affordably. Only they are renewed by snow and rainfall.

Ecological Footprint Questionnaire

| Housing | Steps | Points |
|--|-------|--------|
| How many people are in your household? | | |
| 1 | 3 | 30 |
| 2 | 2 | 25 |
| 3 | 2 | 20 |
| 4 | 1.5 | 15 |
| 5 or more | 1 | 10 |

| | | |
|---------------------------|---|----|
| How is your house heated? | | |
| Natural gas | 3 | 30 |
| Electricity | 4 | 40 |
| Oil | 5 | 50 |
| Renewable (solar, wind) | 0 | 0 |

| | | |
|---|-----|----|
| How many individual taps (in your kitchen, bathrooms, and outside) and toilets do you have in your house? | | |
| Less than 3 | 0.5 | 5 |
| 3-5 | 1 | 10 |
| 6-8 | 1.5 | 15 |
| 8-10 | 2 | 20 |
| More than 10 | 2.5 | 25 |

| | | |
|-----------------------------------|---|----|
| What type of home do you live in? | | |
| Apartment/ flat | 2 | 20 |
| House | 4 | 40 |

| | | |
|--|-----|----|
| Food | | |
| How many meals per week do you eat meat or fish? | | |
| 0 | 0 | 0 |
| 1-3 | 1 | 10 |
| 4-6 | 2 | 20 |
| 7-10 | 3.5 | 35 |
| More than 10 | 5 | 50 |

| | | |
|--|-----|----|
| How many home-made meals do you eat per week? (Including those you bring to work/ school?) | | |
| Under 10 | 2.5 | 25 |
| 10-14 | 2 | 20 |
| 14-18 | 1.5 | 15 |
| More than 18 | 1 | 10 |

| | | |
|--|------|-----|
| When purchasing your food items, does your family try to buy locally produced goods? | | |
| Yes | 2.5 | 25 |
| No | 12.5 | 125 |
| Sometimes | 5 | 50 |
| Rarely | 100 | 10 |
| Don't know | 7.5 | 75 |

| | | |
|---|-----|-----|
| Transportation | | |
| If you or your family own/ use a car, what type of car is it? | | |
| Motorcycle | 1.5 | 15 |
| Small compact | 3.5 | 35 |
| Mid-sized | 6 | 60 |
| Large | 7.5 | 75 |
| Sports, 4 by 4 vehicle or mini van | 10 | 100 |
| Pick-up truck or full-size van | 13 | 130 |

| | | |
|------------------------------------|-----|----|
| How do you go to school/ work? | | |
| Car | 5 | 50 |
| Public transport | 2.5 | 25 |
| School bus | 2 | 20 |
| Walk | 0 | 0 |
| Bicycle, rollerblade or skateboard | 0 | 0 |

| | | |
|---|-----|----|
| Where did you go on holiday/ vacation within the last year? | | |
| No vacation | 0 | 0 |
| Own country, own region | 2.5 | 10 |
| Own country, different region | 3 | 30 |
| International | 4 | 40 |
| Intercontinental | 7 | 70 |

| | | |
|---|---|----|
| How many summer weekend trips do you take by car? | | |
| 0 | 0 | 0 |
| 1-3 | 1 | 10 |
| 4-6 | 2 | 20 |
| 7-9 | 3 | 30 |
| More than 9 | 4 | 40 |

| | | |
|---|-----|----|
| Purchases | | |
| How many large purchases (stereo, TV, computer, car...) has your household made in the last year? | | |
| 0 | 0 | 0 |
| 1-3 | 1.5 | 15 |
| 4-6 | 3 | 30 |
| More than 6 | 4.5 | 45 |

| | | |
|---|-----|----|
| Have you bought any energy-efficient products in the past year instead of non-energy efficient? (Light bulbs, fridges etc.) | | |
| Yes | 0 | 0 |
| No | 2.5 | 25 |

