Step by Step

Update baseline - needs analysis and map of private and public stakeholders working in the field of education
WP2

Table of contents

Step by Step project: the partners

Ligue de l'enseignement FAL 19 (Tulle, France)

The Federation of Secular Associations of Corrèze (FAL 19) is primarily a popular education movement that partners with community life, public schools, and local stakeholders. Founded in 1927, It fosters local activities, promotes solidarity, and contributes to the formation of free, equal, and responsible citizens in a secular society. It encourages local initiatives that enable everyone to access education and culture while recognizing cultural diversity.

FAL 19 conducts various environmental education activities. It organizes discovery classes based on project-based learning for students, with the primary goal of designing and leading "green classes" in line with the teacher's educational project. The FAL also offers activities within schools to introduce local biodiversity, either through one-off events or scientific programs in collaboration with the educational team.

Throughout the year, we work with different partners to highlight the unique aspects of our region's biodiversity. Our goal is to foster a better understanding and connection to the environment, thus raising awareness among all citizens about key environmental issues.

- Promote the natural heritage of the region to a non-specialized audience.
- Educate about sustainable development challenges.
- Raise awareness about the preservation of natural spaces through activities and excursions.

In the field of digital technology, FAL 19 supports associations in their use of digital tools through individual and group training sessions (social media communication, cybersecurity, digital sobriety). Educational technology and digital citizenship training are also a priority for FAL 19, which offers workshops for people aged 8 to 17 on various topics (robotics, cyberbullying, social media use, digital sobriety).

https://www.fal19.fr/

Stripes Cooperativa Sociale Onlus (Rho (MI), Italy)

Stripes is a social enterprise founded in 1989 and led by 620 member-workers with different backgrounds.

Its core activities are : Research and consultancy; Education and training; Service design in the fields of family, childhood and minors.

Stripes has a close network of collaborations with academic and training entities.

Among others, it is a member of the Riccardo Massa study-centre at the "University of Milan-Bicocca", which carries out theoretical and application research in education. It is a member of the "Bicocca Bambini" start-up, focused on educational experiments on childhood and learning environments in the fields of science, technology and inclusion. Stripes also collaborates with "Sacro Cuore University" developing innovative actions to support vulnerable children in Milan.

The International Research Centre on Educational Robotics and Digital Technologies "Stripes Digitus Lab", located in the Milan Innovation District, works on the relationship technology - education.

Stripes offers multiple educational learning environments and immersive experiences, i.e. eco-digital ateliers.

They are learning environments that "encroaches" between the spaces inside and outside the services, in which nature and digital can dialogue to support the educational processes.

Other activities, in particular those conducted by the Stripes Digitus Lab, International Centre for Research and Innovation in Educational Robotics and Technologies, brings "digital natives" closer to an instrumental use of technology by playing with robots such as Thymio or experimenting with programming with Cubetto.

https://www.pedagogia.it/stripes/

Ligue de l'enseignement Nouvelle-Aquitaine (Bordeaux, France)

As a regional organization of Ligue de l'enseignement, it offers diversified actions in the field of youth, education, culture, vocational training, digital education, leisure, sustainable development and community life. Through its activities, it works to strengthen social ties and promote its secular values for a more cohesive society. Ligue de l'enseignement Nouvelle-Aquitaine represents the 12 departemental federations (3500 associations) of its territory in regional networks and public authorities.

LENA's education sector provides real educational and political added value for the Ligue de l'enseignement network in Nouvelle-Aquitaine. Its ambitions in terms of project development and innovation enable it to strengthen regional cooperation with departmental federations, partners in the education network and also public and private partners in the region (local authorities, youth and educational and training networks, etc). The sector initiates and coordinates numerous projects on citizenship training, education, environmental and sustainable development, digital and robotics, artistic and cultural, volunteer training, training on European projects in the field of education and training. LENA also has a professional training sector that hosts more than 11000 learners every year. These publics are unemployed, migrants or employees seeking up-skilling.

https://liguenouvelleaquitaine.org/

Introduction

<div style="border:1px solid green">

<u>Step By Step - 01/01/2024 - 31/12/2025 (24 months)</u>

</div>

The project aims to provide qualitative educational methodologies, approaches and resources to adult educators in order to improve the teaching and learning process of adult learners. Among these adult learners there are trainees, project managers, volunteers, youth workers especially the ones working with people with fewer opportunities. Throught this the project wishes to foster inclusion and development of 21st century skills needed to (re)adapt and (re)integrate into the fast green and digital paradigm shift.

The pandemic and the difficult geopolitical situation risk diverting attention from the environmental issues, as if these no longer belong to the "human" ecosystem.

The action intends to stimulate real processes of participation of the educational community in the care of the territory as a first step towards an awareness that goes beyond the specific topic considered, but is part of a vision of global civic education of human life.

General objectives are:

- To contribute to generate an 'ecological feeling' that can be transformed into a motivational force and lasting leadership towards the protection of the environment in a holistic sense and its sustainability.
- To ensure that the adult educators and learners involved acquire theoretical and practical knowledge and skills in relation to the topics covered by the planned actions toward a sustainable transition.

Specific objectives are:

- To enable transformation and change in the support of organizations and professionals for greater awareness of the importance of the Green New Deal, equiping educational actors with the necessary knowledge of the Sustainable Development Goals, green and digital skills and tools to help the public understand the complex issues of environmental sustainability;
- To discover different governance models to be activated for the autonomous management of future educational pathways adopting sustainable practices;
- Building and sharing knowledge and technical skills for the management of educational pathways over time;
- Create educational resources to support educational actors in their work of teaching and guiding young adults and families, particularly those with fewer opportunities, with innovative digital techniques to address green and digital dimensions with adult learners.

The main idea of this project is to create a theoretical and practical course and practical hands-on learning activities as a support for educators to train the adult learners (other educators, volunteers, staff of cooperatives, parents, families...) in order for them to acquire, develop and improve transferable skills in the current green and digital transition.

Moreover, the theoretical part of the course will represent research of the new requirements, needs and shifts of the real-world economy and labor market.

This course will serve for the educators as a base to provide this valuable data to the learners in order for them to have an overall understanding of the new paradigm shift and to be ready to share within communities-based education teams the new competences acquired in order to foster sustainable practices shared and approved by the educational community.

The project team has identified three main groups of participants as targets of the project:

1. <u>Direct target groups:</u> are represented by educators (volunteers, coaches, trainers, pedagogues, teachers, workshop organizers...). Moreover, inside this category, we want to refer more specifically also to the staff of the partners' organizations, all active in the educational field, who will not only be impacted by the final results, but also by the working process that leads to their realization.

2. <u>Indirect target groups</u>: are represented by adult learners (young adults, parents and families, especially those with fewer opportunities, at risk of educational poverty, with low socio-economic background, migrant background and/or coming from rural areas).

   They will be equipped with the needed knowledge by the trainees and they will then be invited to be active, together with children, in disseminating the tools and experiences learned during the hands-on learning activities in nature.

3. <u>Stakeholders</u>: private and public stakeholders dealing with education (schools, youth centers, families, NGOs, foundations, city-halls, local governmental entities, universities, ...).

By involving the target groups in the creation of the main results, our project is not only providing access to innovative educational tools to tackle the issue of creating hybrid educational activities, but also enable educators with tools, knowledge and skills to further create alternative innovative solutions.

During an initial phase of needs analysis for updating the baseline, partners created a Stakeholders' Map (in annexe) with details from the organizations of their networks or new ones potentially interested in the project's activities. Stakeholders will be especially involved in a survey, focus groups, multiplier events and will be targets of dissemination activities.

The project's objectives, activities and results have been planned and designed in order to overcome the difficulties and needs of these target groups.

Step by Step - First phase : January 2024 to October 2024 – Baseline analysis and co-design of the training program

The main objective of the project is to plan the design and implementation of the Training program and hands-on learning activities focused on the re-skilling and upskilling adult educators on green and digital competences.

The training programme aims to offer participants methodological suggestions and useful tools to enable them to build workshops that integrate the ecological dimension with the digital dimension.

The activities of the work package are the following :

2.1. Define a research and assessment methodology and sharing of best practices.

The dataset gathered refers to a multi-stakeholder approach including training organizations and environmental centers, schools and associations active in sectors that are identified as most relevant to partners activities.

2.2 Identification of needs and gaps for improving and upskill competences on green and digital skills for educators,volunteers, young adults with a view to develop technical and learning needs and ensuring transition patterns to the green and digital transition.

2.3 Studying a learning setting in which natural and media languages can dialogue to sustain the complexity of educational paths, in a flexible inclusive way, tailored to adult learners (educators, volunteers, trainees, most vulnerable families).

2.4 co-design of Ecodigital training that allow immersive experiences, thanks to the construction of interactive and engaging settings; transformative, stimulating creative and innovative educational moments based on solid scientific foundations; Inclusive since they will be adapted to the group they are designed to involve.

This report concentrates in the 2.1, 2.2 and 2.3 results that will serve as recommendations for the building of the Ecodigital training of educators and turnkey activities.

Analysis of the context – Best practises

First of all the consortium decided to identify best practices establishing a frame so each partner could fill it in the same way.

FAL 19 is a newcomer in Erasmus + and for Stripes is the second E+ project and this work was done also to get to know a bit more on the organizations and overall activities and networks. LENA is experienced and supports the 2 partners in quality standards.

Each partner collected at least 3 best practices (training, tools, activities) and identified the educational actors organizing them. The goal was not to have a thorough research but mostly to identify inside the organization but also within the country educational actors ecological and digital practices that could be inspiring and/or interconnected with our project activities and results.

Our findings showed us that tools and trainings on ecology and/or digital have been developed with different kinds of publics.

Still the consortium found that the difficulty is to gather all these tools, activities, methodologies and train the educators on it. To reach the ones who are training and supporting adults, to give them access to re-skilling is a major issue. The consortium decided to gather these best practices and include them in the turnkey activities and/or training to give the possibility to adult educators to have access to accessible but not very known tools.
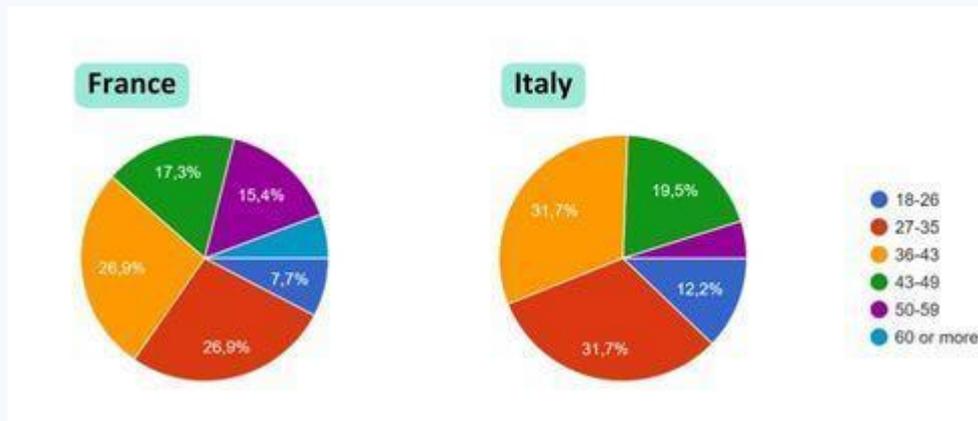
Analysis of the context – Surveys

In order to produce interesting and efficient resources the consortium decided to launch a survey to collect feedback from educational players before the conception of ressources.

We proposed 2 surveys (one in French and one in Italian) to collect data about people that could be interested about activities of the project.

Surveys were published online and disseminated on association platforms and the project page https://www.linkedin.com/showcase/step-by-step-cesd/ in the months of June and July.

There were many open questions that we have synthetized in this report.

- **93 educational actors answered the survey**
  o France: 52 people
  o Italy: 41 people

France / Italy

Legend:
- 18-26
- 27-35
- 36-43
- 43-49
- 50-59
- 60 or more

France: 17,3% / 15,4% / 7,7% / 26,9% / 26,9%

Italy: 31,7% / 19,5% / 12,2% / 31,7%

79,5% of the participants were female and most of the participants had at least 2 to 3 years of university studies.

The participants were youth leaders, trainers, educational specialists, managers and also civic service volunteers (specifically in France).

Some have been working from more than 16 years and others 1 to 2 years. So the respondents were very diversified which gave us a rich panel.
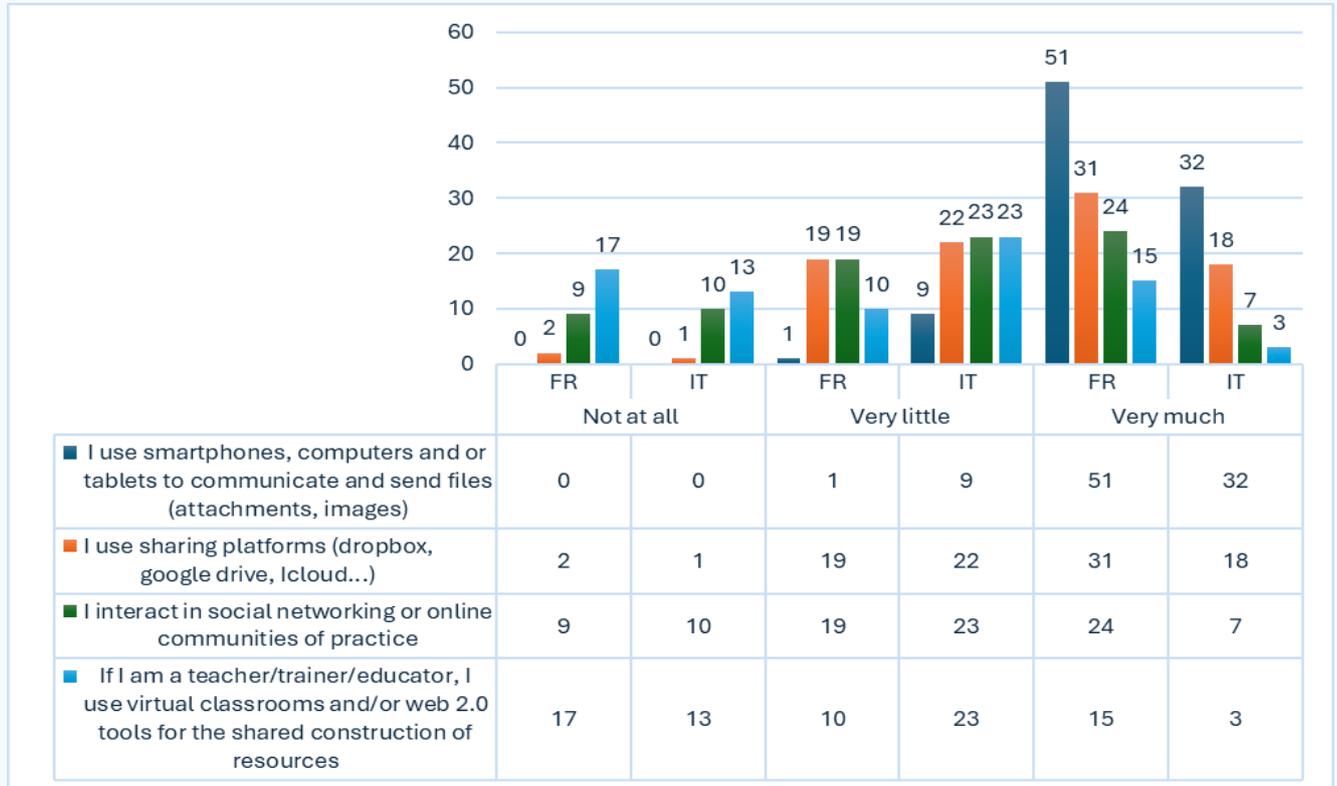
You'll find here an overall feedback of the answers.

