



*Green Professional Development
for Youth Workers*

Green Pro

14–21 March 2026 / Horezu, Romania

*2025-1-RO01-KA151-YOU-
000302169*

Co-funded by the European Union

*Coordinator: Pro Dezvoltare DACIA
Association (APDD),*



Co-funded by
the European Union



Table Of Contents

Introduction

Project at a Glance

Key Impact Numbers

About the Project

Who Participated?

Project Objectives

Methodology

Activities



Co-funded by
the European Union



Table Of Contents

Youth Work and Sustainability: Why It Matters

Working with Young People with Fewer Opportunities

Non-Formal Education Growth: Before vs After

Good Practices Highlights

Participant Voices: What They Learned

Participant Satisfaction

Impact of the Project

Results and Final Products



Co-funded by
the European Union



Table Of Contents

Lessons Learned

Recommendations for Other Organisations

Dissemination and Visibility

Conclusions

Simplified Programme

Testimonials

Disclaimer



Co-funded by
the European Union



Partner Organisations

Asociația Pro Dezvoltare DACIA (APDD) – Romania

Estrellas del Sur – Spain

Kreatív Ifjúsági Akadémia Magyarország – Hungary

Youthpath – Greece

ESEI "ETHNO, SOCIAL AND ECO INITIATIVES" Organization – Bulgaria

Associação para a Descoberta da Europa (Babel Escola) – Portugal

Initiative for Development and Cooperation – Serbia

Flamingo Sea Plus – Italy

International Labour Association – Türkiye

Team Bahamas e.V. (TBNGO) – Germany

Association Promotion Pédagogique et Culture – France

Asociacija Tavo Europa – Lithuania

Pi Youth Association – Türkiye

Youth Empowerment Center – Greece

International Youth Association Eutopia – Croatia

SCAMBIEUROPEI ETS – Italy



Co-funded by
the European Union





INTRODUCTION

This guide gathers the practical outcomes, methods, and lessons learned from the GREEN-PRO international seminar – an eight-day professional development event that brought together 40 youth workers from 16 organisations across 13 European countries. The seminar took place in Horezu, Romania, between 14 and 21 March 2026, and was coordinated by Pro Dezvoltare DACIA Association (APDD).

GREEN-PRO was built around a clear conviction: that youth workers need concrete, usable tools to address environmental topics with the young people they serve – particularly those facing fewer opportunities. Over eight intensive days, participants explored green education methodologies, exchanged real practices from their home contexts, and co-created a set of tested, replicable activities ready to be applied across Europe.

This guide is intended for youth workers, trainers, project coordinators, and organisations interested in integrating environmental education into their practice. The approaches described here have been tested in a real international setting and can be adapted to a wide range of local contexts, group sizes, and target audiences.

Youth workers are not just educators. They are the bridge between the world young people live in now and the future they will have to navigate.



Co-funded by
the European Union

APDD



PROJECT AT A GLANCE

40 Youth Workers

13 Countries

16 Organisations

8 Days of intensive learning

14–21 March 2026

Hotel Horezu, Romania

***Focused on environmental
education, non-formal
methods, and inclusive
practice.***





KEY IMPACT NUMBERS



83% Response Rate on impact assessment

+0.90 Average score gain across all competence areas

79% Rated the seminar 4 out of 5 or higher

93% Found peer exchange very or extremely useful

All competence areas showed significant improvement from pre- to post-seminar assessment





ABOUT THE PROJECT

Programme: Erasmus+ KA151 — Youth Worker Mobility (Professional Development Activities)

Contract number: 2025-1-RO01-KA151-YOU-000302169

Erasmus+ Youth Accreditation: 2020-1-RO01-KA150-YOU-095921

Coordinating organisation: Pro Dezvoltare DACIA Association (APDD), Drăgășani, Romania

Duration: 14–21 March 2026 — 8 days

Location: Horezu, Romania



Partner countries

Spain, Hungary, Greece, Bulgaria, Croatia, Portugal, Serbia, Italy, Turkey, Germany, France, Poland, Lithuania, Romania

Partner organisations

16 organisations from 13 countries

Total participants: 40 youth workers

GREEN-PRO

was designed as a seminar-based mobility, meaning that the core results were produced and validated directly during the activity — through hands-on practice, peer exchange, and collaborative learning. All costs including accommodation, meals, travel, and activity materials were covered by project funding. No participation fees were charged.