| | | |
|--|---|----|
| Waste | | |
| Does your household try to reduce the amount of waste generated in the house? (e.g. Buying food in bulk, refusing junk mail/ flyers, using reusable containers for storage...) | | |
| Always | 0 | 0 |
| Sometimes | 1 | 10 |
| Rarely | 2 | 20 |
| Never | 3 | 30 |

| | | |
|------------------------------|-----|----|
| Does your household compost? | | |
| Always | 0 | 0 |
| Sometimes | 1 | 10 |
| Rarely | 1.5 | 15 |
| Never | 2 | 20 |

| | | |
|--|-----|----|
| Does your household recycle paper, cans, bottles etc.? | | |
| Always | 0 | 0 |
| Sometimes | 1 | 10 |
| Rarely | 1.5 | 15 |
| Never | 2 | 20 |

| | | |
|--|-----|----|
| How many rubbish bags of waste do you leave at the curb each week for pick-up? | | |
| 0 | 0 | 0 |
| One half-full garbage bag | 0.5 | 5 |
| 1 | 1 | 10 |
| 2 | 2 | 20 |
| More than 2 | 3 | 30 |

Total your score by adding up the circled values from the above questions. For an estimate of your ecological footprint based on these questions use the key below.

- If your score is less than 150, your Ecological Footprint is smaller than 4 hectares.
- If your score is 150-350, your Ecological Footprint is between 4.0 hectares and 6.0 hectares
- If your score is 350-550, your Ecological footprint is between 6.0 hectares and 7.8 hectares (about average for those from a Northern country)
- If your score is 550-750, your Ecological Footprint is between 7.8 and 10 hectares
- If your score is more than 750, your Ecological footprint is greater than 10 hectares.

Available on earth are only 2.1 hectares per person. The average in the UK and Canada is 6 hectares, in Austria 5, in Nicaragua 3, in Sri Lanka 1.

This questionnaire was developed for IFM-SEI's international camp 'Global Village' in 2006.

Item cards for the 'family budget' activity

These items were available for the families to make up their budget:

Food bought from local market (30000)
 Organic food from supermarket (32000)
 Organic and fair trade from supermarket (35000)
 Normal food bought from supermarket (28000)
 New eco-friendly car (55000)
 New car (48000)
 Computer (9600)
 Alarm system (18000)
 Water bill (2500)

Petrol (driving kids to school) 2500
Petrol (for driving to work) 2500
Petrol (for other things) 1000
Yearly bus tickets for the whole family (4000)
Dishwasher (2400)
New energy efficient washing machine (2500)
Fishing equipment (2000)
Tennis course for kids (5000)
Family dinners in restaurants (1200)
Youth holiday camps (1000)
Family vacation on another continent (6000)
Family vacation at the sea of own country (3000)
School/ university fees (25000)
Lottery (1200)
Clothing (4800)
Clothing – fair trade and organic cotton (7000)
Rent or mortgage payment (30000)
New energy efficient light bulbs (500)
School/university material (3600)
Weekend trip by plane to London (600)
Weekend trip in own region (600)
Telephone bill (4000)
Medical insurance (12000)
Toys and games (2400)
House renovation (1000)
Pet food (1200)
Buying trained security dog (5000)
Electricity bill (using new light bulbs and washing machine) (1800)
Electricity bill (without new washing machine and light bulbs (2400)
Leisure activities (2400)
Financial help for other relatives (2400)
Bicycles (1500)
Private English lessons (3600)

Input on Education and Learning

EDUCATION FOR WHAT?

- To learn
- To pursue our dreams and be happy
- To develop ...what? Ourselves? Societies? Knowledge? Wisdom?

Education:

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace". *Article 26, UDHR*

What kind of education are we talking about?

- Where does education happen?
- Where does learning happen?
- How?

FORMAL EDUCATION

Formal education is used to refer to education systems from primary to tertiary institutions

INFORMAL EDUCATION

Informal education is usually defined as education outside any formal education system.

„(...) lifelong process, whereby every individual acquires attitudes, values, skills and knowledge from the educational influences and resources in his or her own environment and from daily experience (family, neighbours, marketplace, library, mass media, work, play, etc.).