Information literacy

France: 98,1%
Italy: 100%

Legend:
- Yes
- No
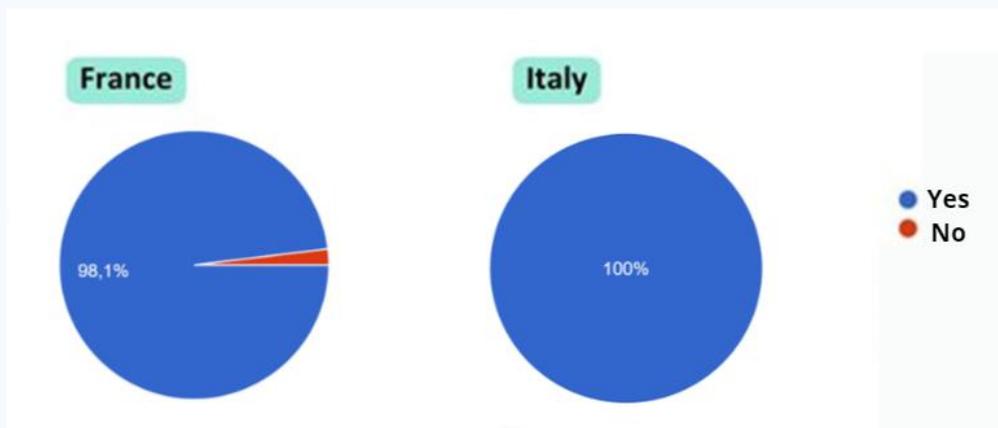
The majority of the participants considered they could search for information online and compare different sources to assess the reliability of information.
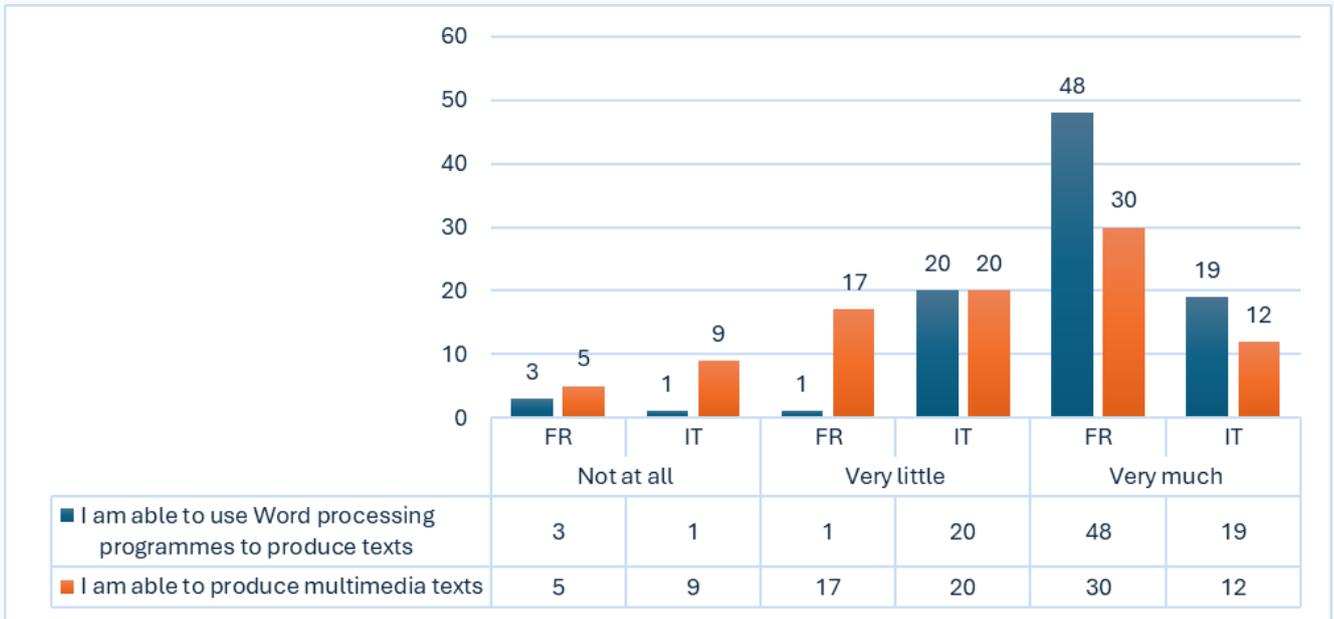
Even if some realize that this kind of "training" is very useful and "never enough".

Communication and collaboration

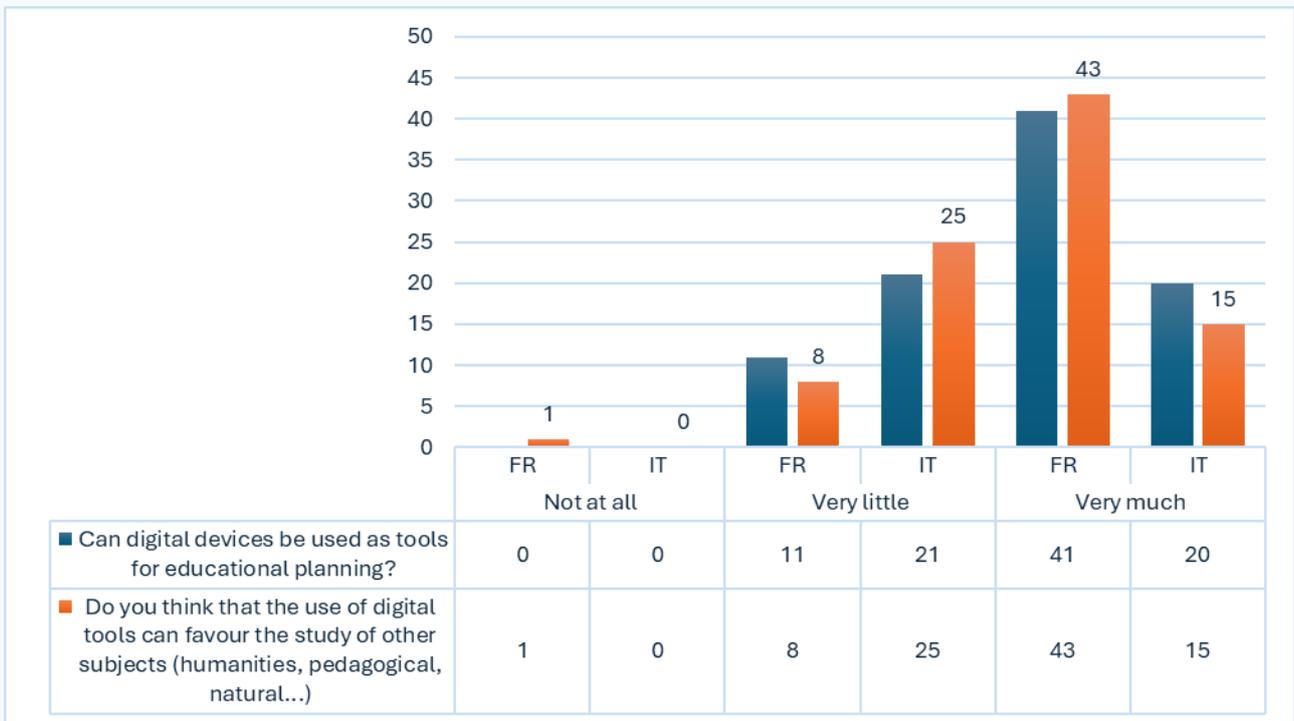|	Not at all		Very little		Very much	
	FR	IT	FR	IT	FR	IT
■ I use smartphones, computers and or tablets to communicate and send files (attachments, images)	0	0	1	9	51	32
■ I use sharing platforms (dropbox, google drive, Icloud…)	2	1	19	22	31	18
■ I interact in social networking or online communities of practice	9	10	19	23	24	7
■ If I am a teacher/trainer/educator, I use virtual classrooms and/or web 2.0 tools for the shared construction of resources	17	13	10	23	15	3

The answers on these questions showed us that not all the educational actors are used to working with their phones, social media and digital platforms for personal use and to train and support their public.

Furthermore digital content creation is not also a common tool used by educators by lack of training and/or practice.

Step by Step Project

	Not at all		Very little		Very much	
	FR	IT	FR	IT	FR	IT
■ I am able to use Word processing programmes to produce texts	3	1	1	20	48	19
■ I am able to produce multimedia texts	5	9	17	20	30	12

As for educational digital tools, the majority of the respondents think that digital devices can be useful for educational planning and work on several subjects.

	Not at all		Very little		Very much	
	FR	IT	FR	IT	FR	IT
■ Can digital devices be used as tools for educational planning?	0	0	11	21	41	20
■ Do you think that the use of digital tools can favour the study of other subjects (humanities, pedagogical, natural…)	1	0	8	25	43	15

Respondents were asked for positive reasons for using digital devices. Overall French and Italian respondents highlight the importance of digital accessibility in education, promoting equity and inclusivity, interactive learning enhances learners' engagement and enjoyment while fostering digital literacy and responsible citizenship.

Digital tools are cost-effective, allowing for flexible, anytime access to resources. They facilitate collaboration and cognitive development, supporting both hard and soft skills.

Additionally, these technologies connect learners globally, fostering creativity and innovation.

As for negative reasons, French and Italian highlight several challenges associated with digital technologies in education.

Accessibility remains a key issue, as not all learners have equal access to devices, particularly in rural areas. Excessive screen time can lead to health problems, social isolation, and diminished face-to-face interactions. There is a growing dependency on digital tools, raising concerns about addiction and critical thinking skills due to the prevalence of unverified information.

Many users find digital technologies complex, necessitating investment in training and support. The economic burden of equipment costs can also exacerbate inequalities.

Additionally, the environmental impact of digital practices raises sustainability questions. Digital interactions may replace meaningful relationships, affecting empathy and communication. Ultimately, a balance between digital and traditional learning methods is crucial for holistic education.

Outdoor education

Respondents were asked on the benefits of conducting outdoor educational activities.

Both French and Italian emphasize the benefits of outdoor education for enhancing learning. Engaging with nature boosts awareness of biodiversity and promotes physical and mental well-being. Outdoor settings encourage active participation, creativity, and social development among learners. Breaking from traditional classrooms fosters exploration and self-discovery. Ultimately, outdoor education links real-world experiences to academic knowledge, enriching the overall learning process.

As for the contribution to the development of people's social and emotional skills, the answers highlighted the transformative benefits of outdoor education for personal and social development.

Engaging with nature fosters respect for the environment and enhances interpersonal relationships. Outdoor settings encourage hands-on learning, stimulating creativity and exploration.

Participants experience greater freedom of expression, improving confidence and reducing stress.

Ultimately, outdoor education promotes community engagement and develops essential life skills like resilience and adaptability.

The respondents were asked on the possibility of integrating outdoor education effectively into the existing training curriculums.

	Not at all	Very little	Very much
FR	0	14	38
IT	1	15	24
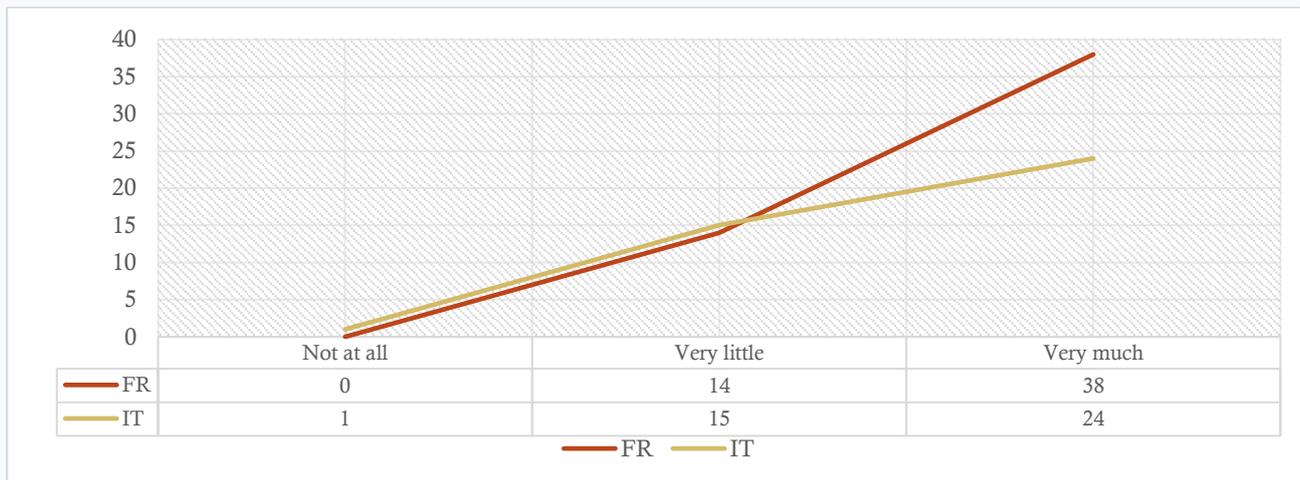
The majority, and particularly French participants, felt this could be a feasible action within the training/educational frames.

As for the role of teachers and educators in successfully implementing outdoor education programs all participants stress the need for educator training in outdoor education to enhance learning.

Educators should adapt curricula to incorporate hands-on, engaging activities that promote creativity. Active planning and collaboration are essential for creating supportive outdoor environments. Safety and clear objectives are crucial for successful outdoor experiences. Overall, fostering a connection with nature enriches the educational process and encourages exploration.

Educational experiences with educational connection tools between nature and digital

	Yes		No	
	FR	IT	FR	IT
Do you have experience in conducting creative, educational workshops with children, young people, adults, seniors?	42	27	10	14

	Yes		No	
	FR	IT	FR	IT
Have you ever experimented with activities that use digital tools to discover the beauty of nature, in natural settings?	12	24	40	16

As we observe in the answers to these questions, the majority of the respondents who answered the survey have experience in conducting workshops but less than half use digital tools in their ecological activities.

The ones who use digital tools have shared the ones they use more easily in their ecological activities.

The respondents offer a range of creative and educational workshops for diverse age groups, from young children to adults. In France, activities include digital education, environmental awareness, and creative arts like plastic arts and theater. Italy focuses on sensory and creative workshops using natural materials, fostering autonomy and social skills. Both countries emphasize the importance of hands-on learning and building social connections, with activities tailored to different needs and backgrounds. Overall, these initiatives aim to promote well-being, creativity, and environmental consciousness among participants. Still digital tools are not a common ground and the level of understanding and use are very different from each respondent.
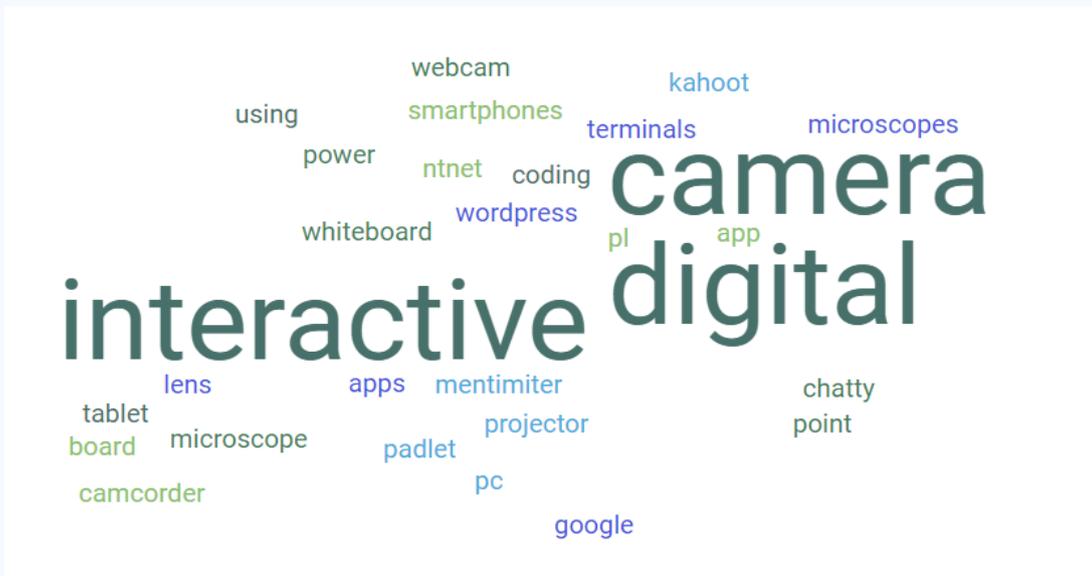
Training needs of the respondants

	FR	IT
Media education and media literacy	15	9
Outdoor and Indoor education	20	21
Laboratory didactics	10	6
Designing multimedia environments, tools and strategies	18	16
Immersiveness and expressive languages	13	15
Agenda 2030 and SDGs	14	7
Understanding of Environmental Issues	8	7
Main sustainable practice	11	5
Outdoor education: Rethinking pedagogical interventions in the Nature using digital tools	26	23
Adaptation to New Technologies	19	14
Project-Based Learning Green and digital	17	21
Online Collaboration	15	11
Ethical Considerations in Sustainability	18	6
I do not consider it necessary to deepen	1	0

Step by Step Project

Overall analysis of the results of the survey

Participants expressed confidence in digital tools but acknowledged the need for ongoing training.

While many educators are unfamiliar with using digital tools for content creation, they recognize their potential benefits, including enhanced accessibility and engagement in education.

However, challenges such as unequal access and health risks from excessive screen time were noted.

Outdoor education was highlighted for its positive effects on well-being, social skills, and real-world connections.

Most participants believe it can be effectively integrated into training curricula, emphasizing the importance of educator training.

Survey results showed a desire for further training in areas like media literacy, outdoor education, and digital tool adaptation, reflecting a strong interest in innovative methodologies that connect ecology and technology. This confirm the need to work in ecological and digital interconnexion and the interest of educators on new methodologies and tools.

Analysis of the context – Focus groups

The consortium wished to include in the project from the start stakeholders, educational specialists working in third-sector organizations and networks.

3 focus groups were organized (2 in France et 1 in Italy) with the goal to consult and have the views of these actors on the work package 2 goals and results to reach and on the overall project.

The goal was also to invite the participants to follow the project and, if possible, to participate in key moments (training and multiplier events).

Total of participants: 33

Types of organizations: associations (local, department, regional), ministry of education representatives, civil society organizations (foundations, corporations...)