WHO PARTICIPATED?



40 youth workers from diverse backgrounds across Europe and beyond participated in the GREEN-PRO seminar, joined by facilitators and the coordinating team.

Participant profile: Youth workers aged 18 and over, active in non-formal education and community youth work, working in organisations from 13 programme countries.

Experience levels: 83% of participants had 3 years or fewer of youth work experience — making this seminar a foundational professional development moment for the majority of the group.

15 participants had less than one year of experience. 19 participants had between one and three years of experience. 2 participants had between four and six years of experience. 1 participant had between seven and ten years of experience. 1 participant had over ten years of experience.

Callout stat: 83% — early-career youth workers For this group, GREEN-PRO was not an add-on to an established practice. It was a formative experience at the start of a career.



PROJECT OBJECTIVES

Overall aim:

To increase the quality of youth work in the field of green education, by developing the professional skills of youth workers and strengthening the capacity of participating organisations to create, adapt, and use experiential, innovative, and inclusive educational methods tailored to the needs of young people — particularly those with fewer opportunities.

Specific Objective 1

To improve the quality of youth services offered by at least 10 participating organisations — including at least 2 newly involved ones — by strengthening their capacity to apply modern, practical, and inclusive green educational approaches, by 31 August 2026.

Specific Objective 2

To improve the professional readiness of at least 40 youth workers from at least 10 programme countries, through participation in an international seminar focused on ecological education, sustainable development, and climate change, by 31 August 2026.

Specific Objective 3

To create, adapt, test, and validate during the international mobility a set of at least 5 green, experiential, and inclusive educational activities — developed from participants' real practices and adapted to a future scenario (the year 2070) — designed for work with young people with fewer opportunities.

Specific Objective 4

To increase the level of ecological awareness and sensitivity among young people — especially those with fewer opportunities — by facilitating access to educational and visual materials created during the mobility and disseminated through digital channels and shared hashtags, by 31 August 2026.

Key Erasmus+ priorities:

Inclusion and diversity in youth work | Environmental sustainability and green education | Quality and innovation in non-formal education | Digital tools in youth work practice



METHODOLOGY

The GREEN-PRO seminar was grounded in non-formal education principles throughout. Learning happened through doing – participants were not passive recipients of information but active co-creators of the programme's outcomes.

Non-Formal Education

The seminar drew on a broad range of NFE approaches: energisers and ice-breakers to build group cohesion, simulation games to explore environmental concepts, World Café sessions for open peer exchange, role plays and scenario-based activities, Fishbowl discussions for structured reflection, and Open Space Technology formats that allowed participants to propose and lead their own sessions.

Digital Tools

Mentimeter was used for real-time feedback, knowledge assessments, and group reflection throughout the week. Padlet served as the shared digital space for participant uploads and post-event dissemination. Additional collaborative and visual design tools were integrated during activity creation sessions.

Intercultural Exchange

With participants from 13 countries and 16 organisations, the intercultural dimension was woven into every session. The Green Solutions Marketplace gave each organisation space to present a concrete local practice, generating a diverse library of replicable ideas from across Europe.

Participatory Facilitation

Sessions were facilitated in a participatory style, with facilitators acting as guides rather than experts. Space was given for group reflection, open questioning, and peer feedback. Each day ended with a structured reflection moment to consolidate learning.

Activities



Co-funded by
the European Union

APDD



First focus: ARRIVAL AND TEAM BUILDING

Purpose: To create a safe, cohesive group environment and establish shared expectations for the week. Duration: Day 1 — 14 March 2026 — approximately 6 hours of structured activity. Materials needed: Name tags, group agreement flipchart, energiser props, printed programme overview.

The first day was dedicated to arrivals, orientation, and early group formation. After registration and a welcome from the coordinating team, participants introduced themselves and their organisations through a structured icebreaker that invited them to share one green practice they already use in their work. The group co-created a set of shared agreements covering communication norms, participation, confidentiality, and digital use. A light energiser session helped break initial social barriers across language groups.

Outcomes: Participants arrived oriented to the programme and connected to one another. The shared agreements document remained visible throughout the seminar and was referenced in later sessions.