NON FORMAL EDUCATION

It refers to any planned programme of personal and social education for young people designed to improve a range of skills and competencies, outside the formal educational curriculum.

- Non formal education is about developing knowledge, skills and attitudes.
- In other words, it is about:

PRINCIPLES OF NON FORMAL EDUCATION

- voluntary;
- accessible to everyone (ideally);
- an organised process with educational objectives;
- participatory and learner-centred;
- about learning life skills and preparing for active citizenship;
- based on involving both individual and group learning with a collective approach;
- holistic and process-oriented;
- based on experience and action, and starts from the needs of the participants.

LEARNING...

"Learning [is]...a process that is not only related to the function of school or other organised educational settings. This conception of learning is based upon the idea and observation that a considerable number of our meaningful learning experiences happen outside the formal education system: in workplaces, families, different organisations and libraries..."

LEARNING CONTINUUM

When you think about non Formal Education, think about...

- Why** is it done? (**Purpose**)
- How** is it done? (**Process**)
- What** is done? (**Content**)
- Where it is done** (**Context**)

"Education is what survives when what has been learned has been forgotten"

B. F. Skinner

Presentation prepared by Nadine Lyamouri-Bajja, educational advisor of the DYS

Kurt Löwenstein Presentation (Education for Social Change)

(presentation made by Rinske Reiding)

Kurt Löwenstein

Who was he? And why name our educational centre after him?

Kurt Löwenstein Educational Centre: It is a house for Socialist Education - He developed the concept of socialist education.

It is an internationalist house – Kurt was one of the founding members of the Socialist Education International.

“Our will for peace is the will to organise humanity internationally”

Kurt lived for 53 years (1885-1939)

The young Kurt...smart, curious, hard worker:

Kurt was concerned with big questions and struggled with problems of his time.

He looked for answers in Judaism and philosophy... but as a socialist he returned from the first world war.

He became active in the Independent Social Democratic Party (USDP), a movement that was growing very fast in these days.

„The point is not to fill the masses of proletariat, that came to us lately, with Marxist spirit and to give them socialist schooling. But that we, through our political educational work, can overcome the bourgeois ideology that lives in all of us, and find new ways of education.“

“Socialism

as education

as emancipation

creating new people

who want to change their lives

create a new world

create socialism”

Kurt and his ideas reached the people:

“We want Dr. Löwenstein as the leader of the city school council”; “we want non-religious schools”

He created the first non-religious schools, where...

- Rich parents paid more than poor
- There were extra courses for the working class children
- For the first time there were gardening and crafts classes
- And special classes for disabled children
- ...schools that cared about the children, providing them health care, giving them food.

Kurt became responsible for the USDP views on education and guided a process of change in the party.

In 1920 he was elected to the German parliament. He was a member of parliament until 1933.

In January 1933 Hitler came to power, and Kurt was Jewish Socialist

In February, only one month later, the SA searched the house of Kurt and his family and even shot several times into the bedroom. So Kurt and his family fled - to...Paris...Belgium...Prague...Austria.

There is a special story about Kurt and his family:

This wish was so true that they created a new surname, a combination of Löwenstein and Kerwel (Mara's surname): *Kerlów*.

Although 'the law' didn't accept the name, Kurt used it to sign several articles; not very strange, since Mara wrote most of the articles, while her husband dictated them. The most important articles are brought together in the book: *Socialism and Education*.

Unlike many pedagogues of his time, Kurt did not join the new call for 'child centred' schools.

"The point is not to educate children in this world. Our focus is to educate children for another world."

For this new Socialist education, changing formal education was not enough. Something more was needed: create an alternative for the masses of working class children & youth: It meant the beginning of the children's friends' movement in Germany.

From 1921 on, Kurt's main goal was to build the organisation. In 1923 there were 54 children's friends groups – in 1932...1100. Between 1924 and 1932 Kurt was the president.