Here is the feedback of the focus groups

Training Programme

Participants praised the training programme as comprehensive and enriching but noted the need for improvements.

Key suggestions included :

- Incorporating artificial intelligence into the curriculum.
- Build a training that includes both theoretical elements as well as practical activities, offering activities in which the eco-digital dimension can be applied immediately.
- Structuring modules progressively to create a clear learning path.
- Allowing self-learning time (MOOC ?) and blending videoconferencing with face-to-face sessions or create guides/tutorials on the basic use of selected digital tools (from the use of instrumentation to an overview of useful platforms for the presentation-dissemination of results) that remain and can be consulted by participants.
- Content Expansion: Incorporate a self-assessment test for personalized learning and prioritize training modules by relevance.
- Split the project into two parts: innovative teaching methods and the training pathway itself, featuring varied learning approaches.
- Anticipate workshops with moments of reflection on the combination of digital activities and elements of nature, to go beyond the perception of the digital as the opposite and enemy of the natural dimension.
- Organize reflective workshops that encourage reflection on integrating digital and natural elements, overcoming the notion of digital as opposing nature.

- Propose an articulation structure for the training activities, repeatable and adaptable to the different eco-digital experiences that they will decide to propose to their students, family members, educational workshop participants of different ages, etc.
- Introduce engaging elements like escape games and participatory science activities (e.g., species counting) to maintain participant interest.
- Ensuring participants have a basic digital interest or background.
- Accessibility: Needs more emphasis.
- Concentrating initial modules on practical exchanges, with the fifth module introducing digital tools.
- Offering user-friendly digital tools for educators less familiar with technology.
- Highlighting ethical digital practices and environmental awareness in the training.
- Practicing digital tools during training for better understanding.
- Create accessible guides on using selected digital tools and platforms for presenting and disseminating results, ensuring participants have ongoing resources.
- Develop a modular structure for training activities that can be adapted to various eco-digital experiences for different age groups.
- Peer Exchange: Should be integrated into the program.
- Implementing evaluations for ongoing improvement of modules.

Comments on modules :

- Eco-Citizenship: Limited focus; should include broader topics such as consumption habits and SDGs, especially in Module 3.
- Module 7 on "Online Collaboration" facilitates cross-country practice exchange.

Hands-On Activities Participants aimed to provide educators with effective tools. Recommendations included:

- Promoting existing educational games/tools for easier access.
- Utilizing best practices identified in the project for hands-on activities.
- Developing new activities for identified gaps, especially in low-carbon digital initiatives.
- Creating evaluation forms or games for participants to assess activities led by educators.
-

Overall Project The project was seen as ambitious and a valuable opportunity for improving educational practices. Recommendations included:

- Using digital tools for ethical environmental awareness, prioritizing coherence in the project.
- Training should allow educators to enhance their skills and test new tools.
- Ensuring educators are engaged throughout the project as testers and multipliers.
- Establishing a mailing list to keep stakeholders updated on progress.
- Regular communication every three months through social media and presentations.
- Using the EPALE platform for disseminating results.

Participants of the focus groups expressed satisfaction in contributing to the project's development. Some organizations indicated interest in sending educators for testing, and all wanted ongoing updates and access to resources. The collaborative method of discussion fostered valuable insights and a shared commitment to the project's success.

Overall analysis of the feedback of the focus groups

The focus group discussions led to several actionable recommendations for the training program, including the incorporation of artificial intelligence, a more structured learning path, and the introduction of engaging elements like escape games and participatory science activities. Additionally, enhancing the emphasis on eco-citizenship and ensuring accessibility for all participants were seen as crucial steps forward.

Conclusion

Based on the comprehensive findings from the survey and focus group discussions, it is evident that while educators exhibit confidence in utilizing digital tools, there remains a significant need for ongoing training and support. The recognition of the potential benefits of these tools—such as improved accessibility and engagement—highlights an encouraging trend towards innovative teaching methodologies. However, challenges like unequal access and health concerns related to excessive screen time must be addressed to foster an inclusive and balanced educational environment.

The focus on outdoor education further underscores the need to connect ecological awareness with digital literacy, with participants expressing strong support for integrating outdoor experiences into training curricula. This integration can enhance educators' capabilities and promote well-being among learners.

Feedback from the focus groups has provided valuable insights into enhancing the training program. Key recommendations include incorporating artificial intelligence, structuring modules for clear progression, and ensuring accessibility. The emphasis on practical, engaging activities, such as escape games and participatory science projects, demonstrates a commitment to making learning both effective and enjoyable.

Overall, these findings highlight a strong interest among educators in embracing innovative methodologies that merge ecology with technology. By addressing identified challenges and implementing the suggested improvements, the project can significantly enhance educational practices and outcomes. The collaborative spirit reflected in the focus group discussions indicates a shared commitment to the project's success, paving the way for continued engagement and development in eco-digital education.

Annexes

Best practices

Survey report complete

Focus groups' report

Cofinancé par
l'Union européenne

Title	Digital sobriety in associations
Abstract	With the "My phone, the planet, and me" program, young people question digital pollution and the concept of eco-responsibility: what are the impacts of manufacturing and using a smartphone? How can these impacts be reduced? How can behaviors be modified?
Partnership	Municipalities or associations hosting the training in their premises
Level (local, national, international)	Throughout the department of Corrèze
Why follow these best practices	Associations have a real awareness of the environmental impact of their actions and act accordingly. However, they are unaware of how to make their digital usage coherent with their environmental convictions.
Overall objective	• Understanding the issues of digital sobriety • Identifying opportunities for improvement within your association • Developing a concrete action plan to promote digital sobriety
Specific objectives	Acquiring a thorough understanding of the environmental, social, and individual challenges related to digital overconsumption. Identifying the various dimensions of digital sobriety, including its impact on energy consumption, electronic waste management, and mental well-being.

	Evaluating the association's current practices regarding the use of digital tools and identifying areas where improvements can be made.

Analyzing the potential benefits of adopting digital sobriety practices for the association, including operational efficiency, cost reduction, and environmental preservation.

Developing specific and achievable strategies to integrate digital sobriety principles into the association's daily activities.

Identifying necessary resources and key steps to implement the action plan, considering the specific constraints and opportunities of the association. |
| **Target group** | Volunteer members of associations throughout the department of Corrèze |
| **Impact** | Volunteer members of associations in Corrèze will be sensitized to this issue. |
| **Link** | https://digital-cleanup-day.fr/
https://www.greenit.fr/2019/10/22/12982/
https://klip.green/
https://theshiftproject.org/carbonalyser-extension-navigateur/
https://www.youtube.com/watch?v=JJn6pja_l8s&t=149s |

CASE STUDY 2

Title	Educ'EAU Vézère-Corrèze project Water quality and uses
Abstract	The Educ'EAU project provides an overview of water quality along the Vézère and Corrèze rivers. The aim of the project is to get pupils and teachers involved in a participatory science initiative to promote knowledge and awareness of aquatic environments. The idea is to offer pupils a two-tiered approach, anchored in the local area and emphasizing solidarity between territories (via the links between them). A 6-session teaching program (see attached document) has been drawn up. It is common to all participating classes (50 classes and 1016 pupils). Description of the 6 sessions : → Introduction to the project: class knowledge of the Vézère-Corrèze watershed → Water users: find out about water uses → Water analyses: understanding the impact of human activities on water quality → The biotic index: become aware of the biodiversity of aquatic environments → Writing an article: learn about the impact of human activities on water quality and aquatic life. → Access to the synthesis and feedback: debrief on the results obtained.
Partnership	→ Adour-Garonne Water Agency → Syndicat Mixte à la Carte pour l'Aménagement de la Vézère (SIAV) → Communauté de communes locales des bassins versants des deux rivières (local communities of the two rivers' watersheds) → Maison de l'Eau et de la Pêche de la Corrèze (MEP19) → Service Education à l'environnement Ligue de l'enseignement FAL19
Level (local, national, international)	Project carried out in France, in the Corrèze department. A local project covering the entire length of the Vézère and Corrèze rivers. From their source to their confluence and the exit of the Vézère from the département…

Overall objective	→ Enable every student along the Vézère and Corrèze rivers to have a global vision of water quality along its entire course. → Understand that actions on the upstream environment have an impact downstream. → To enable each participating school to introduce the others to the specific features of its geographical area and any related problems. → To draw up a qualitative assessment of the two rivers concerned. → Highlight the Vézère and Corrèze rivers, and by extension their watersheds. → Focus on the notions of eco-citizenship and sustainable development.
Specific objectives	→ Be able to situate your school on the linear scale of the river river concerned. → Be able to understand the project, its usefulness and the commitment required. → be able to objectively assess their knowledge of freshwater pollution. of freshwater pollution. → To be aware of the necessity of water for mankind. To be able to identify the main uses of water. → Be able to understand the possible impacts of these uses of water. → Be able to acquire knowledge of the physical and chemical characteristics of water. chemical characteristics of water. → Be able to use tools to measure water quality. → Be able to follow and understand a protocol. → Be able to understand the notion of downgrading parameters. → To be able to acquire a vocabulary specific to water. → Be able to use a determination key. → To be able to estimate the hydrobiological quality of part of a watercourse.

	→ To be able to understand one's territory. → To be able to use office automation tools. → Be able to work collectively. → To be able to think in a scientific way. → Be able to take a global view of the Vézère-Corrèze watersheds, their quality and problems. → Be able to understand the upstream-downstream impact. → Be aware of the benefits of collaborative work. → Be aware of the benefits of participatory science.
Target group	This project is aimed at all CM2, 6ème and 5ème pupils in communes near the Vézère and Corrèze rivers. In the case of multi-level classes (CE2-CM1-CM2 for example), even if some pupils are not in one of the levels concerned, they are nevertheless included. Beyond the schoolchildren, the project is intended to be collaborative, and will benefit associated partners working in similar fields. Indeed, they have at their disposal an animation tool that can subsequently be used with other classes and, if they so wish, it can even be transposed to other watersheds. It also benefits the two rivers concerned, by enabling them to be showcased to young people who, in turn, learn more about them.
Impact	→ Corrèze line 590 pupils enrolled, i.e. 30 schools → Vézère line 426 pupils enrolled, i.e. 20 schools

Title	Escape game design "Biodiversity"
Abstract	Setting up an escape game that integrates the local environment, this activity is paired with a hike that precedes the escape game. Participants must solve multiple puzzles based on the region's remarkable natural features, using clues or materials hidden in the outdoor environment. This serious game combines both a playful and educational approach, aimed at developing observation and problem-solving skills. We tailor our puzzles and the duration of the game to the target audience. Participants are divided into teams of 2 to 4 people, but the ultimate success will be collective, as each team's results will contribute to opening the final treasure chest.
Partnership	→ Tourist offices, associations → leisure centres → Schools
Level	Project carried out in France, in the Corrèze department.
Overall objective	The implementation of escape games allows us to reach and engage a target audience that we previously struggled to mobilize on environmental education issues. For us, it is a tool that enables the development of numerous skills, starting with cooperation and collaboration. The structure of the game is designed to encourage task distribution, highlight multiple intelligences, foster argumentation, self-regulation, and player engagement, all driven by the collective effort.
	→ Raise environmental awareness to promote the concept of eco-citizenship → Enable the public to establish a connection with their environment

Specific objectives	→ Foster a better understanding of the surroundings (natural or urban environments) and provide knowledge, whether it be naturalist, ecological, or social → Identify and analyze issues related to environmental protection and management → Develop an awareness of the impact human actions have on the environment
Target group	All audiences: residents, school students
Impact	The implementation of "escape games" allows us to reach and raise awareness among a target audience that we previously struggled to engage on environmental education issues.

CASE STUDY 1

Title	**Educational robotics with Cubetto for early childhood – e-learning for educators**
Short presentation of the project	Training course on educational robotics to educators The basic concepts of computer science and robotics will be introduced, the educational and pedagogical approach to this tool will be analysed and then we will move on to practical activities of using the robot and designing workshop activities. • Total duration of the course: 10 hours; • Course structure: 10 hours face-to-face with 2 trainers per group; • Two training courses for each group; • Every group will be of 25 educators.
Partnership	Stripes/school classes
Level (local, national, international)	local
Overall objective	Upskilling and reskilling educators
Specific objectives	Develop the knowledge and skills necessary to be able to independently design and run workshops with Cubetto.
Target group	Educators/adults that work with children
Link	https://www.pedagogia.it/digituslab

Title	It takes a seed to make everything
Short presentation of the project	The activity involves unplugged coding on the carpet using Cody Roby cards in order to introduce children to computational thinking and programming. The activity is designed taking inspiration from the experiment on the evolution of the seed into a plant, offering the possibility of an initial basis for future paths of exploration, guided by teachers. We begin by reading the story entitled The Girl Who Planted Trees by Caryl and Suvorova. Subsequently, the class is divided into two groups: the first experiments in unplugged coding on the carpet, while the other one deals with the customisation of a jar. At theend of the two activities, the groups are reversed. The group experimenting with unplugged coding must in turn split into teams, in which there is a programmer and one or two robots. The objective of the teams is to through programming with Cody Roby cards, to reach the seeds that have been previously placed on the carpet squares. Each team must reach as many seeds as there are participants in the team. Due to time constraints, it is possible to reach a single square where several seeds are present. The group responsible for customising the jar must colour their jar and then answer the question proposed by the educator: "What will come out of the jar?" For answer this question, the children construct a cardboard novelty that is then inserted into the soil of the jar. At this stage the children can let their imagination run wild and dream about what they would like to see come out, not necessarily a plant.

Competences to be promoted

- Developing autonomy;
- Creative and imaginative skills;
- Social-relational skills;
- Attentional skills;
- Relational skills;
- Knowing how to wait one's turn;
- Collaboration;
- Lateralisation.
- Pre-requisites
- Minimal knowledge of right and left
- Fine-motor skills;
- Collaboration.
- Materials
- The little girl who planted trees by Caryl and Suvorova;
- Gardening materials: pots, soil, garden equipment;
- Seeds;
- Carpet;
- Cody Roby cards.

Possible critical points

- Difficulties in recognising left and right. In this case, stickers or rubber bands in the colours of the cards (yellow and red) to make it easier to understand the cards. It's important to remember that the association of colours can be useful at an early stage, but there must always be a verbal reference of left and right to facilitate the internalisation of concepts.
- In order to carry out the activity effectively, it is necessary to divide the class into two

groups. It is important, therefore, to inform the teachers in advance of the activity.

Partnership	Stripes/school classes
Level (local, national, international)	local
Overall objective	The aim of this educational activity is to encourage in early childhood children a sense of exploration of the real world around them.
Specific objectives	Specific objectives of the activity:

	• Develop problem solving and algorithmic thinking skills;
	• Collaboration and participation;
	• Control and body awareness;
	• Autonomy and responsibility.
Target group	Children 0-6 y.o.
Link	https://www.pedagogia.it/digituslab/

Title	Sailing in calm waters
Short presentation of the project	The online safety of our children and their relationship with digital devices and screens is one of the biggest worries that has challenged parents in recent years. From what age should I buy a smartphone for my child? How can I control what they do online? From what age can they join social networks? I want to post a picture of my kids on Instagram…will it be a problem? Through playful educational robotics activities, let's discuss the fundamental issues of online safety and the use of digital devices. Activity duration approximately 3 hours number of participants: 50 people organisation of the activity: • 30 minutes introduction in plenary • 2 h division into groups and activation educational robotics games • 1 h return to plenary for sharing and reflections from group activities Key points: What it means to be born, grow up and become young adults in a world characterised by rapid transformations? How can we become safe and aware reference points for who are building their identity day by day? Between virtual and real: Knowledge, profiling and conformity. How the digital environment influences the world around us to our habits. Everything we consider "Virtual" actually has a real impact on our lives, we must know how to deal with the digital environment with greater awareness. # Us and others: good practices for "living" online What practices can we put in place to better manage our online behaviour and that of boys and girls? How can we prevent the phenomena of haters, cyberbullying and trolling? Let's find out how we can create "digital educational pacts" to accompany youngsters in the virtual world.