Why it worked: Starting with what participants already do — rather than what they don't know — immediately positioned everyone as a resource. The co-created agreements gave the group ownership of the learning environment from day one.

Tips for facilitators: Allow more time than expected for introductions when working with a large multilingual group. Visual supports such as maps, country flags, and organisational logos help participants locate one another and build initial connections faster.



Second focus: GREEN SOLUTIONS MARKETPLACE

Purpose: To facilitate structured peer exchange of existing green education practices from across Europe. Duration: Day 2 — approximately 6 hours. Materials needed: Presentation space per organisation, printed or visual materials, evaluation cards.

Each participating organisation prepared a short, practical presentation of one green educational activity or initiative already implemented in their local context. Organisations set up informal stands and participants circulated freely, engaging in conversation, asking questions, and collecting ideas. A structured reflection followed, during which groups identified common themes, transferable elements, and gaps.

Outcomes: A library of 16 concrete practices from 13 countries — covering waste reduction, urban gardening, climate storytelling, eco-mapping, youth-led environmental campaigns, and more.

Why it worked: The marketplace format removed hierarchy from the exchange. Every organisation contributed equally regardless of size or experience level, creating genuine peer-to-peer learning.

Tips for facilitators: Brief organisations in advance — stands work best when they are visual and interactive rather than slide-based. Provide a simple evaluation card so participants capture what they want to take home.



Third focus: 2070 SCENARIO PLANNING AND CO-CREATION

Purpose: To develop and test new green educational activities adapted to a future climate scenario. Duration: Days 3 and 4 — approximately 12 hours total. Materials needed: Scenario briefing cards, activity design templates, facilitation guides, testing materials.

Working in mixed international groups, participants were introduced to a scenario set in the year 2070 — a world significantly altered by climate change. Groups were tasked with designing educational activities for young people with fewer opportunities living in this future context. Each group developed a full activity plan, piloted it with peers, and received structured feedback before refining the design. A final showcase allowed each group to present their validated activity.

Outcomes: A set of co-created, tested educational activities ready for use with young people — covering resource scarcity, community resilience, intergenerational climate responsibility, and green skills for employment.

Why it worked: The future scenario gave participants creative distance from familiar constraints, generating more innovative responses. Peer testing in real time allowed immediate, practical feedback that strengthened the final outputs.

Tips for facilitators: The scenario briefing needs to be immersive enough to spark imagination without becoming overwhelming. Provide clear design templates so groups channel creativity into a usable format from the start.



Fourth focus: FISHBOWL DISCUSSION

Purpose: To explore the structural, institutional, and personal barriers youth workers face when integrating environmental education into their practice. Duration: Day 5 – approximately 6 hours. Materials needed: Chairs in concentric circles, facilitation guide, reflection cards.

A small group of volunteers sat in an inner circle and discussed their real experience of obstacles to green youth work – from lack of funding and institutional support to low environmental awareness among young people and limited access to green spaces in urban settings. The outer circle listened and took notes. After each round, participants rotated. A plenary reflection concluded the session with a mapping of shared barriers and collective strategies.

Outcomes: A shared, honest picture of what makes green youth work difficult across different national contexts – and a set of practical strategies generated by participants themselves.

Why it worked: The Fishbowl format created psychological safety. Participants were more willing to name real difficulties in a structured conversation than in an open plenary.

Tips for facilitators: Seed the inner circle with participants who are willing to be candid. The facilitator's role is minimal once the conversation begins – resist the urge to intervene.



YOUTH WORK AND SUSTAINABILITY: WHY IT MATTERS

Young People as Change Agents Young people are not the problem to be solved — they are the solution to be supported. Youth workers who understand environmental challenges are better positioned to help young people develop the critical thinking, creativity, and sense of agency they need to engage with those challenges meaningfully. Green education, done well, builds confidence as much as it builds knowledge.

Community Resilience The communities most affected by environmental change are often those with fewest resources to respond. Youth work has always operated at that intersection — close to the ground, close to the people. Integrating sustainability into youth work practice is not an ideological choice. It is a professional response to the reality young people are already living in communities across Europe and beyond.