"Not only for life, but also as life we learn": Education cannot be isolated from life and life is an educational process. "Believe in the educational power of experience".

Kurt's pedagogy is materialist and worldly; the material conditions and relations shape our world, our culture and us. It is an historical and social process. It is not some god, idea or 'human nature' that defines the path of our lives and society.

Capitalism, the system that organises our material world, does not just have material consequences. Kurt worried about how the system destroys personalities of people.

People become workers, become parts of machine systems, become objects

„All social reform, as far as it has been implemented, is basically nothing more than an indirect and improved kind of exploitation.“

It's like a layer – but it keeps the people just happy enough, so they don't fight for a real change. It doesn't really change what is underneath.

„The civil society with its institutions is making our children submissive, passive and egocentric“, wrote Kurt in 1928.

A reality to be turned around in the children's republics – Learning solidarity through solidarity.

„Imagine for yourself the following experience:

...2000 children carrying packs and sacks, arrive in the afternoon with a closed train at the camping place.

The camping place is a big green area and at the entrance there are piles of tents, and sticks wrapped up in string...

...The backpacks are put down and an immense living and being begins. Thousands of hands and feet move. There is dragging, banging, pulling and pushing and one after the other, tents arise in previously agreed places.

In the middle of the camping place there is a higher spot where a pole is placed. At six in the evening the alarm signals are heard in the whole area. Children sing and make music as the Flag is raised to the top of the pole.

And the Children's Republic stands strong!

Don't you believe that children, who with their own work power built a whole city of tents, have an understanding of productive work for the community?

For children who have experienced this once, the sentence:

,We are the builders of the new world' (Wir sind das Bauvolk der kommende Welt)

has a clear and alive meaning.

About critics of children's republics Kurt said: „Mostly they were people that never lived the poetry and meaning of children's camps.“

„It is possible to disagree with a lot of what I wanted, but impossible to say that my will was not good.“ 1939, just before his death

Role Cards for 'Take a step forward' (from Compass: http://eycb.coe.int/compass/en/chapter_2/2_38.asp)

| | |
|--|--|
| You are an unemployed single mother. | You are an Arab Muslim girl living with your parents who are devoutly religious people. |
| You are 14-year-old overweight girl | You are the 19-year-old son of a farmer in a remote village in the mountains. |
| You are a homeless young man, 27 years old. | You are an HIV positive, middle-aged prostitute. |
| You are a 17-year-old Roma (Gypsy) girl who never finished primary school. | You are a 17-year-old gay. |
| You are a 22-year-old lesbian. | You are a 24-year-old worker in an industrial slaughterhouse. |
| You are an illegal immigrant from Mali. | You are a 22-year-old mother of two. You were unemployed for a long time. Now you work at McDonalds. |

| | |
|--|---|
| You are the son of a Chinese immigrant who runs a successful fast food business. | You are a 18-year-old boy. You are a member of a local youth gang. You were arrested several times. |
| You are the owner of a successful import-export company. | You are a 17-year-old refugee from Iraq. |
| You are a 18-year-old. Your mother has physical disability. You both live in a small apartment. | You are a 16-year-old girl. You are ethnic minority in your country. |
| You are a fashion model of African origin. | You are a 17-year old girl. Your father is a director of an international travel agency. |
| You are the oldest child in 6 children family. You are 16-year-old boy. Your family is quite poor. | You are a 22-year-old student at national University. Your family can afford to pay all your fees. |
| You are 15-year-old girl. Your father drinks a lot. | You are the president of a party-political youth organisation (whose "mother" party is now in power). |
| You are a 24-year-old refugee from Afghanistan. | You are the daughter of the American ambassador to the country where you are now living. |
| You are a disabled young man who can only move in a wheelchair. | You are the daughter of the local bank manager. You study economics at university. |

Evaluation

We would like to conclude the report with a short summary of the participants' evaluation. The final evaluation showed how much the participants enjoyed the week and how much motivation they got to start educational work on sustainable development. But it revealed also criticism towards some participants, who didn't contribute to the discussions and were perceived as a disruptive factor during the study session.