	The workshop will be led by a team composed of pedagogues, social media specialists, trainers and educators specialised in the use of digital technologies in education.
Partnership	Stripes corporate
Level (local, national, international)	local
Overall objective	To support adults in building a conscious relationship between them and digital tools and for them to become a support for children in building their own relationship with digital.
Target group	parents
Link	https://www.pedagogia.it/stripescorporate/

Title	Le numérique écocitoyen" game
Abstract	A fun card game designed by the GREID EDD de l'accadémie de Créteil in 2021-2022 to educate and raise awareness about responsible digital and the importance of the environmental impact of digital. The game promotes eco-responsible attitudes (ecogestures) and digital practices in line with sustainable development objectives. It takes the form of a deck of 56 cards on which you can find questions of varying complexity, with a choice of answers to be argued. On the reverse side of the cards, you'll find elements to help you build your argument for younger audiences. Sample questions: • What to do with ink cartridges or toner after use? • Why should I delete unnecessary applications from my smartphone? • I'm saving my phone's battery. Explain how. A profile is awarded according to the game master's assessment of the quality of the answers and arguments. Blank cards are supplied in addition to the 56 basic cards, so that other questions can be added.
Partnership	Accadémie de Créteil, GREID EDD (Groupe Ecoute Information Dépendance Education au développement durable)

Level (local, national, international)	Local, national
Overall objective	Raise awareness of digital uses among secondary school students, encourage them to think about the impact of digital technology on the environment, and promote eco-responsible digital attitudes and practices. Training in eco-citizenship. Open the door to the functional implementation of digital sobriety in everyday life, and encourage the implementation of digital eco-sustainability actions/behaviors.
Specific objectives	Raise awareness of rights and duties as a user (notions of "individual responsibility" and "collective responsibility"). Argue one's choices in terms of the environment, citizenship and health, using scientific and reliable elements.
Target group	High school students, middle school students, young adults, teachers.
Impact	French schools, teachers, Club Education au développement durable, groupe d'éco-délégués. Secondary schools in the Créteil region.
Link	https://edd.ac-creteil.fr/JEU-LE-NUMERIQUE-ECOCITOYEN

Title	IGPDE Digital Responsibility Awareness Kit
Abstract	The Institut de la gestion publique et du développement has designed an awareness-raising resource on digital responsibility in the form of a Kit including posters and a card game (creative common license). This kit is designed to help you learn about the pollution caused by our digital tools, and to develop your eco-responsibility for an "ethical digital world". The kit includes : - 6 poster panels (exhibition): "Virtual world, real pollution: the unsuspected itinerary of our digital devices." These posters explain the origins of digital pollution (the greenhouse gas emissions generated, the global pollution rate...), how a smartphone is manufactured (its composition, its carbon impact...), data usage and the end-of-life of devices. - An "Ethical Digital" card game with various possible game rules, proposing 6 themes: Making your equipment last, saving electricity, choosing the right equipment, adopting the right reflexes, limiting your data flows, optimizing your messaging.
Partnership	IGPDE (L'Institut de la gestion publique et du développement) has created this awareness-raising kit under the governance of the Ministry of the Economy, Finance and Industrial and Digital Sovereignty.
Level (local, national, international)	Local, national

Overall objective	As digital is a government priority, the aim is to integrate it into all digital-related training courses. The kit is aimed primarily at raising awareness of eco-responsible digital practices among employees of economic and financial ministries and IGPDE trainees. It is also available to transformation players, HR departments, community leaders, innovators, etc...
Specific objectives	Raise awareness of the importance of responsible digital use and the challenges of the ecological transition. Introduce eco-actions in daily and professional activities (durability of equipment, energy savings, good habits, limiting and optimizing digital use).
Target group	Adults, young adults.
Impact	Civil servants, transformation players, facilitators
Link	https://www.economie.gouv.fr/igpde/kit-de-sensibilisation-au-numerique-responsable

Title	Educational toolkit for sustainable digital awareness
Abstract	3 types of production have been created: - **A European booklet** to raising awareness of digital environmental, social and economic issues, challenges and impacts of digital technologies analysed with regards to the United Nations Agenda 2030 for Sustainable Development and its 17 Goals. The informative booklet is full of references to relevant scientific publishings and sources, as well as it encompass a wide range of practices, case studies and practical recommendations tailored to meet the educational needs of teachers, trainers, educators, local technicians, school managers, the general public, etc. The booklet has been validated by a Group of distinguished experts. - **A Pedagogical Guide of the Educational Activities** on digital uses and "eco-uses" addressed to educators, teachers and trainers working with students aged 11-16 and more, secondary schools level and else. - **A Modular Training Pathway** for a flexible duration of a few hours to full days (intended for schools, teachers and adults in general)
Partnership	Ligue de l'Enseignement de la Loire (France), the social cooperative Le Mille e una Notte (Italy), and the Ligue de l'Enseignement de la Belgique are three organizations working in the sectors of formal and informal education and solidarity for all and throughout life. **Support from Erasmus + agency! Best practice!**

Level (local, national, international)	Local, national, european
Overall objective	This is a project whose objective is to collaboratively develop a set of educational tools allowing reflection on the sustainability of the digital world and its impacts. Various books and articles call for this to be called the "hidden face of digital technology". For us, it is a question of building tools to facilitate the discovery of these issues; to show what is hidden behind the ergonomic screen, behind the tool and its functions. In this project we will try to open a backdoor to see the back of the set, the hidden face of digital. We will look both at the promises and the advantages of these technologies to move towards a true ecological transition, as well as its risks, its limits and its negative consequences under the prism of the environment (water, air, soil and subsoil ...) and of globalized society (human costs of manufacturing and recycling our devices, for example).
Specific objectives	To create turnkey tools for educational actors
Target group	Educators, teachers and trainers (for 11-16 or +)
Impact	180 educational kits were published in French, Italian and Belgian territories. No edition has been produced in the English language. However, by going to the "Resource downloads" tab and checking the "English" box, you will see that some content is downloadable and printable in English. But not all. All ligues (103 federations have bought it and are using it in workshops, trainings with several groups youth and adults, associations)
Link	https://eng.conscience-numerique-durable.org/ressources (in italian, french and english)

Launched in January 2023 and lasting 24 months, the Erasmus + Step by Step small-scale partnership Adult Education project aims to:

- Create educational resources to support educational actors (adult educators, animators, teachers, volunteers) in their work of teaching and guiding young adults and families, particularly those with fewer opportunities;
- Equip educational actors with the necessary knowledge of the Sustainable Development Goals (SDGs), green and digital skills and tools to help the public support understand the complex issues of environmental sustainability;
- Equip educational players with innovative digital techniques to address green and digital dimensions with adult learners.

Together, the partners will carry out:

- research into best practices
- a training program for educators
- a pedagogical toolbox for educators to use with their target audiences (eco and digital activities).

All productions will be tested and improved and then translated into French, English and Italian, accessible and available to any interested person/organization.

We proposed 2 surveys (one in French and one in Italian) to collect data about people that could be interest about activities of the project and, in order to produce interesting and efficient resources the consortium decided to launch a survey in order to have feedback from educational players before the conception of resources.

Surveys were published online and disseminated on association platforms and the project page https://www.linkedin.com/showcase/step-by-step-cesd/ in the months of June and July.

Below is a report of the responses collected from the two surveys.

TARGET DATA COLLECTION

- **93 respondents**
  o France: 52 people
  o Italy: 41 people

Age per country

France / Italy

18-26
27-35
36-43
43-49
50-59
60 or more
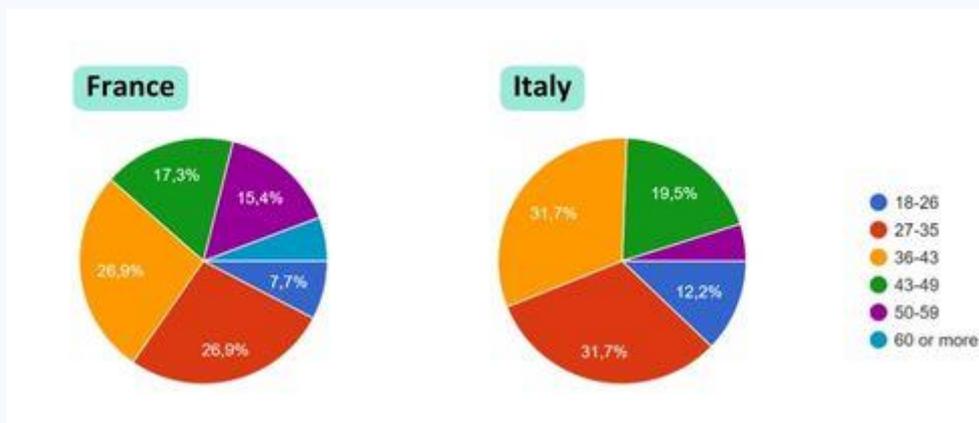
Which gender do you identify with?

France / Italy

Male
Female
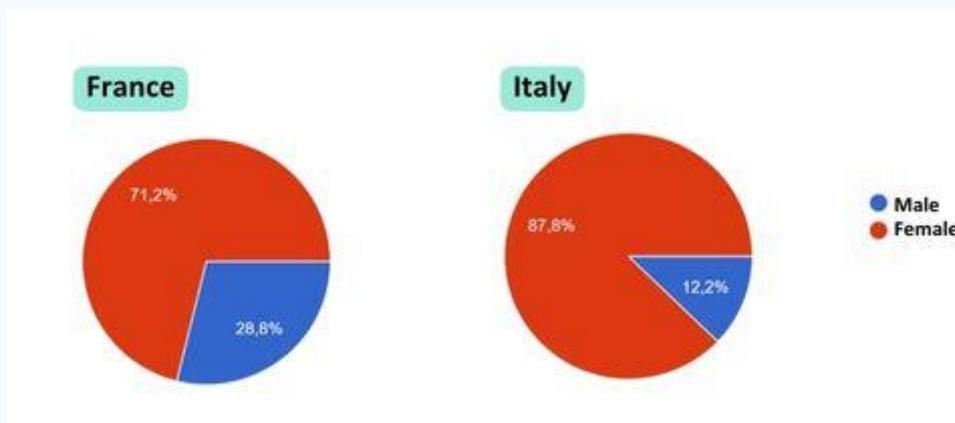
Your studies

France	Secondary school diploma	11
	Bachelor's degree	13
	Master's degree	24
	Sciences PO certification	1
	BPJEPS	1

	BTS/ BTS equivalent	1
Italy	Secondary Education Diploma	17
	Bachelor's degree	9
	Master's Degree	15

🔱 Your profession

France	Project manager	3
	Animator	22
	Coordinator	2
	Teacher	10
	Instructor	5
	Civic service volunteer	1
	Manager	3
	Educator	4
	Specialist (family mediator, cultural mediator, psychologist, educationist, etc.)	2
Italy	Project manager	2
	Auxiliary staff	1

|		
	Coordinator	12
	Educator	19
	Specialist (family mediator, pedagogist, cultural mediator, psychologist, educationist, grant proposal etc.)	7

✚ **What role do you play/have you played within the educational projects? How long have you been doing it?**

France	Project manager	6 (11,5%)	(3) by 4-7 years
			(2) by 8-15 years
			(1)more than 16 years
	Animator	22 (42,3%)	(9) by 1-3 years
			(5) by 8-15 years
			(8) more than 16 years
	Volunteer	1 (1,9%)	(1) by 4-7 years
	Educator	4 (7,7%)	(1) by 4-7 years
			(2) by 4-7 years
			(1) by 8-15 years
	Specialist (family mediator, pedagogist, psychologist, grant proposal...)	2 (3,8%)	(1) by 4-7 years
			(1) by 8-15 years
	Trainer	5 (9,6%)	(2) by 1-3 years
			(3) by 4-7 years
	General manager	2 (3,8%)	(1) by 1-3 years
			(1) by 4-7 years
	Teacher	10 (19,2%)	(2) by 1-3 years
			(2) by 8-15 years

Italy			(6)more than 16 years
	Project manager	3 (1,5%)	(3) by 8-15 years
	Educator	37 (90,2%)	(9) by 1-3 years
			(6) by 4-7 years
			(12) by 8-15 years
			(10)more than 16 years
	Specialist (family mediator, pedagogist, psychologist, grant proposal…)	6 (14,6%)	(1) by 4-7 years
			(2) by 8-15 years
			(3) more than 16 years
	Teacher	1 (2,4%)	(1) by 8-15 years
	Animator	2 (4,9%)	(2) by 8-15 years
	Volunteer	1 (2,4%)	(1) by 4-7 years
	Trainer	1 (2,4%)	(1) by 4-7 years

INFORMATION & DATA LITERACY

➕ **Can I look for information online?**

Step by Step Project
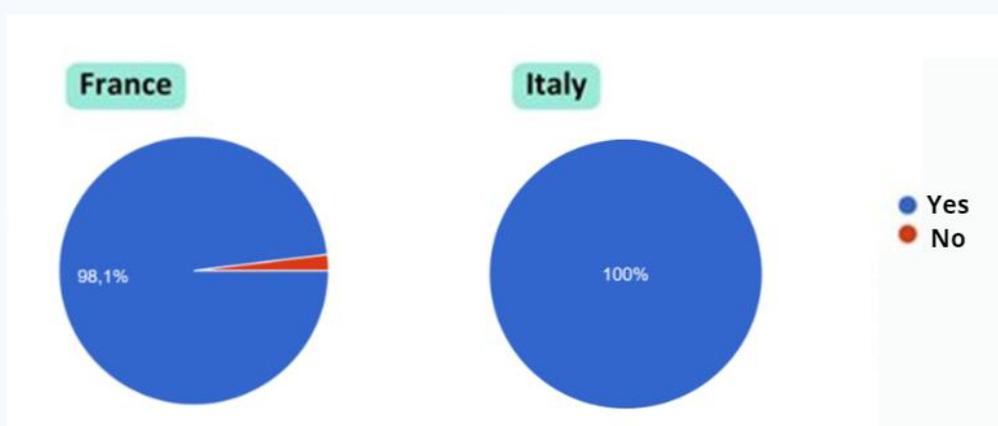
✦ **Can I research and compare different sources to assess the reliability of information?**

France	Yes	98,1%
	No	1,9%
Italy	Yes	92,7%
	No	2,4%
	I think so, but it is never enough	4,8%

COMMUNICATION & COLLABORATION

	Not at all		Very little		Very much	
	FR	IT	FR	IT	FR	IT
■ I use smartphones, computers and or tablets to communicate and send files (attachments, images)	0	0	1	9	51	32
■ I use sharing platforms (dropbox, google drive, Icloud...)	2	1	19	22	31	18
■ I interact in social networking or online communities of practice	9	10	19	23	24	7
■ If I am a teacher/trainer/educator, I use virtual classrooms and/or web 2.0 tools for the shared construction of resources	17	13	10	23	15	3

DIGITAL CONTENT CREATION

	Not at all		Very little		Very much	
	FR	IT	FR	IT	FR	IT
■ I am able to use Word processing programmes to produce texts	3	1	1	20	48	19
■ I am able to produce multimedia texts	5	9	17	20	30	12

PROBLEM SOLVING

	Yes		No	
	FR	IT	FR	IT
■ I recognise digital resources and tools appropriate to my needs	45	40	7	1
■ I use digital resources and tools to innovate and propose new ideas	43	31	9	9

EDUCATION & DIGITAL TOOLS

	Not at all		Very little		Very much	
	FR	IT	FR	IT	FR	IT
■ Can digital devices be used as tools for educational planning?	0	0	11	21	41	20
■ Do you think that the use of digital tools can favour the study of other subjects (humanities, pedagogical, natural…)	1	0	8	25	43	15
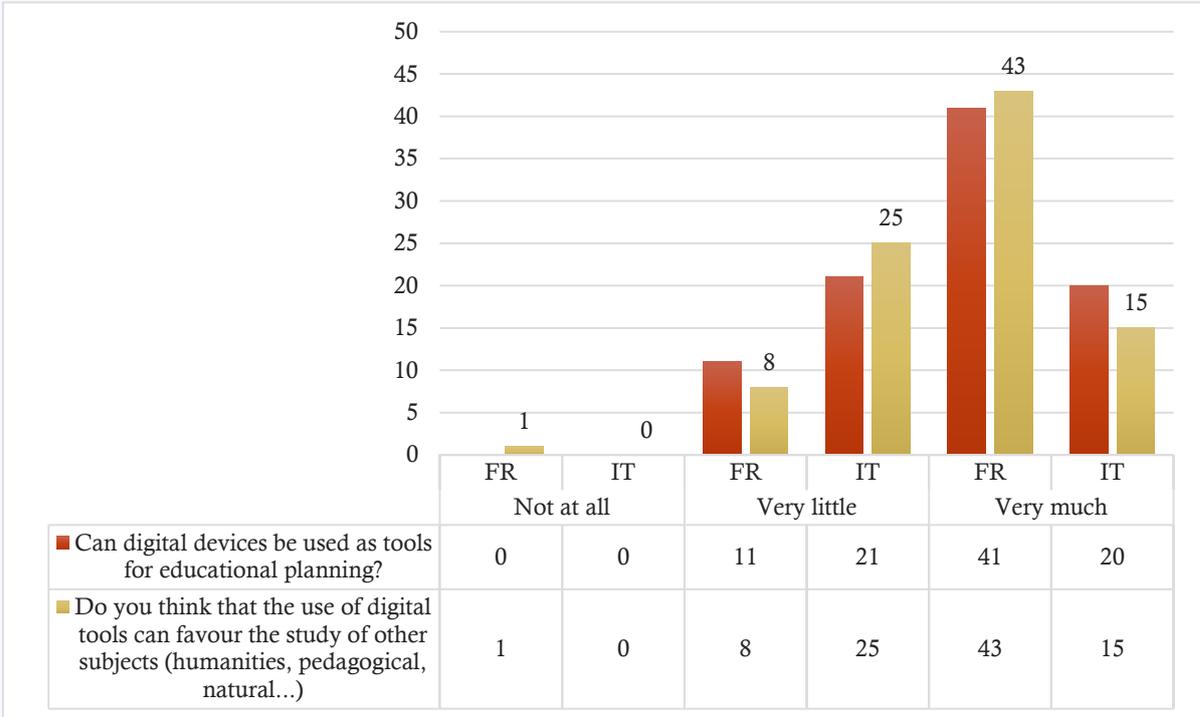
Express a POSITIVE reason for proposing the use of digital technologies