Skills for a Green Future The labour market is changing. Green skills — from basic ecological literacy to the capacity to design sustainable practices — are increasingly valued across sectors. Youth workers who embed these competences into their work give young people a practical advantage, not just an environmental conscience. GREEN-PRO was designed precisely around this connection: professional development for youth workers that has direct impact on the young people they serve.



WORKING WITH YOUNG PEOPLE WITH FEWER OPPORTUNITIES

Inclusion was not an add-on to GREEN-PRO. It was a design principle. Every activity developed during the seminar was specifically adapted for use with young people facing fewer opportunities — whether defined by economic circumstances, geographic isolation, educational disadvantage, or social marginalisation.

Three key principles that guided the work:

Relevance before ecology. Environmental education that starts with the immediate reality of a young person's life — their neighbourhood, their community, their daily concerns — lands better than abstract global narratives. Youth workers learned to anchor green topics in local, concrete experience first.

Participation as inclusion. The methods used throughout the seminar — participatory design, peer exchange, co-creation — are the same methods that work best with young people who have been excluded from formal learning environments. Non-formal education is not a workaround. It is the appropriate methodology for this group.

Agency over anxiety. Climate communication that focuses only on threat and urgency can deepen the sense of powerlessness that many young people with fewer opportunities already feel. The activities developed at GREEN-PRO were designed to build agency — the sense that what I do and what I learn matters, and that I can contribute to something larger than myself.



ENVIRONMENTAL KNOWLEDGE: BEFORE VS AFTER

All five environmental knowledge areas improved across the seminar. Participants self-assessed their knowledge and confidence at the start and end of the week.



Strongest gains

Integrating Environmental Themes (+1.2) and Barriers to Environmental Education (+1.0) showed the strongest improvement — both areas directly connected to the practical, facilitation-focused approach of the seminar.



NON-FORMAL EDUCATION GROWTH: BEFORE VS AFTER

All six NFE and inclusion competence areas showed significant improvement. The two areas with the greatest leaps were those where participants started with the lowest baseline.



2.8 → 4.2

Participatory Methods
+48.7% growth

2.9 → 4.2

Working with YPFO
+45.5% growth



GOOD PRACTICES HIGHLIGHTS

Participant Selection Based on Potential APDD selected participants based on a balanced set of criteria covering motivation, professional potential, and relevant experience in youth work — ensuring both early-career practitioners and more experienced youth workers were represented in the group

Horezu as a Programme Choice The seminar venue was chosen deliberately. Horezu's living pottery tradition and monastery gave participants direct contact with a community that has practised sustainability as a way of life for centuries — something no urban conference room could offer.

Programme Designed as a Learning Arc The eight days were structured as a single arc — from group formation to co-creation to dissemination — where each day built on the previous one. By the time participants reached the co-creation sessions, they had the trust and shared language needed to take real creative risks together.

The GREEN-PRO Padlet A shared Padlet served as live documentation space, dissemination channel, and post-project evidence hub. Participants contributed independently, distributing ownership of the project's public presence across all 40 participants and 16 organisations.

The Podcast Series 5 episodes featuring seminar participants speaking about the week's themes. Recording the episodes was itself a reflective practice — articulating what they learned for a public audience deepened the learning in ways written evaluations cannot.



GOOD PRACTICES FROM THE GREEN SOLUTIONS MARKETPLACE

Pro Dezvoltare DACIA Association (APDD) — Romania

apdd.ro

APDD integrates green education into its youth work through European Solidarity Corps volunteers who co-design and facilitate environmental activities in local schools and communities in the Vâlcea region. Their practice demonstrated how small organisations can embed sustainability into everyday youth work using volunteer-led, low-resource approaches adaptable across different national contexts.

Estrellas del Sur — Spain

estrellasdelsur.eu

Estrellas del Sur shared non-formal education approaches used with young people in Córdoba to raise awareness about environmental issues in urban communities. Their practice focused on making green topics accessible and relevant to young people with fewer opportunities, using intercultural exchange as a catalyst for ecological awareness.

Kreatív Ifjúsági Akadémia Magyarország — Hungary

[instagram.com/kreativ_akademia](https://www.instagram.com/kreativ_akademia)

The Creative Youth Academy shared arts-based methods for exploring environmental themes with young people, demonstrating how creativity and visual storytelling can make complex ecological concepts engaging and accessible in youth work settings.