How much of the motivation and developed ideas will really be put into practice will be seen in the following months. Below are some of the many comments from the written evaluation:

What are your main learning achievements?

- I have new co-operation possibilities;
- I learnt what peer education and its value is;
- New ideas how to organise workshops;
- I reflect more about my own way of consumption;
- Team work is essential;
- I learnt to make the link between my behaviour and global problems.

What has changed in your understanding and perception of peer education?

- Everything has changed, because it was something totally new for me;
- There is no concept of peer education in Pakistan, but after participating in this peer education study session I have a better understanding and I will bring this experience to my own country;
- I found out that it's very important for the peers to come from the same community, otherwise it will be impossible to work on the problem without a real understanding of it.
- Peer education is our everyday life. The responsibility of peer educators is strong. Just one word or action can change someone's life.

What has changed in your understanding and perception of sustainable development?

- Before, to my understanding sustainable development was something governmental, which people can't influence. Now I understand that we all have to do small things and that governments are there to help us.
- That we are in charge of the world, all global things happening in the world start from our home, from our mind and heart. It is very important to think about our future today and cooperation is needed.
- I realized only now the deep social aspects of sustainable development that I ignored before. Now I understand the connections between social, economic and environment and the deep importance of these connections.

Look back at your expectations: Were they fulfilled? What was missing?

- I went here pretty blanco, so I am surprised that I learnt so much and was really able to organise and clear my mind about what's important and what I would like to work on.
- Yes, they were fulfilled, since I wanted to get a lot of new things on sustainable development and I seriously I really had an "Eureka" moment on this topic.
- Maybe we could touch sustainable development in more aspects, not only ecology.

As a young person working with young people, what do you feel more confident in doing or undertaking as a result of the course?

- The way how information could be presented. Each person has to be involved in the process. Teamwork is necessary!
- As I work with children and youngsters, sometimes I get problems due to the lack of knowledge and this course helps me a lot herewith.
- I feel more confident because now I know more about the topic, and I learnt some new methods, so I can bring something refreshing to my group.

How can your organisation benefit from the knowledge and competences you have gained as a result of this course?

- We already planned to have workshops around the topic to be held in Amsterdam in 10 days.
- I hope I will use my knowledge and skills to educate young leaders in my organisation. I also hope that I will be able to inspire.
- My organisation is new and we still need time to organise our ways of doing things, and I will bring the knowledge from this seminar and try to explain it to the members of my organisation.
- My organisation gained at least one new peer educator.

What do you expect to be the main obstacles/ challenges in implementing some of the results of the course in your context, work, and reality?

- The big challenge will be to translate all information in my language.
- It could be difficult to explain in my country why and how we should deal with sustainability.
- In the workshops we were working on global themes and it will be a challenge to adapt some of the ideas for use at local level.
- My biggest fear is that we will not find the necessary financial means and the help of the authorities to work on the topic.
- The main challenge might be the political and social situation in my country.
- Lack of motivation, lack of time, because time is invested more in fundraising than in new projects.

Was the programme relevant to your needs?

- Yes, it was, because before I had no idea how to become a peer educator.
- The presentation of information was really good! The use of a lot of activities and discussions made the learning process clearer and more reachable.
- Yes, because I always wanted to learn about good learning methods and to exchange knowledge and experience.
- Parts of the programme concerning sustainable development were really relevant to me, because I got some new knowledge and tools that I can use in the future.
- Yes it was. Now I feel more confident in what I'm doing as peer educator and the programme motivated me to keep going because I can now put words and faces on my own concepts.

Please comment on the working methods used throughout the course; were they adequate? Why?

- They were, at least in most cases. However, with a more focused input of participants I do believe that they would have worked even better.
- They have combined the useful with the cheerful, everybody could participate in it.
- I loved the working methods; trainers were very optimistic about the project and very useful and open-minded for other solutions and requests.