France	accessibility
	Facilitating access to knowledge and training for all (platform = no mobility problems)
	Encyclopaedic and interactive use (arts, history/geography, science, etc.)
	Digital literacy is essential for educators and learners... but we also need to help people become responsible digital citizens.
	edutainment and didactics
	Availability of information anytime, anywhere
	More equal access to knowledge
	Save time - Reduce operational costs - Focus on higher added value activities and stimulate creativity and innovation.
	Learning is more fun
	attractiveness

Easier access to knowledge, resources and information
More economical than paper-based media
Faster research
Interactivity makes learners the subject of their own learning
To collect data and produce statistics
Adaptation to the world
to work in a group and less alone, to enrich my knowledge, to be able to exchange with the people who use them, it's also rapid access to a multitude of information, for all professionals and the public it's no longer being in difficulty because the digital offer can be read, listened to and seen.
Keeping up with the practices and uses of young people
greater productivity and efficiency, better analysis and processing
reach a wider range of audiences
Intergeneration usable in different countries
Eco citizenship
be a player in your own practice
Fun aspect
Memory: thanks to digital technology, we can better analyse what we are doing and therefore retain things better.
Fluid communication
Speed
Increased student interest - Giving meaning
Good legibility
Adaptation of the display to the rhythm of the explanations
Accessibility anywhere and on any medium
Pedagogy

	In tune with our audience and the zeitgeist
	diversity of exercises and approaches. Fun
	Accessible to the majority
	Facilitates access to knowledge
	Didactic
	Interaction
	Sharing
	helps to develop young people's mental flexibility and their ability to adapt to new work formats.
	Vary training media and easily modify training content
	24-hour availability
	Encourage learners' interest in learning
Italy	Broadening knowledge
	If used well they are enriching
	Learning share and deepen quickly
	Innovation, inclusion
	have the possibility to discover and connect multiple languages
	They can facilitate inclusion: material that is also accessible at a distance for those who, for serious reasons, are unable to be in a school environment.
	Creativity
	Wider sharing, ubiquity and greater interactivity
	Innovative
	They are immediate and easily accessible everywhere
	They favour sharing
	They facilitate work structuring and can be very effective in acquiring tools to expand skills

	To make them more autonomous and make them use them intelligently
	There is always innovation
	It proposes new and multiple stimuli
	Creativity and speed of creation
	Fosters the development of soft skills as well as hard skills and encourages collaboration, participation and socio-emotive skills
	Multimodal and inclusive
	Being able to discover and get involved in a new world.
	The use of digital technologies can stimulate cognitive aspects that may be more lacking or that simply need to be trained; it can shorten distances and speed up communication and consequently learning.
	Digital technologies have more impact on almost all age groups and favour certain learning, are more stimulating
	Connecting with a global network of different thoughts
	technologies help us to reduce distances and favour the gathering of cues for imagination and prefiguration
	They are greener and more accessible
	Increased engagement
	Using a padlet to express ideas and opinions, sharing them and leaving a trace meeting after meeting
	They are the future
	To communicate more easily between educators and families
	Be in step with the times

🔔 **Express a NEGATIVE reason for NOT proposing the use of digital technologies**

France	Prerequisites: essential digital skills and high-performance digital tools
	we mustn't forget our surroundings, we must learn with our territory and not just with technology.

lots of screen time
Not accessible to all, precariousness
reliability of information
Investment in terms of data security and cybersecurity - Dependence on digital technologies ==> investment required
It adds complexity to learning
Digital addiction, little control over data and usage
Need to keep abreast of innovations and self-train
Dependence on connection
Screens don't allow the same level of attention as paper-based media
Not good for your back or eyes
Dumbing down
it requires less dexterity, and we certainly use our manual faculties less. Also, if we only use digital technologies, it can deprive us of being face-to-face with real people and really communicating, leading to isolation.
unverified information
the ecological footprint of these practices
job losses, social isolation
difficult access for certain audiences
No equipment oj not connected
Rural digital divide
reduce screen time
Mastery of the tool
Personal or professional social isolation is a disadvantage.
Digital technology is not very good for the unexpected and often impoverishes the reality of learning situations.

	interaction
	More difficult for group work
	Overexposure to screens
	Investment in hardware and software
	Digital technology is complex for some audiences
	Addiction
	Having the right equipment
	Drifts, you need a framework
	Different levels of use for different people
	Dependency problems
	Screens
	elitism
	distance
	Health
	Cyber security risk: security of private information
	The cost of equipment can be high
	Too much time on screens
Italy	If misused, they are detrimental
	Risk of poor study and partial understanding and knowledge of topics
	Excessive consumption
	Excessive consumption
	Limited expression
	Fear of the risk of digital taking over from other languages
	It is often abused without the right training. This abuse has repercussions on the relational aspect among peers.

Expensive
Digital gap, constantly evolving and changing tools.
Abuse
They lazy the mind in research, deluding that it is always everything and at once
They limit the elasticity of the mind
Wouldn't want them to think that there is only that one way to learn
They are a distraction
Prolonged use of devices can create visual impairment
Little freedom of expression
If badly managed, the inclusion of digital technology can also have serious repercussions
Passive use
Risk of not being able to be without it
By not proposing the use of digital technologies one risks remaining anchored in the past.
Risk of dependence and flattening on 'social' models
Make us forget that we have an on-land dimension
Do not allow the development of other skills that are stimulated with analogue
High distractibility if not introduced in the right way
Using them as a substitute for social interactions, not using them to interact but to amplify the dynamics of isolation and one-to-one relationship with the technological tool
Risk of losing one's uniqueness
Empathy derived from relationship, from visual contact
Loss of the ability to search through other sources

OUTDOOR EDUCATION

✦ Have you ever conducted outdoor education workshops?

		Value
No	IT	19
No	FR	18
Yes	IT	22
Yes	FR	34

(horizontal bar chart, axis 0 to 40)
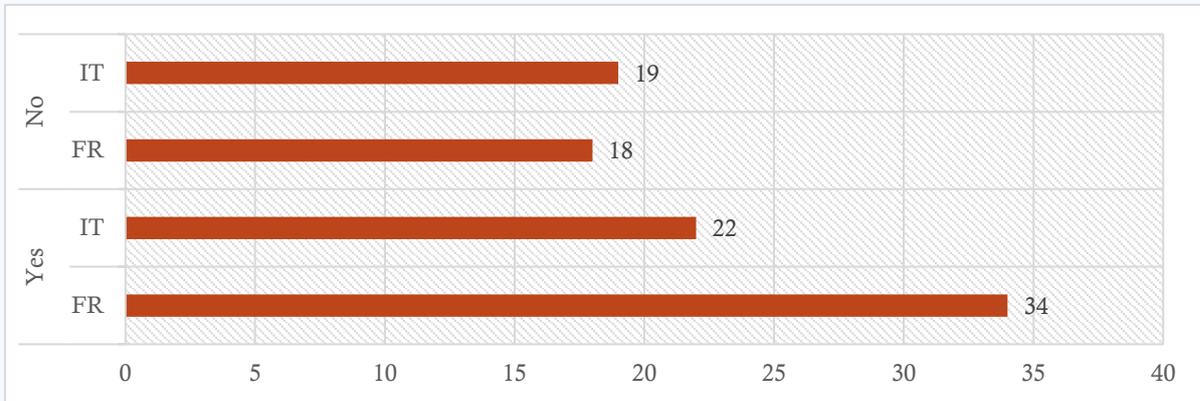
✦ With what age group of participants?

	0-3	3-6	6-10	11-17	18+	all audiences
IT	16	7	4	5	4	1
FR	0	4	12	11	12	7

IT ■ FR
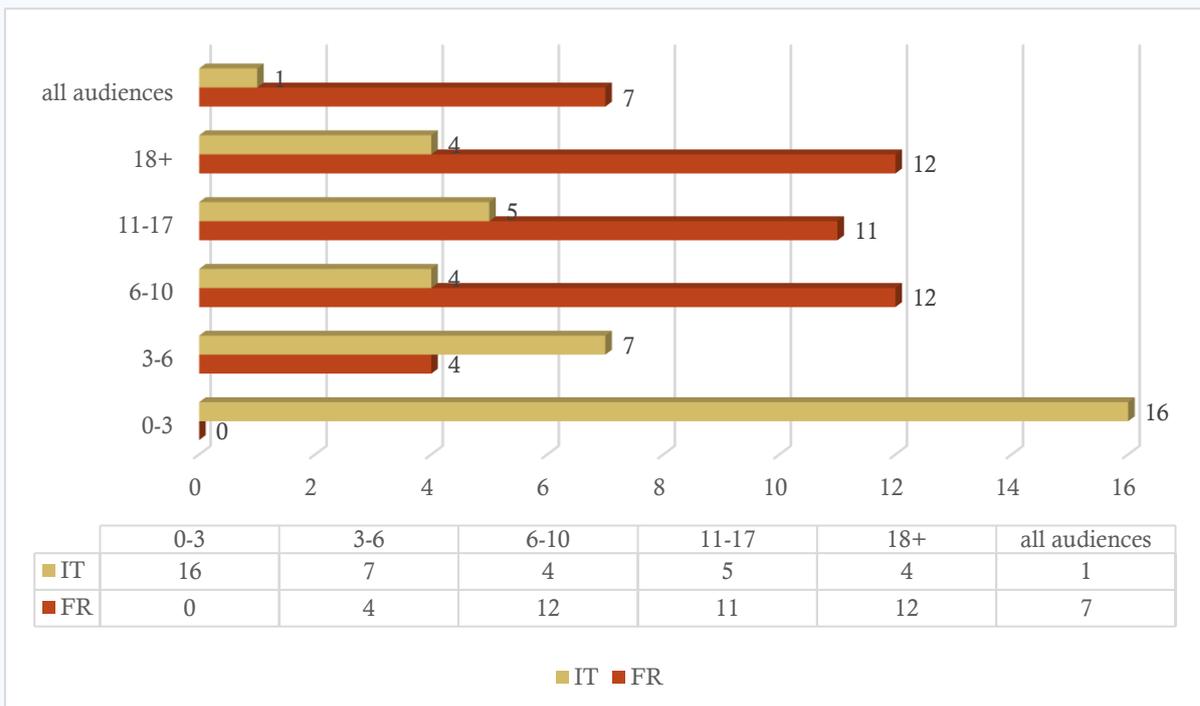
✦ What do you think are the main benefits of conducting outdoor educational activities?

France	it's more than necessary
	depending on possibilities...

It should be a priority…outdoor education should be a lifelong process
I think, if teachers adapt.
A more pleasant learning environment and more participative activities
Taking an active role, conducting scientific experiments, for example.
Anchoring learning in the real world
This partly compensates for the sedentary lifestyle
connection with the elements and nature
physical and mental health, well-being
Getting out of context
being outdoors
Respect for the environment; openness; well-being
use all your senses . move, share games, enjoy good times together or alone to marvel , think, really relax , know , respect and become aware of the richness, importance and fragility of our flora, fauna, natural and built environment …
group activities, collaborative activities, the gaze of others
Free expression encouraged by space and environment
Learning without realising it
Allows you to disconnect from the work environment itself
Openness, breathing, freedom
More fun: can develop cooperation and social skills - Reduced stress and increased mental well-being
Enjoy nature
Better understanding of the biodiversity present in the area. A less top-down form of learning
Concrete educational support
A feeling of freedom
A break from routine

Getting away from the classroom setting can encourage learning for certain groups.
another approach to group cohesion
putting theory into practice
Freedom
Get away from the training room
A setting suited to the imagination, relaxing
better cohesion, anti-stress, cultural enrichment
Allows learners to move freely, explore, cultivate their curiosity and develop their creativity.
We could talk about this for hours... I've written an article about it...
Just three: offer events that the trainer can use to interact with others; offer a training environment that is close to reality and, above all, to the situations for which we are training; offer training environments that are not simplified by the trainer, and that can fully affect the learner.
Audiences are more attentive and the working atmosphere is more relaxed.
importance of the learning environment, different attention spans, use of natural elements in methodologies
Avoiding isolation and making children run around (too much time at home doing nothing).
environmental awareness, openness to the world, civic responsibility...
reconnecting with the outdoors, with nature
Opening up to the environment
It's better for your health; it makes you more aware of your environment.
Immersion
tackling a subject in a more fun way outside the classroom
Hands-on experience
Showing the results of an action in concrete terms
Improving health, stimulating the senses

	Move, experience, feel	
	The opportunity to move - Observe nature	
	enjoy the outdoor environment	
Italy	awareness of the bodily self, breaking the patterns that in standard contexts target us, stimulation and self-testing of the capacity for action	
	Contact with nature and its benefits	
	Stimulating the child's powers of observation, creativity and involvement of all senses	
	Psychophysical well-being, a varied, stimulating and activating context	
	Discovery	
	Different self-experimentation in space; contact with nature, diverse learning, learning related to the senses	
	Promotes relationships between people and with the environment. Breaks out of the canons of formal education, breaks stereotypes. Improves people's psychophysical health.	
	endless discovery, democratic proposals, relaxed time	
	Knowledge and rediscovery of nature, its elements and inhabitants	
	Development of creativity and imagination	
	In contact with reality	
	Bringing people closer to nature, increasing the ability to focus on the small things and mechanisms of nature that can go unnoticed, increasing the ability to relate in open spaces, the opportunity to breathe unenclosed air and be in natural light.	
	Providing real, practical experience, not just theoretical	
	rich learning environment	
	contact with nature and perception of the world	
	Discovery and freedom	
	Greater stimulation	
	staying in contact with nature and enriching the educational value and discovery with what it offers	

	Getting close to nature, discovering it and then respecting it
	Leave room for discovery while feeling free
	Experiencing nature
	Contact with nature, new and continuous stimuli
	New and continuous stimuli and being in contact with nature
	Discovery, sounds, smells
	Stimuli
	Possibility of different experiences
	Approaching an outdoor context strengthens the development of problem solving, facing 'risks', learning how to manage them (adverse weather, tall grass, obstacles to overcome...)
	More concentration certainly contributes to children's emotional and social development
	Being able to take time, slow down, learn to pay attention to details and re-connect.
	Connecting with nature allows participants freedom of expression and greater awareness of their bodies and surrounding resources. The outdoor space has the potential to be effective for working on oneself and for relating to others through the relationship with the space that contains and hosts the group work
	Everything is nicer and easier outdoors
	Contact with nature to enhance skills
	Change of school setting - knowledge of the territory - linking knowledge with everyday reality
	Greater use of the physical-motor plane, greater expression of the emotional-relational plane, better use of lateral thinking

🌵 **How can outdoor education contribute to the development of people's social and emotional skills?**

France	By leaving the formal setting of the classroom/meeting room, the exchanges between participants can be richer
	Openness to reality, to what surrounds us

contact with nature
I'm not a specialist, but I think that the link with nature has to be learned from an early age. When this isn't the case, we need to create a link between adults and nature, because this helps to develop people's social and emotional skills... to make them feel better...
contact with nature is good for mental health. contact with nature and the outdoors also strengthens physical health and allows you to work in a more informal setting.
A better connection with nature
allows the body to be associated with the mind
Linked to pedagogical organisation; small groups, workshops, time devoted to each individual
SPCs need a favourable environment in which to develop. The outdoors is one of them
observation, immersion, risk-taking, connection, imagination...
interaction with the environment, stress reduction, being in the moment
A different environment
bodily expression (jumping, running, etc.) and verbal expression (shouting, etc.)
Wonder; equality with regard to the environment
outdoor education, whether in sports, the arts, the environment, games, craft time, planting, etc., offers us a genuine framework for access to knowledge, exploration, experimentation, evolution, exchange, etc.
the other's view
A sense of communion with the environment
The change of environment allows some people to reveal themselves differently
Encounter with other people and nature
Can develop better interpersonal relationships
Knowing and mastering your environment is an asset for becoming a responsible citizen
through a more sensitive relationship with the environment
through access to nature and the elements that surround us
link with the environment