Co-funded by
the European Union

APDD



GOOD PRACTICES FROM THE GREEN SOLUTIONS MARKETPLACE

Youthpath — Greece

youthpathngo.com

Youthpath presented non-formal activities connecting environmental literacy with active citizenship, showing how green education can be integrated into youth work programmes that develop both ecological awareness and the civic skills young people need to engage with environmental challenges in their communities.

Youth Empowerment Center — Greece

facebook.com/yecenter

Youth Empowerment Center shared community-based approaches to environmental volunteering aligned with the UN Sustainable Development Goals, demonstrating how youth organisations can frame green education within a broader framework of social responsibility and community action.

ESEI — Ethno, Social and Eco Initiatives — Bulgaria

facebook.com/ESEI.Bulgaria

ESEI presented its distinctive approach to eco-education rooted in Bulgarian ethnographic traditions, showing how local cultural heritage and traditional relationships with nature can be used as a starting point for environmental education with young people in rural and semi-urban communities.

Babel Escola — Portugal

babel.com.pt

Babel Escola shared intercultural environmental education methods developed for diverse urban youth communities in Portugal, demonstrating how sustainability themes can serve as a bridge across cultural and linguistic differences and be made relevant to young people from varied backgrounds.



Co-funded by
the European Union

APDD



GOOD PRACTICES FROM THE GREEN SOLUTIONS MARKETPLACE

Initiative for Development and Cooperation (IDC) — Serbia

idcserbia.org

IDC presented EkoBag, a social enterprise producing reusable fashion accessories from used billboard foils — a hands-on model of circular economy that directly involves young people in sustainable production. The practice showed how environmental education can be combined with employability and social enterprise skills in work with young people facing fewer opportunities.

Flamingo Sea Plus — Italy

flamingoseaplus.altervista.org

Flamingo Sea Plus shared coastal and marine environmental education activities designed for youth groups, including citizen science approaches to biodiversity documentation. Their practice demonstrated how direct contact with natural ecosystems can deepen young people's connection to environmental issues and motivate long-term ecological engagement.

SCAMBIEUROPEI ETS — Italy

associazionescambieuropei.org · [instagram.com/scambieuropei](https://www.instagram.com/scambieuropei)

Scambieuropei shared their approach to integrating environmental themes into European mobility projects, demonstrating how Erasmus+ exchanges can be designed with sustainability as a core dimension rather than an add-on, and how green competences can be developed through international peer learning.



GOOD PRACTICES FROM THE GREEN SOLUTIONS MARKETPLACE

International Labour Association — Turkey

ilabour.eu

ILA presented community reforestation and afforestation programmes implemented with young people, sharing practical methodologies for combining environmental stewardship with youth development. Their practice showed how hands-on ecological action can build agency, responsibility, and green skills in young people across different community contexts.

Asociacija Tavo Europa — Lithuania

tavoeuropa.eu · facebook.com/TavoEuropa

Tavo Europa shared non-formal education programmes connecting European citizenship with environmental responsibility, developed for young people in Lithuanian communities where green resources and infrastructure are limited. Their practice showed how youth organisations can build ecological awareness while simultaneously strengthening civic participation and community belonging.

International Youth Association Eutopia — Croatia

iyaeutopia.wixsite.com/ngo-eutopia · facebook.com/iya.eutopia

Eutopia shared youth-led environmental projects focused on sustainable living practices and community resilience, developed in collaboration with local schools and organisations in Croatia. Their practice demonstrated how young people can be positioned as designers and leaders of green initiatives rather than simply participants, creating outputs replicable across different national contexts.



Co-funded by
the European Union

APDD



GOOD PRACTICES FROM THE GREEN SOLUTIONS MARKETPLACE

Pi Youth Association — Turkey

pigenclikdernegi.org · facebook.com/pigenclikdernegi

Pi Youth shared digital and social media approaches used to raise environmental awareness among young people in urban Turkey, demonstrating how youth-led communication campaigns can amplify green messages and position young people as active voices in environmental discourse rather than passive recipients of information.

Team Bahamas e.V. (TBNGO) — Germany

salto-youth.net/tools/otlas-partner-finding

Team Bahamas shared inclusive green education practices developed for diverse youth communities in Germany, demonstrating how environmental activities can be designed to work across cultural backgrounds and varying levels of prior ecological knowledge, with a strong focus on accessibility and participation.