- At first they seemed to me like crap, where was the theory? Why are we playing all the time? But afterwards I understood that I got so much new knowledge and it was never boring. We had a little bit of theory and lots of games; I like the combination very much.

What do you concretely plan to do as a follow-up of this course?

- Work with kids on water, energy, forests issue; make a report about all I know and together with the other members of my organisation to think about a project on peer education we can do.
- Street action about environment protection and workshop about sustainable development on the camp.
- Use some of the methods in our trainings
- Become an international youth trainer and share my experience
- Include environmental issue in our daily work

What kind of support do you need for this?

- More information
- Materials, maybe some funding
- Mental support
- Support from my organisation and team members
- Communication
- I need a detailed description of all activities

Any other comments, suggestions, critics

- More attention to the fact of cultural differences would have been important
- I met some really special people during the seminar; it was great to hear everybody's stories.
- Call for a second meeting of all participants who have done activities resulting from this study session, to continue the learning and to build up new projects.
- It would really, really love to be part of a team and start to share my experience and give a feedback to IFM that has put a lot in my education.
- Go on changing our world! I'll try to help you! Thank you Council of Europe, European Youth Centre, IFM. I really liked the session.

List of participants

| Country | Organisation | Name |
|----------------|--|--------------------------|
| Belgium | CISV International | Ramzi Elknanani |
| Belgium | European Peer Training Association | Maria-Gabriela Cioboratu |
| Czech Republic | Pionyr | Vojtech Sucek |
| Czech Republic | Pionyr | Pavla Cihakova |
| Finland | Nuoret Kotkat | Maria Paldanius |
| Finland | Nuoret Kotkat | Juuso Nurminen |
| Finland | Nuoret Kotkat | Lari Heimonen |
| Georgia | Georgian Falcons | Teona Katsitadze |
| Georgia | Georgian Falcons | Ana Pirthskalava |
| Indonesia | KKSP | Erawati |
| Latvia | Liepajas Jaunie Vanagi | Zigimants Kreslins |
| Latvia | Liepajas Jaunie Vanagi | Aija Steinberga |
| Lithuania | Lithuanian Social Democratic Youth Union | Vitalija Oponaviciute |
| Lithuania | Lithuanian Young Falcons | Neringa Letkauskaite |
| Lithuania | Lithuanian Young Falcons | Ruta Isajeva |
| Lithuania | Lithuanian Young Falcons | Mantas Milkintas |
| Netherlands | Young Socialists in the PvdA | Nienke Torensma |
| Norway | Framfylkingen | Martin Viggen |
| Pakistan | All Pakistan Federation of United Trade Unions | Abd Ur Rehman |
| Peru | Club Infantil 23 de Mayo | Henry Rafael Pintado |

| | | |
|----------------|--|---|
| Russia | The League of Russian Falcons | Maria Syromoyatnikova |
| Russia | The League of Russian Falcons | Alina Doskanova |
| Russia | The League of Russian Falcons | Anna Petrovskaya |
| Senegal | Action Enfance | Diye Diallo |
| Serbia | Centre for studies of social democracy | Pulja-Cindzia Nosaj |
| Serbia | Centre for studies of social democracy | Ivana Andrasevic |
| Serbia | Centre for studies of social democracy | Nikola Dunjic |
| Serbia | Centre for studies of social democracy | Aleksandra Djordjevic |
| Ukraine | Ukrainian Falcons | Olena Grytsko |
| Ukraine | Ukrainian Falcons | Maksym Khomenko |
| United Kingdom | Woodcraft Folk | William Hallsworth |
| Team: | | |
| Austria | IFM-SEI | Martin Mensing-Braun |
| Belgium | IFM-SEI | Christine Sudbrock |
| Belgium | IFM-SEI | Tamsin Pearce (Course director) |
| United Kingdom | Woodcraft Folk | Lloyd Russel-Moyle |
| France | European Youth Centre Strasbourg | Nadine Lyamouri-Bajja (Educational Advisor) |