Relationship with Nature
a different and perhaps more concrete approach
by bringing different people together
making people aware of their environment
through play and anonymity
Through self-fulfilment, feelings of freedom and the desire to reach out to others
being in the middle of nature gives more meaning to what we do, improves self-confidence, self-esteem and that of others, cooperation, motivation and the desire to express ourselves, sharing and improving creativity and sensitivity, making us stronger and better.
Encourages exchanges between the group
Making the elements of the environment real facilitates their apprehension as acting entities in a complex system. A mediatised approach, on the other hand, can tend to treat them as interchangeable objects and 'uproot' them from their links.
More obvious connection to the environment, changes in learning at school and in the classroom, easier exchanges between people
relationship with nature and the environment
By having fun and running while getting to know each other.
through observation and sensoriality
respect for living things
By being outside an institution and in a less constrained environment
Compared with screen-based exchanges, 'real' encounters encourage more interaction between people and call on more interpersonal skills.
The freedom to act
it facilitates exchanges
By exchanging and sharing experiences
Getting out of your comfort zone, improving group cohesion. Increase pupils' interest in preserving the environment and their love of nature.
Strengthen collaboration and therefore communication between the different participants
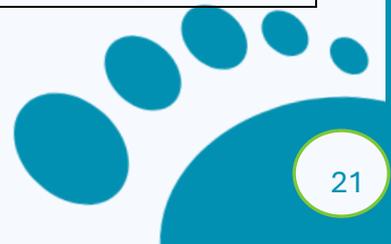
	Awareness of the freedom of movement of the body and its components frees the constraints of the mind in its reasoning and relationships with others.
Italy	allow one to measure oneself against new times and spaces, bring one physically closer and allow the rediscovery of oneself and others
	Outdoor education can contribute to the development of values such as respect for nature and can stimulate teamwork
	Nature is a great teacher of life, one only has to observe its course to understand how to relate to it and consequently to others
	It can be a context in which various educational scenes can encourage the expression of oneself and one's experience with others.
	Favouring more experiential methods. Stimulating the senses more. Increasing moments of interaction and confrontation between people.
	Possibility of moving in a different space from what they are used to, possibility of doing different activities, more manual or more in direct contact with what they study in books.
	It can strengthen respect for the environment but also for others, getting to know something new by making new experiences and overcoming one's own limit-risk
	Building relationships with the territory through outdoor education practices can lead to the development in the users of social and emotional skills useful for the specific context and transferable to other contexts
	Increasing users' sensitivity
	If structured in the right way, it facilitates an unmediated relationship between children.
	It puts us in touch with ourselves and others
	By being outdoors, a person can feel freer, and is therefore able to be more relaxed and let go of emotions and social interactions.
	Interaction with the outdoor environment and the stimuli it offers can be a reason for active exploration in children and a stimulus for comparison.
	nature is life, it is important for all of us and can lead to social cooperation to take care of it
	It can make you more sensitive and respectful
	The freedom to be together outdoors helps children's relationships grow
	Self-confidence, respect for nature and others
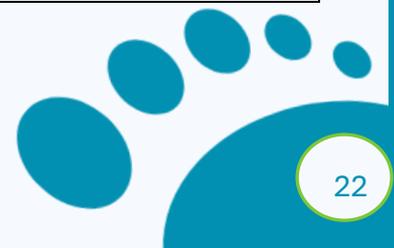
Because it provides an exploratory freedom that allows you to be yourself
Because it stimulates sensitivity in observing the context and curiosity to learn
Through interaction with the environment and problem solving it stimulates
It stimulates creativity, curiosity and offers different experiences rich in sensory, auditory, etc. stimuli
One is led to collaborate and be in a group to confront the situations that arise, thus fostering sociability; it contributes to the growth of self-esteem by feeling 'capable' and satisfied with one's results; it brings both physical and mental health by reducing anxiety.
By playing outdoors without other distracting materials, children will get closer and share the same experiences
It helps to learn to respect the other, understood as a living being, plant or animal, and to respect each other's time.
Enclosed spaces do not allow freedom of bodily expression and force bodies to be static. The outdoor space allows one to explore and explore oneself in synergy with the motions and changes of a natural environment and, observing it, educates one to respect one's own, others' and nature's times, cycles and spaces
Contact between nature and naturalness
Everywhere it is possible to develop these skills, just 'being with....others'.
Favours being in contact with the community
Facilitating the best use of oneself

➕ **Can outdoor education be effectively integrated into the existing school curriculum?**

	Not at all	Very little	Very much
FR	0	14	38
IT	1	15	24
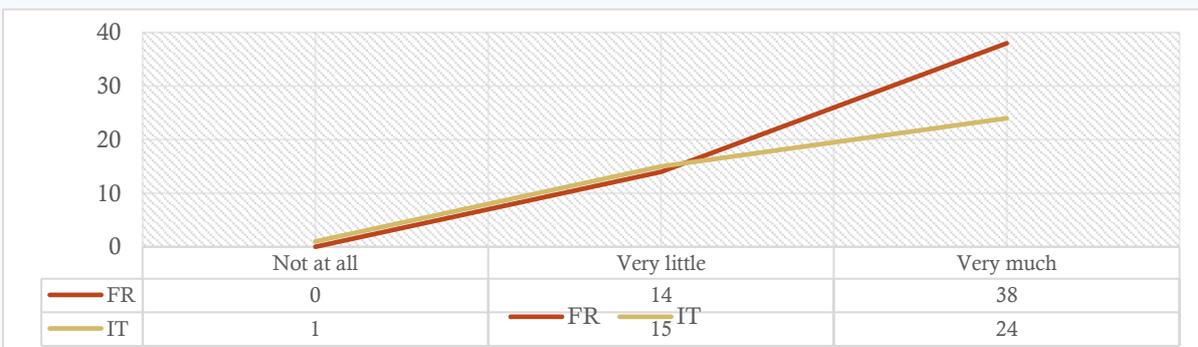
What is the role of teachers and educators in successfully implementing outdoor education programs?

France	Breaking with habits by offering other formats
	organisational
	teachers and educators need to be trained in outdoor education, innovative teaching methods, fun games, coaching/training... and find turnkey resources to be used to educate learners
	teachers and educators need to adapt to the outdoors and support pupils in their outdoor learning rethink the curriculum and adapt it to the outdoors.
	Solicit partners, prepare pupils for an outdoor activity
	I don't know
	Organise rotating workshops, set up the environment, provide and use dedicated equipment.
	Framing learning and safety
	Non-teaching activity leaders are important and complement each other.
	Be driven by the desire to share and experience moments of physical and mental well-being and moments of happiness in connection with nature.
	Accompanying those who are new to the sport
	to take part in the game too
	1 Offer it 2 Encourage discovery 3 Strive to respect the environment
	to train, to be constantly on the lookout, to experiment, to pass on, to exchange, to see further than the small end of one's nose, to think and get people to think together about better practices ...
	Believe in it and practice it Communicate about practice Make it visible through interactive communication
	Trainers need to reinvent their support and working methods in order to support learners in the great outdoors.
	A number of responsibilities will need to be taken into account, such as encouraging autonomy, facilitating learning, etc.

Preparing students by facilitating the transition between indoor and outdoor education
Ensuring the transition between indoors and outdoors. Get to know children at different times
Offer more outdoor sessions
Be a source of ideas
Diversifying learning methods
Accepting to teach differently and adopting new ways of doing things
Open up new perspectives for participants
knowing the themes developed in the programmes
support
be the initiator of this implementation
Offer a different environment and work with unusual materials to encourage learning.
The role of teachers, activity leaders and volunteers is essential. The trainers design the sequence and adapt it to the themes already studied in class.
Define the objectives to be achieved, establish a framework
Train themselves, try things out for themselves, reassure them about the legal framework, draw up arguments, etc.
Provide appropriate training, create fun but serious tools, identify environmental constraints, etc.
implementation
The idea is that children can do what they want when they're out and about, and that getting them into sport is very good for them.
promote the skills that can be acquired through outdoor education, both in terms of learning and interpersonal skills
providing specialist knowledge
Pedagogy
They could act as facilitators and 'encouragers'.

	Convincing
	adapting programmes
	Offering turnkey activities with support services
	Trainers are responsible for the safety of students on outdoor trips. They must be fully involved in integrating these outings into the programme. They must also adapt the content of the programme to suit the environment.
	Plan and design the activities, and ensure that they are safe.
	Demonstrate, if they are consistent, that they are useful
	Adapting to other learning methods and supporting learners in these new methods
	be the driving force behind the introduction of new learning methods
Italy	motivation , planning , sharing experiences
	Observation and redesigning spaces
	Educators and teachers have an active role in providing in their planning an alternation between indoor and static learning and freer outdoor learning, in the knowledge that they are still doing education
	Central. On their experience and posture depends much of its use
	Implement activities that can be engaging and inclusive. Structure programmes that enhance outdoor education over time and do not fall into the logic of a one-off experience.
	Propose ideas, projects, activities that can interest the education system and integrate traditional material into innovative proposals
	Facilitating and stimulating their creativity and imagination
	Building educational and didactic practices. This is because it is not enough to 'go out' to activate educational practices based on outdoor education
	The personal willingness to get involved in open environments, therefore with much more risk on the supervision of the users.
	The search for activities that correlate different educational areas to better lead users to assimilate information and notions in natural and relaxed environments.
	Structuring activities effectively and making them truly effective, without them being dispersive.

Finding the most effective strategies to make this integration happen
Organise and maintain an objective
Create moments of interest and active observation of the child's environment. To be able to create cues for activities and experiences and to stimulate critical thinking in the child.
still in the process of experimentation and knowledge
Respect for the planet and living beings
Propose different or the same activities but in a different environment: the garden
Guiding the child, letting him experiment and spurring him on
The educator's role must be active and participating
Participating and involved role
Central without their initial proposal this would be lacking
Observational and proactive
I think they must first of all be trained and informed about the real benefits. Only in this way can they truly believe in it and transmit this type of education as their own and by example: going outdoors to play, do lessons, eat, play sports, as if it were routine and not something that has to be done because it is dictated by the curriculum and imposed by someone else.
L.observation
Educators must, in my opinion, be active and curious observers, allowing the opportunity to discover and experiment at their own pace!
Connection tools between inside and outside
Support users in every outdoor situation
They can be the promoters
Propose activities and projects
Know their advantages, promote them and know how to manage them

EDUCATIONAL EXPERIENCES WITH EDUCATIONAL CONNECTION TOOLS BETWEEN NATURE AND DIGITAL

	Yes		No	
	FR	IT	FR	IT
Do you have experience in conducting creative, educational workshops with children, young people, adults, seniors?	42	27	10	14

✦ If yes, which ones and with which target?

France	1st and 2nd level students, civic service volunteers, youth workers and teachers
	all
	children and teenagers
	digital education workshops (video games, robotics, media literacy)
	visits to parks, birdwatching for all ages (children, families, adults, young people)
	teenagers and young adults as well as children.
	Workshops on digital sobriety with EVS managers
	young people in general
	Primary school children and teachers in training
	children for sports scientific and artistic activities
	creative and educational workshops through plastic arts, crafts, theatre
	all workshops with children and the elderly
	discovery of the environment; Land Art; outdoor sports
	video and photo workshops (film-making)
	collecting animal tracks
	Fragile people and teenagers
	Adults aged 16 and over, people from different social and cultural backgrounds

Step by Step Project

Role-playing, writing workshops (children, adults)
Digital workshops, workshops on discrimination with all types of public
secularism / young people SNU mainly
vegetable dyeing workshop for 3-11 year olds, paper-making workshop for 5-11 year olds, etc.
drawings with children
Creative workshop linked to a historical period (4 to 12 year olds) and various workshops on job-seeking techniques and revitalisation (16 to 60 year olds)
freeing people to speak up through communication workshops
Creative, discovery, for all ages
learning French. Allophone public, heterogeneous level
Raising awareness of the environment and recycling
especially in connection with the environment, didactics and games. For all audiences
Outdoor photography and video, digital sobriety,
European training, youth workers
Creation of medieval objects with 6-8 year olds
creation of wildlife shelters (adults and children), creation of 0-waste products (adults), land art workshop (secondary school students)
children and young people: plastic art, handicrafts. young people and adults: escape game, big games, sporting or otherwise.
DIY with children
for young people
Nature or sports workshops with very different age groups.
I've already run photo workshops, but with pictures.
Manual activities -> 3-10
digital photography, sound workshops, with children of all ages

Italy	art workshop (painting objects) for early childhood _ animation
	Workshops with natural materials for children 0-3 with the aim of stimulating the senses and creativity
	Social ties, eduative meanings, relationships, conflicts, interculture, ecology, etc.
	Enhancing manual skills and creativity.
	Thinking outside the box.
	Create opportunities to learn about new desires and/or interests.
	Strengthen fine and gross motor skills (target disability).
	Promoting autonomy.
	Workshops for psycho-physical wellbeing for adults in various difficult contexts, creative and educational workshops for children and young people in schools and after-school educational services in a museum
	Knowledge of the environment, research, peer collaboration, creativity
	In order to develop various skills according to the individual and their characteristics
	Creative painting workshops on ceramics, aimed at young people aged 12 to 17.
	With as objectives, the acquisition of painting techniques and the use of specific tools for this activity, with pre-established subjects or following the personal creativity of the users.
	The increase of personal concentration in small groups.
	The increase in the ability to come out of one's shell by externising difficulties in the production of one's work, in the presence of peers.
	Workshop activities with different age groups aimed at eliminating the gap thought to exist between nature and digital
	within a kindergarten with different objectives according to the observations made on the individual child and the group
	Educating children
	Dance with a motor objective
	Gardening, cooking, graphic painting workshops with children from the day care centre and grandparents from the RSA. The aim is mainly to make each other feel good.

	Intercultural/Alphabetisation in Italian
	The absolute goal is freedom of discovery
	creative education
	Self-awareness, of one's own creative potential
	With children and parents.With the aim of creating moments where adults and children can find their own dimension by doing together. Outside the routine.
	Stimulation, relationship, development of social,emotional skills....
	Facilitation of self-expression on all levels
	Socialisation activities as a volunteer

	Yes		No	
	FR	IT	FR	IT
Have you ever experimented with activities that use digital tools to discover the beauty of nature, in natural settings?	12	24	40	16

⬥ **Which digital devices or applications have you experimented with as educational design and innovation?**
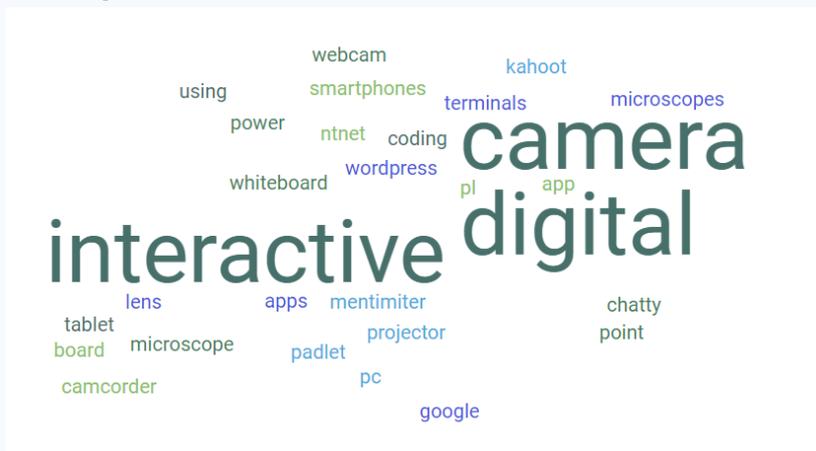
TRAINING NEEDS: I FEEL THE NEED TO DEEPEN THE FOLLOWING TOPICS

	FR	IT
Media education and media literacy	15	9
Outdoor and Indoor education	20	21
Laboratory didactics	10	6
Designing multimedia environments, tools and strategies	18	16
Immersiveness and expressive languages	13	15
Agenda 2030 and SDGs	14	7
Understanding of Environmental Issues	8	7
Main sustainable practice	11	5
Outdoor education: Rethinking pedagogical interventions in the Nature using digital tools	26	23
Adaptation to New Technologies	19	14
Project-Based Learning Green and digital	17	21
Online Collaboration	15	11
Ethical Considerations in Sustainability	18	6
I do not consider it necessary to deepen	1	0

FRANCE STAKEHOLDER'S MAP

This map shows the partners of the two French organizations, FAL19 and LENA, involved in the Step By Step project. This mapping is essential as it helps introduce and include key stakeholders from the very beginning of the project, mainly educational specialists working within third-sector organizations and networks. Most of these partners were consulted during the focus group regarding the results and objectives to be achieved in the overall project. They will also be invited to follow the project and, if possible, participate in key moments such as trainings and multiplier events.