Association Promotion Pédagogie et Culture (APPC) — France

appc-idf.com · instagram.com/appc_officiel

APPC shared their approach to integrating environmental awareness into youth work in priority urban neighbourhoods in Île-de-France, where many young people have limited access to green spaces. Their practice demonstrated how sustainability and social justice can be addressed together, making environmental education relevant to the daily realities of young people in disadvantaged urban contexts.



PARTICIPANT VOICES: WHAT THEY LEARNED

"Community involvement, sustainability, recycling — these are not separate topics. This week showed me how they belong together in the work we do with young people."

"Teamwork, leadership, patience. I came looking for environmental methods and left with a much broader set of skills."

"Erasmus+ information, the way organisations work, the reality of youth work across Europe — I understood our field better after this week than after years of working in it locally."

"Environmental awareness, critical thinking — I had some of this before. But now I have the methods to pass it on."

"Creativity, digital communication, the ability to explain complex things simply. These are the skills I developed and the ones I will use every day."

"More patience, better design thinking, a wider perspective. I came back a different kind of practitioner."

PARTICIPANT SATISFACTION

Exceeded expectations (5/5)



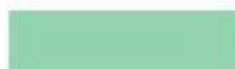
44.83%

Met expectations (4/5)



34.48%

Partially met expectations (3/5)



20.69%

Good Practice Exchanges: 59% Extremely Useful · 34% Very Useful

Co-Creating Activities Together: 55% Extremely Valuable · 38% Very Valuable



IMPACT OF THE PROJECT



Impact on participants:

The seminar produced measurable growth across all competence areas assessed. The average score gain across all knowledge and skills domains was +0.90 points on a five-point scale, with 83% of participants completing both pre- and post-assessments. The greatest development was seen in Participatory Methods (2.8 to 4.2, a gain of +1.38) and Working with Young People Facing Fewer Opportunities (2.9 to 4.2, a gain of +1.33).

The seminar was designed around the exchange of real practices between organisations. The profile of participants – 83% with three years or fewer of experience – made that exchange particularly significant: newer practitioners brought fresh energy and local innovation, while more experienced participants contributed tested methodologies and organisational knowledge. The transfer worked in both directions.

Impact on organisations:

Sixteen organisations from 13 countries left the seminar with tested, ready-to-use educational activities, a network of European peers, and strengthened internal capacity to address environmental topics in their youth work. At least two newly involved organisations participated in an Erasmus+ mobility of this type for the first time.

Impact on the community:

The activities and materials produced during the seminar are being disseminated at local level by participants in their home communities, extending the reach of the project well beyond the 40 individuals who attended. Young people with fewer opportunities – the primary target group of participants' local work – stand to benefit most directly.



Co-funded by
the European Union





RESULTS AND FINAL PRODUCTS



Co-created educational activities

A collection of peer-tested activities on green themes, designed for use with young people facing fewer opportunities and adaptable across different national contexts.

Good practices library

A library of 16 green youth work practices gathered from organisations across 13 European countries during the Green Solutions Marketplace.

Dissemination materials

A set of digital and visual dissemination materials — including social media content, a trifold brochure, and a poster — produced by participants and organisations for local and online distribution.

Impact assessment report

A documented record of measurable competence growth across all participants, available for organisational reporting and future project development.

GREEN-PRO Padlet

All outputs, evidence of dissemination, and participant contributions are collected and publicly accessible on the GREEN-PRO Padlet, the shared digital space for the project's post-seminar visibility.



Co-funded by
the European Union



Project Brochure



What Happened?

Over eight days in Horezu, participants moved through a carefully designed programme that combined thematic content, peer exchange, hands-on design work, and real-world field investigation.

The first two days were dedicated to building the group, mapping environmental needs across participants' home communities, and developing a shared understanding of the Green Competences framework. Days three and four shifted into peer learning and creation: an NGO Fair where all 16 organisations shared their green good practices and methodologies, followed by an Activity Design Lab where seven international teams designed original green educational activities from scratch.

Day five brought the designs to life through a full piloting session in which every team facilitated their activity with the full group. Day six took the seminar out of the training room entirely, with a structured field investigation in Craiova exploring the city's recycling infrastructure, green spaces, transport systems, and community environmental behaviour.