Here are the partners of FAL 19 for the Step By Step project :

Partners	Type of structure	Rôles or activities
Maison de l'eau et de la pêche (MEP 19) https://www.peche19.fr/	Private/ Association	Maison de l'Eau et de la Pêche is an association whose mission is to produce and share high-quality knowledge about aquatic environments for both users and managers of the territory.
Education nationale https://www.ac-limoges.fr/circonscription-tulle-dordogne-121700	Public	Support educational teams in the evolution of their professional practices (teaching programs, class, cycle, or school projects, etc.) in the department of Corrèze and neighboring departments.
Centre Permanent d'Initiative pour l'Environnement (CPIE 19) https://www.graine-nouvelle-aquitaine.fr/150-les-acteurs/103-cpie-de-correze.html	Private/ Association	The Permanent Center for Environmental Initiatives (CPIE 19) is a federation of associations responsible for the preservation and management of natural environments. It also carries out project monitoring, site animation, studies, project management assistance, action plans, and work programming. Environmental education for all is also one of the priorities of this organization.
Fédération Départementale des Chasseurs de la Corrèze	Private/ Association	The Corrèze Departmental Federation of Hunters is an environmental protection association with several missions, including promoting the department's hunting

		heritage, protecting and managing wildlife and its habitats, and preventing poaching.
https://www.chasse-correze.fr/		
La Maison de l'Arbre et de la Nature de Chamberet https://www.maisondelarbre-chamberet.com/la-maison-de-larbre-et-de-la-nature-son-arboretum/	Private	The Maison de l'Arbre is a space dedicated to nature. Through various activities such as sensory games, workshops, exhibitions, and projection rooms, this facility allows visitors to discover the local wildlife and flora.
Service départemental à la jeunesse, à l'engagement et aux sports (SDJES) https://lannuaire.service-public.fr/gouvernement/a619e4fd-ed46-4431-a421-8a1cd4a4ddbb	Public	The Departmental Service for Youth, Engagement, and Sports (SDJES) is a French government agency responsible for policies related to youth, sports, community life, civic engagement, and popular education.
Association Maîtrise de la Langue et Aide Personnalisée (MLAP) https://www.facebook.com/associationmlap/?locale=fr_FR	Private/ Association	Created in 1992, the Maîtrise de la Langue et Aide Personnalisée (MLAP) association's mission is to support and encourage individual autonomy across the intercommunity territory by promoting access to education, particularly through French language courses provided to foreign populations.

Here are the partners of LENA for the Step By Step project: They consist mainly of the 12 departmental federations of the *Ligue de l'enseignement*.

Partenaires	Type of structure	Roles or activities
Ligue de l'enseignement Charente Federation https://www.fcol16.org/	Private/ Association	The Charente Federation of the Ligue de l'enseignement supports education, culture, and community life by promoting civic projects. It organizes citizenship education activities, educational workshops for all ages, and local solidarity initiatives. The federation also offers training for associations, encourages civic engagement, and facilitates access to educational leisure activities.
Ligue de l'enseignement Charente maritime Federation https://laligue17.org/	Private/ Association	The Charente maritime Federation of the Ligue de l'enseignement supports education, culture, and community life by promoting civic projects. It organizes citizenship education activities, educational workshops for all ages, and local solidarity initiatives. The federation also offers training for associations, encourages civic engagement, and facilitates access to educational leisure activities.
Ligue de l'enseignement Corrèze Federation https://www.fal19.fr/	Private/ Association	The Corrèze Federation of the Ligue de l'enseignement supports education, culture, and community life by promoting civic projects. It organizes citizenship education activities, educational workshops for all ages, and local solidarity initiatives. The federation also offers training for associations, encourages civic engagement, and facilitates access to educational leisure activities.
Ligue de l'enseignement Creuse Federation https://www.fol23.fr/	Private/ Association	The Creuse Federation of the Ligue de l'enseignement supports education, culture, and community life by promoting civic projects. It organizes citizenship education activities, educational workshops for all ages, and local solidarity initiatives. The federation also offers training for associations, encourages civic engagement, and facilitates access to educational leisure activities.
Ligue de l'enseignement Dordogne Federation	Private/ Association	The Dordogne Federation of the Ligue de l'enseignement supports education, culture, and community life by promoting civic projects. It organizes citizenship education

https://www.laligue24.org/		activities, educational workshops for all ages, and local solidarity initiatives. The federation also offers training for associations, encourages civic engagement, and facilitates access to educational leisure activities.
Ligue de l'enseignement Gironde Federation https://www.gironde.fr/acteurs-jeunesse/les-ressources/la-ligue-de-lenseignement	Private/ Association	The Gironde Federation of the Ligue de l'enseignement supports education, culture, and community life by promoting civic projects. It organizes citizenship education activities, educational workshops for all ages, and local solidarity initiatives. The federation also offers training for associations, encourages civic engagement, and facilitates access to educational leisure activities.
Ligue de l'enseignement Landes Federation https://www.laligue40.fr/	Private/ Association	The Landes Federation of the Ligue de l'enseignement supports education, culture, and community life by promoting civic projects. It organizes citizenship education activities, educational workshops for all ages, and local solidarity initiatives. The federation also offers training for associations, encourages civic engagement, and facilitates access to educational leisure activities.
Ligue de l'enseignement Lot-et-Garonne Federation https://laligue47.org/	Private/ Association	The Lot-et-Garonne Federation of the Ligue de l'enseignement supports education, culture, and community life by promoting civic projects. It organizes citizenship education activities, educational workshops for all ages, and local solidarity initiatives. The federation also offers training for associations, encourages civic engagement, and facilitates access to educational leisure activities.
Ligue de l'enseignement Pyrénées-Atlantiques Federation https://www.laligue64.org/	Private/ Association	The Pyrénées-Atlantiques Federation of the Ligue de l'enseignement supports education, culture, and community life by promoting civic projects. It organizes citizenship education activities, educational workshops for all ages, and local solidarity initiatives. The federation also offers training for associations, encourages civic engagement, and facilitates access to educational leisure activities.
Ligue de l'enseignement Deux-Sèvres Federation https://www.laligue79.org/	Private/ Association	The Deux-Sèvres Federation of the Ligue de l'enseignement supports education, culture, and community life by promoting civic projects. It organizes citizenship education activities, educational workshops for all ages, and local solidarity initiatives. The federation also offers training for

		associations, encourages civic engagement, and facilitates access to educational leisure activities.
Ligue de l'enseignement Fédération Vienne http://laligue86.org/	Private/ Association	The Vienne Federation of the Ligue de l'enseignement supports education, culture, and community life by promoting civic projects. It organizes citizenship education activities, educational workshops for all ages, and local solidarity initiatives. The federation also offers training for associations, encourages civic engagement, and facilitates access to educational leisure activities.
Ligue de l'enseignement Fédération Haute-Vienne https://laligue87-fol.org/	Private/ Association	The Haute-Vienne Federation of the Ligue de l'enseignement supports education, culture, and community life by promoting civic projects. It organizes citizenship education activities, educational workshops for all ages, and local solidarity initiatives. The federation also offers training for associations, encourages civic engagement, and facilitates access to educational leisure activities.
La Délégation Régionale Académiques à la Jeunesse, à l'Engagement et aux Sports (DRAJES) https://www.ac-bordeaux.fr/drajes	Public	DRAJES coordinates state policies for youth, civic engagement, and sports around three main areas: youth, popular education and community life; sports; and training, certification, and employment.
Le Comité Régional des Associations de Jeunesse et d'Éducation Populaire (CRAJEP) https://www.crajep-nouvelleaquitaine.com/	Private/ Association	The CRAJEP aims to contribute to implementing a comprehensive policy for children, youth, and popular education in all its dimensions (educational, cultural, social, and economic).
Le Mouvement Associatif https://lemouvementassociatif.org/	Private/ Association	The Mouvement Associatif, which brings together over 700,000 associations in France, works to strengthen community life by developing policies that address current issues and promote a fairer, more sustainable, and humane society.
La Chambre régionale de l'Economie Sociale et Solidaire (CRESS)	Private/ Association	The CRESS Nouvelle-Aquitaine is the regional assembly representing all actors of the Social and Solidarity Economy.

https://www.cress-na.org/		
SO Coopération https://www.socooperation.org/	Private/ Association	SO Coopération is the regional platform dedicated to cooperation and international solidarity, aimed at developing and optimizing projects carried out within the region to contribute to achieving the Sustainable Development Goals (SDGs).
Collectif educ pop num https://www.educpopnum.org/	Private/ Association	The regional EducPopNum Collective brings together various associations (popular education, scientific and technical culture, digital) to enhance the visibility of digital education and promote its adoption within the nonprofit sector and the field of youth work.

LENA can also rely on the support of the Confederal Center of the Ligue de l'enseignement, which brings together 102 departmental federations and 21,000 local associations across 24,000 municipalities throughout France.

As part of the survey process undertaken, several key stakeholders were involved through the use of tools such as surveys and focus groups.

These actors represent a heterogeneous network of stakeholders with whom the 3 associations have ongoing and constructive relations.

Their participation was fundamental in order to acquire significant data and useful perspectives for the improvement of the services offered.

Actors Involved in the Survey Process

The list of actors who took part in the survey process includes:

● **Local Authorities and Public Institutions**: Representatives of municipal, regional, and provincial administrations, with which the cooperative collaborates in a systematic way for the management and provision of socio-educational services.
● **Schools and Educational Institutions**: School managers, teachers, and educational staff, engaged in joint projects to foster social inclusion and the well-being of children and young people.
● **Third Sector Associations**: Non-governmental organisations and non-profit associations that share with Stripes a commitment to social, educational and welfare issues.
● **Families and Communities**: Parents and guardians, actively involved in the educational process of their children and in the services offered by the cooperative.
● **Health Professionals**: Health professionals, psychologists, social workers, who collaborate to guarantee an integrated and multidisciplinary approach to services.
● **Other Partners of the Cooperative**: Including service providers and specialised consultants who support Stripes in various operational and strategic activities.

Future Perspectives: Participation in Training

Considering the importance of their collaboration and their valuable contribution to the survey process, it was envisaged that these same actors could also be involved in subsequent training activities.

Organisation	Website
LOCAL AUTHORITIES AND PUBLIC INSTITUTIONS	

COMUNE DI BOLLATE	https://comune.bollate.mi.it/
COMUNE DI BRESSO	https://www.comune.bresso.mi.it/it
COMUNE DI BOVISIO MASCIAGO	https://comune.bovisiomasciago.mb.it/
COMUNE DI BUSTO GAROLFO	https://www.comune.bustogarolfo.mi.it/it-it/home
COMUNE DI CASSANO MAGNAGO	https://www.cassano-magnago.it/
COMUNE DI CERRO MAGGIORE	https://www.cerromaggiore.org/
COMUNE DI CASTANO PRIMO	https://www.comune.castanoprimo.mi.it/it
COMUNE DI CESATE	https://comune.cesate.mi.it/
COMUNE DI CESANO MADERNO	https://www.comune.cesano-maderno.mb.it/
COMUNE DI CINISELLO BALSAMO	https://www.comune.cinisello-balsamo.mi.it/
COMUNE DI DESIO	https://www.comune.desio.mb.it/it
COMUNE DI GAGGIANO	https://www.comune.gaggiano.mi.it/it
COMUNE DI GERENZANO	https://www.comune.gerenzano.va.it/it
COMUNE DI LAINATE	https://comune.lainate.mi.it/
COMUNE DI LANDRIANO	https://comune.landriano.pv.it/
COMUNE DI LEGNANO	https://comune.legnano.mi.it/
COMUNE DI MAGHERNO	https://www.comune.magherno.pv.it/it-it/home
COMUNE DI MILANO	https://www.comune.milano.it/
COMUNE DI NERVIANO	https://www.comune.nerviano.mi.it/
COMUNE DI PARABIAGO	https://www.comune.parabiago.mi.it/
COMUNE DI PAVIA	https://www.comune.pv.it/site/home.html
COMUNE DI PERO	https://www.comune.pero.mi.it/it
COMUNE DI RESCALDINA	https://www.comune.rescaldina.mi.it/
COMUNE DI RHO	https://comune.rho.mi.it/it-it/home
COMUNE DI SEGRATE	https://www.comune.segrate.mi.it/

COMUNE DI SETTIMO MILANESE	https://comune.settimomilanese.mi.it/
COMUNE DI SOLARO	https://www.comune.solaro.mi.it/hh/index.php
COMUNE DI SOLBIATE ARNO	https://www.comune.solbiate-arno.va.it/
COMUNE DI TORRE D'ISOLA	https://www.comune.torredisola.pv.it/it
COMUNE DI TORREVECCHIA PIA	https://www.comune.torrevecchiapia.pv.it/it
COMUNE DI VANZAGO	https://comune.vanzago.mi.it/
MINISTERO DI GIUSTIZIA	https://www.giustizia.it/giustizia/
ENDA SPECIALE INSIEME PER IL SOCIA	https://insiemeperilsociale.it/
AZIENDA SER.COP. - PIANO DI ZONA RHODENSE	https://www.sercop.it/
AZIENDA SO.LE.	https://www.ascsole.it/
AZIENDA CO.DE.BRI.	https://www.consorziodesiobrianza.it/
AZIENDA SOCIALE COMUNI INSIEME - PIANO DI ZONA GARBAGNATESE	https://www.comuni-insieme.mi.it/
AZIENDA SPECIALE RETE SALUTE	http://www.retesalute.net/
SEMI - PIANO DI ZONA SUD EST MILAN	http://www.incrocicomuni.it/
PIANO DI ZONA ALTO E BASSO PAVESE	https://www.ambito-altoebassopavese.com/
PIANO DI ZONA AMBITO SEREGNO	https://www.servizisocialinrete.it/
CGM	https://cgm.coop/
COMUNITÀ BRIANZA	https://comunitamonzabrianza.it/
COOPERHO	https://www.cooperho.it/
ASSOCIAZIONE SPAZIO ARS - STUDIO	https://spazioars.wordpress.com/
AICCON	https://www.aiccon.it/
ASHOKA	https://www.ashoka.org/it-it
ONDAZIONE PATRIMONIO CA GRANDA	https://www.fondazionepatrimoniocagranda.it/
CIRCOLO VEGA	https://circolovega.org/ws/

AR - FONDAZIONE AUGUSTO RANCILIO	https://www.villaarconati-far.it/ita/la-fondazione/
SCHOOLS AND EDUCATIONAL INSTITUTIONS	
IC LA MARMORA LAINATE	https://www.iclamarmoralainate.edu.it/
ICS VIA GIOVANNI XXII PERO	https://scuoledipero.edu.it/
ICS DANTE ALIGHIERI RESCALDINA	https://alighierirescaldina.edu.it/
IC VIA MANIAGO MILANO	https://www.icviamaniago.edu.it/
IC BARBARA MELZI LEGNANO	https://www.istitutobarbaramelzi.it/
IC RIZZOLI DI PREGNANA MILANESE	https://www.icsrizzoli.edu.it/
IC SOTTOCORNO DI MILANO	https://icsottocorno.edu.it/
C CARDUCCI DI SAN VITTORE OLONA	https://www.icscarducci.edu.it/
STATALE STROBINO CERRO MAGGIOR	https://www.scuoledicerro.edu.it/
SCUOLA DELL'INFANZIA PARIFICATA BAMBINO GESU' LEGNANO	https://www.scuolainfanziasantobambino.it/index.php/it/
IC VIALE LIBERTA' VIGEVANO	https://www.icvialelibertavigevano.edu.it/
IC RICCARDO MASSA DI MILANO	https://www.icriccardomassa.edu.it/
IC TOMMASO GROSSI DI RHO	https://www.icgrossirho.edu.it/
ATS E ASST	
ASST VALLE OLONA	https://www.asst-valleolona.it/
ATS BRIANZA	https://www.ats-brianza.it/it/
ATS CITTÀ METROPOLITANA DI MILANO	https://www.ats-milano.it/
ASST LEGNANESE	https://www.asst-ovestmi.it/home
ASST RHODENSE	https://www.asst-rhodense.it/
ATS INSUBRIA	https://www.ats-insubria.it/
THIRD SECTOR ASSOCIATIONS	
CONSORZIO LA RADA	https://www.consorziolarada.it/

Step by Step Project

A consortium of 9 social cooperatives that support the wellbeing of the individual by providing local communities with vocations and skills through supply chain services characterised by legality, solidarity, quality assurance and the competence of the staff employed	
FONDAZIONE MISSION BAMBINI ETS designs and manages educational projects in Italy and worldwide	https://missionbambini.org/
CIOFS-FB LOMBARDIA Take care of young people by offering them guidance, training and opportunities for employment	https://www.ciofslombardia.com/
ELABORANDO Social cooperative offering and managing educational services for children and families	http://www.elaborando.it/elaborando/
TRE EFFE implements educational services in the school, home, recreational and cultural spheres	https://www.treeffecoop.it/

SERENA job placement for disadvantaged people	https://serenacoop.org/
COMIN educational interventions in favour of disadvantaged persons	https://www.coopcomin.org/
SOLIDARIETA' E SERVIZI Care and assistance services for people with disabilities	https://www.solidarietaeservizi.it/
ALCHEMILLA researchworkshop on the value of the arts in education and participation processes	https://alchemillalab.it/
UNA CASA PER POLLICINO accompanying and supporting families, starting from themselves, from their capacity to generate relationships, good practices of proximity	tps://www.facebook.com/casaperpollicino.onlus/?locale=it_I
PROGETTO A street education service	https://www.consorziokcs.it/

EUREKA management of socio-medical, educational and training services, aimed at people with disabilities, minors and families facing difficulties, periods of crisis or change.	https://www.eurekaprimo.it/
GENERA - EQUA meets the needs and relates to the people with whom and for whom she works: from babies in cradles to the elderly at home.	https://equacooperativa.it/
COOP LA COCCINELLA educational projects and building a territorial educating community	https://www.lacoccinella.coop/
COOP ORSA develop the design and management of services dedicated to minors, focusing its activity on early childhood	https://www.consorziokcs.it/
CONSORZIO MACRAMÉ	https://www.consorziomacrame.it/

a consortium of social cooperatives engaged in human promotion, care and social and labour market integration of vulnerable and disadvantaged people	
ENERGICAMENTE COOP support for children and families	https://www.facebook.com/energicamentecoop/
A&I build the best conditions for the social and labour integration of citizens who, for various reasons, have fewer opportunities and unequal access to resources	https://www.aei.coop/
ARCA job placement for vulnerable people	https://www.arcaservice.it/
LA FUCINA Takes care of Time for the Person in the different daily contexts and stages of life from childhood through adolescence to adulthood	http://www.lafucina.org/
ALBATROS	https://www.coopalbatros.org/

Management of personal services of an educational and welfare nature	
MONDOVISIONE Paths of community regeneration	https://www.mondovisione.org/
INTRECCI Designing and managing services for **inclusion** and **empowerment** of those people who, for different reasons, remain excluded from the life of our communities	https://www.coopintrecci.it/
UNIVERSITIES AND RESEARCH INSTITUTIONS	
EPFL	https://www.epfl.ch/en/
UNIVERSITÀ BICOCCA	https://www.unimib.it/
POLITECNICO DI MILANO	https://www.polimi.it/
CREMIT	https://www.cremit.it/
CNR - ISTC	https://www.istc.cnr.it/
MOBSYA	https://www.thymio.org/it/
POPPY STATION	https://www.poppy-station.org/en/accueil-english/
ISTITUTO PER LE TECNOLOGIE DIDATTICHE	https://www.itd.cnr.it/
ASSOCIAZIONE FARE DIVERSAMENTE	http://www.farediversamente.it/
UNIVERSITÀ CATTOLICA	https://www.unicatt.it/
START-UP BAMBINI BICOCCA	https://bambinibicocca.it/
CENTRO STUDI RICCARDO MASSA	https://www.centrostudiriccardomassa.it/

WALÀ	https://walawelfare.com/
ISTITUTO ITALIANO DI VALUTAZIONE	https://www.valutare.org/it/
SYNERGIA	https://www.synergie-italia.it/
MEMBERSHIP	
GRUPPO COOPERATIVO CGM	https://cgm.coop/
CONSORZIO COMUNITÀ BRIANZA	https://comunitamonzabrianza.it/
FONDAZIONE TRIULZA	https://fondazionetriulza.org/
CONSORZIO PAN – SERVIZI PER L'INFANZIA	https://www.consorziopan.it/
CONSORZIO COOPERHO	https://www.cooperho.it/
CSRM CENTRO STUDI RICCARDO MASSA	https://www.centrostudiriccardomassa.it/
CONFCOOPERATIVE	https://www.confcooperative.it/
WELFARE IN AZIONE	http://welfareinazione.fondazionecariplo.it/it/
WELFAREX	https://welfarex.it/x/home
CONSORZIO COOPERAZIONE DIGITALE	https://www.cooperazionedigitale.coop/
COOPERATIVA GP2	https://www.gp2servizi.it/
COOPERATIVA KOINÉ	https://koinecoopsociale.it/
AFOL METROPOLITANA	https://www.afolmet.it/
CONSORZIO SIR	https://www.consorziosir.it/
FONDAZIONE LAUREUS	https://laureus.it/
FOUNDATION	
IMPRESA SOCIALE CON I BAMBINI	https://www.conibambini.org/
FONDAZIONE COMUNITARIA	https://www.fondazionevaresotto.it/

Step by Step Project

DEL VARESOTTO	
CEPEL	https://cepell.it/
FONDAZIONE DELLA COMUNITA' DI MONZA BRIANZA	https://www.fondazionemonzabrianza.org/
FONDAZIONE DI COMUNITA' DI MILANO	https://www.fondazionecomunitamilano.org/
FONDAZIONE CARIPLO	https://www.fondazionecariplo.it/it/index.html
FONDAZIONE TELECOM	https://www.fondazionetim.it/
FONDO PER LA REPUBBLICA DIGITALE	https://www.fondorepubblicadigitale.it/
REGIONE LOMBARDIA	https://www.regione.lombardia.it/wps/portal/istituzionale/
MIUR – MINISTERO DELL'ISTRUZIONE	https://www.mim.gov.it/
UFFICIO SCOLASTICO TERRITORIALE DI MONZA E BRIANZA	https://monza.istruzionelombardia.gov.it/
FONDAZIONE COMPAGINA DI SAN PAOLO	https://www.compagniadisanpaolo.it/it/

FAL 19 Focus Group report - 10th of September, France

During this meeting, the members of the focus group introduced themselves in a roundtable session.

The content of the Erasmus+ Step By Step project and the purpose of the meeting were first recalled.

Then, the detailed program was presented in a second stage.

The participants made some comments :

The use of digital tools, especially applications for identifying living species, presents a significant risk of mistakes and should therefore be used sparingly.

However, these online identification tools can be an opportunity to raise awareness among the public about the reliability of information found online and, therefore, the need to verify sources.

Regarding digital tools, it was also highlighted that they could limit participants' interaction with nature if they are not used properly.

The creation of these training modules could benefit FAL19 trainers, as they would allow them to reach the under-6 age group, which, for now, is not very involved in FAL's activities.

Participants reviewed all the training modules proposed by Stripes, then evaluated the positive points, negative points, and made suggestions and recommendations for improvement. Here are the results of their reflections:

Positive points

The topics are very interesting, and the flow is coherent.

The proposed teaching methods are quite diverse.

Module 7, "Online Collaboration," is interesting because it will allow an exchange of practices that will benefit facilitators in different countries (France and Italy).

Missing points

Accessibility is barely mentioned.

There are few elements related to eco-citizenship, apart from recycling notions. The modules could also address consumption habits, etc. In general, the theme of Module 3 is very narrow. This module should refocus more on SDG (Sustainable Development Goals) objectives.

In the program as presented to participants, the modes of the workshops (in-person, video conference, hybrid, etc.) are not specified.

Turnkey workshops are not necessarily very relevant in this project because the different types of trainers targeted (trainers in associations, teachers, etc.) have different working methods. The workshop formats should be flexible enough to adapt to each type of animators.

The link between the training and the development of the child is not taken into account.

Finally, the possibility of peer exchange is not mentioned in this program.

Suggestions and recommendations for improvement

A hybrid training format (online and in-person) would be perfectly suited to this program. MOOCs are a good means of online learning. Learning apps are also interesting tools for self-learning.

In addition to the online content and materials, it would be interesting to consider providing physical tools, like a toolkit for example.

The practical modules could be reorganized.

Plan evaluation methods for the project. Testimonials from facilitators could also be collected to refine the pedagogy used.

Regarding the content of the project:

Initially, include a self-assessment test to offer a personalized learning path.

Prioritize the training modules by theme and importance.

Address eco-citizenship in its entirety (for example : consumption habits, waste management, accumulation of toys for young audiences, etc.).

Some additional recommendations :

The project could be divided into two parts :

- The first part would focus on how to teach and propose some innovative learning methods.
- The second part would focus on the training pathway itself and offer several learning approaches or methodologies. For example, one could propose a playful, artistic, sensory, scientific, or even thematic approach.

To make learning more fun, an **escape game** could be integrated into the program.

Participatory science (species counting by learners, etc.) is a way to keep participants engaged in the project.

STRIPES FOCUS GROUP REPORT – 25ᵗʰ of July, Bollate, Italy

Some of the objectives of the Erasmus + Step by Step project are:

- Enable organisations for greater awareness on the Green New Deal, providing educational staff with notions and tools for sharing with the educational community on sustainability issues, with reference to the Sustainable Development Goals (SDGs), with respect to environmental protection and inclusive and quality education;
- Create moments of sharing among educational personnel (educators, pedagogues, specialists, teachers, but also animators, volunteers, etc.) and reflection on educational hypotheses with respect to the themes of nature and digital.

For this, we convened a focus group consisting of actors active in the area on the topics of education, nature and the digital.

Wanting to investigate the educational hypothesis underlying experiences that connect nature and digital, for this focus group we invited professionals and organisations that often have the opportunity to design and organise outdoor and/or digital education activities.

- Location: LaBolla Theatre
- Number of participants: 13
- Duration: 2 hours.

<u>PRESENTATION TO THE GROUP AND OPENING OF THE THEMATIC DIMENSION</u>

Once we had welcomed the participants, we introduced them to the project and shared with them its aims.
In order to bring the natural and digital dimensions close to their own narrative, participants are given two post-it notes (a leaf and a green bubble) and asked to identify themselves with a natural or digital element, facilitating their own narrative, presentation of themselves and their metaphor to the rest of the group.
Once the group has been presented, the participants are asked to place the post it on a poster, previously placed behind them, depicting 3 circles connected, but not intersecting, with each other.
The first circle group bears the words 'Nature' above it, and the third 'Digital'.

<u>THINKING ABOUT THE NATURAL WORLD AND THE DIGITAL WORLD, WHAT IS THE FIRST LEARNING EXPERIENCE THAT COMES TO MIND?</u>
Once immersed in the natural and digital dimensions, the question above the third circle, the central one, is revealed.
Participants are then asked to tell us about their first (formal or informal) learning experience.

Here, participants are given two blue post-it notes (a leaf and a bubble) on which to narrate their experience.

SHARING IN SMALL GROUPS: RECOUNTING OUR EXPERIENCES

The focus group participants were invited to create groups of three in which to recount the natural and digital training experiences they had recalled.

Within the small groups, which allowed for a more intimate sharing, there were valuable moments that the participants decided to bring back in the following discussion with the full group.

Some of the interventions follow: Marco reports that, thanks to sharing with Sara, he recalled a memory identifiable as a formative outdoor experience much earlier than the one he had decided to write on the post-it note.

Valentina, too, reflects on the earliest nature-related educational experiences, linking them in particular to the dimension and caring role of grandparents who, thanks to their daily and stronger relationship with nature than that of their parents, assumed an educational role that left deep traces.

Sara, on the other hand, reflects on the narrative made by the other focus group participants on the topics of digital education, observing that in these experiences they have moved a long way from being users of the tool, but that the experiential and formative dimension is linked to having used the digital tool in the service of their own creativity.

DIGITAL ECO-DIMENSION

Having reconstructed the meaning dimension, working on the level of personal experience, we shifted the focus to the eco-digital dimension as a learning space.

Citing Pistoletto's theory of the Third Paradise (http://terzoparadiso.org/what-is), we ask if and how, working in the direction of a sustainable, rich and nourishing future, eco-digital education can enrich the educational experience of an audience of adults with different backgrounds, of different generations, and in turn have an educational impact on different target audiences (educators, pedagogues, volunteers, those active in the educational sector in activities with children, adults, the elderly, etc.).

Also starting from personal experiences, we ask the participants for some examples where the educational activity could have been enriched by the combination with the natural or digital dimension.

Serena, for example, exemplifies that a walk in the mountains could be enriched in terms of formative exploration of places thanks to AR, useful for recognising plants and elements encountered along the way.

Marta, who brought as her first learning experience the time spent in her grandparents' vegetable garden, reflects on the benefits of sharing what she has learnt thanks to illustration and presentation programmes such as Canva and the production of material to disseminate.

Angelo tells of a tried-and-tested eco-digital experience in which a group of engineers created a loudspeaker from wood collected from trees that had been felled by a storm. The loudspeaker

instrument, thus the result of the recovery of reused material, was also included in a project to learn about the territory and its biodiversity, in a circular work of sustainability.

ECO-DIGITAL TRAINING

Finally, we asked the focus group participants what elements a training dedicated to the educating community should have on the topic of structuring activities that connect the educational elements of nature and digital.

We gave them time for reflection to write on a final post-it note to be placed below the central connecting world on the worksheet and opened a group discussion.

The main suggestions gathered are:

- Build a training that includes both theoretical elements as well as practical activities, offering activities in which the eco-digital dimension can be applied immediately;
- Anticipate workshops with moments of reflection on the combination of digital activities and elements of nature, to go beyond the perception of the digital as the opposite and enemy of the natural dimension;
- Propose an articulation structure for the training activities, repeatable and adaptable to the different eco-digital experiences that they will decide to propose to their students, family members, educational workshop participants of different ages, etc.
- Creation of guides/tutorials on the basic use of selected digital tools (from the use of instrumentation to an overview of useful platforms for the presentation-dissemination of results) that remain and can be consulted by participants.
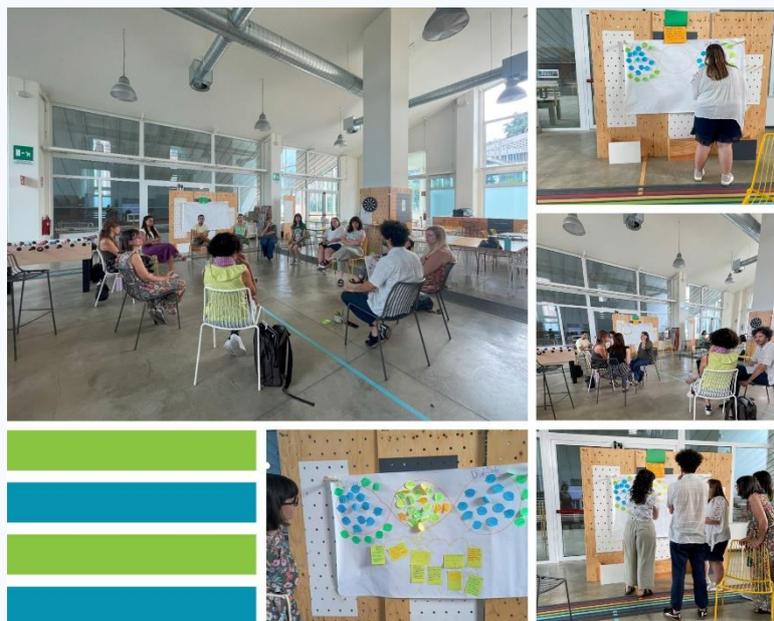
LENA FOCUS GROUP REPORT – 9th of July Bordeaux, France

1) Training programme

The detailed programme was presented. Participants made the following comments:

- the programme seems to be very complete, comprehensive and enriching for the educators

- there is a lot of content to prepare and pass on during the training

- Artificial intelligence is lacking. It must be part of the reflections, tools to be presented to educators

Recommandations :

- the modules must be built progressively, with the goal of having a learning path with steps

- Training duration. There could be some self-learning time, alternating between videoconferencing and face-to-face time and/or homework

- educators requirements before participating in the training. To have a public with which test some tools ? digital interest ?

- the 1 – 4 modules should be concentrated in the ODDs, the practises exchange, etc. The 5th module should be the starting point of the digital tool as a support pedagogical tool.

- there are educators that are not very familiar or at ease with digital technology. Fun and easy tools should be proposed and also group work for these matters.

- the digital tools that will be presented in the training should help educators to be aware of environmental issues and take action to change their practices and of course their publics actions.

- It's very important to have an ethical aspect of digital technology and a critical look at what is being proposed to educators but also the public in general. Talk about digital practices that are as low-impact as possible.

- ensure that the digital tools are practiced during training, so that they are fully understood.

- Evaluation is very important for the educators and the overall project. Don't forget to evaluate modules and the overall training in order to improve them.

2) Hands-on activities

The goal of hands-on activities is to give tools to educators to use with their publics. As there was no document to analyse, participants proposed the following recommandations:

- Promote existing games/tools (Planète en jeux, malette numérique durable) so educators can find them easily (library, internet...) and in their own languages
- The best practises that the project has identified could be used as hands on activities
- Create hand on activities if there is a gap (example : low carbon digital activities and/or games...explanation of steps if needed...)
- Create evaluation forms/games (if not existing) so the adults/public can evaluate the activities proposed by the adult educators

3) Overall project

The participants consider the project ambitious and furthermore, as it is a small scale project, a great opportunity to improve the practises of educators and have a bottom up approach.

They share the interest in the theme and actions proposed and recommend the following :

Pedagogy :

- Digital should be used as a tool for environmental awareness. It should ethical and low carbon. Coherence should be the most important factor of the project.
- The training should give the opportunity to educators to improve their skills and test new tools during the training.
- Digital inclusion should be taken in consideration following the profiles of educators who will be trained.

Public :

- The educators must be involved from the beginning until the end of the project as they will be testers and multipliers of the learning path the Step By Step project.

Communication and dissemination

- A mailing list shoud be created to inform stakeholders on actions and results
- The project should inform on the steps and productions every 3 months minimum (social media, meetings, presentations...).
- The EPALE platform should be used to disseminate the results

Evaluation

The participants were interested in the project and also very satisfied of being invited to contribute to the reflection of the workpackages development. The group intelligence method is helpful as it confronts ideas, ways of working but also results and impact.

At least 3 organisations that participated in the focus group wish to send an educator to be a tester of the training and all participants wish to be informed of the on-going development of the project and to have access to the ressources.