Days seven and eight were dedicated to European frameworks, final presentations of all designed activities, and the formal Youthpass ceremony recognising the competences developed by every participant across the week.



What Comes Next?

The GREEN-PRO seminar was the beginning of a process, not the end of one. The seven activities designed in Horezu are now being used by youth workers across Europe in their organisations, youth clubs, schools, and community projects. The professional network built during the seminar continues to grow, with partner organisations already developing new Erasmus+ project ideas rooted in the Green Competences framework. The GREEN-PRO Compendium of Non-Formal Activities is available to any youth worker across Europe who wants to bring green education into their practice.

Co-funded by the Erasmus+ Programme of the European Union. The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by
the European Union



What Did We Produce?

7 original green educational activities designed by international teams and published in the GREEN-PRO Compendium of Non-Formal Activities, ready to use with young people across Europe.

40 Youthpass certificates awarded, formally recognising the competences developed by each participant across eight days of professional learning.

1 Community Needs Map documenting the environmental challenges facing young people across 13 European countries, as identified by the youth workers who work with them every day.

1 Green Competences Mapping Worksheet, a reusable self-assessment tool for youth workers wanting to evaluate and develop their environmental education practice.

1 professional network of 16 organisations across 13 countries, committed to continuing their green youth work development long after the seminar closed.



Who Was Involved?

GREEN-PRO brought together 16 partner organisations from 13 European countries: Romania, Greece, Spain, Italy, Germany, France, Lithuania, Hungary, Bulgaria, Serbia, Portugal, Turkey, and Croatia. Together they represented over 40 youth workers with diverse backgrounds, methodologies, and community contexts, united by a shared commitment to bringing environmental education into their everyday practice.

Partner organisations: APDD (Romania), Estrellas del Sur (Spain), Kreatív Ifjúsági Akadémia Magyarország (Hungary), YouthPath (Greece), ESEI (Bulgaria), Babeşcoala (Portugal), Initiative for Development and Cooperation (Serbia), Flamingo Sea Plus (Italy), International Labour Association (Turkey), Team Bahamas e.V. (Germany), Association Promotion Pédagogique et Culture (France), Asociacija Tavo Europa (Lithuania), Pi Youth Association (Turkey), Youth Empowerment Center (Greece), International Youth Association EUTOPIA (Croatia), ScambiEuropei ETS (Italy).



GREEN-PRO Green Professional Development for Youth Workers



To access the compendium, learn more about the GREEN-PRO project, or connect with APDD for future collaboration:



apddacia@yahoo.com



www.apdd.ro



GREEN-PRO was an Erasmus+ professional development seminar for youth workers, coordinated by APDD Romania and co-funded by the European Union. It brought together 40 youth workers from 16 organisations across 13 European countries for eight days of learning, collaboration, and hands-on activity design in Horezu, Vâlcea County, Romania.

The seminar focused on developing five Green Competences for youth workers: environmental awareness and knowledge, green activity design and facilitation, community engagement for sustainability, inclusive environmental education, and connecting green themes to European frameworks including Erasmus+, the European Solidarity Corps, and the United Nations Sustainable Development Goals.

GREEN-PRO was more than a training. It was a space where youth workers from across Europe came together to build the skills, tools, and network needed to bring genuine environmental education into their everyday work with young people.



DISSEMINATION GUIDE



What is Dissemination?

Dissemination is the deliberate and active process of sharing the results, outputs, and learning of a project beyond the people who participated in it directly. In the context of Erasmus+ projects, it is not simply a matter of posting once on social media and considering the obligation fulfilled. It is a structured, ongoing effort to ensure that what was produced during the project reaches the people and organisations who can use it, learn from it, and build on it.

Dissemination can take many forms: a social media post, a presentation at a local event, an article on your organisation's website, a workshop with colleagues, a training session with young people using one of the designed activities, or a conversation with a decision-maker in your community. All of these are legitimate and valuable. The most effective dissemination plans combine several different approaches, targeting different audiences through different channels.

For GREEN-PRO specifically, dissemination means sharing the existence and results of the seminar with your local community and network, the Green Competences framework with other youth workers who might find it useful, the activities from the compendium with colleagues and partner organisations, and your own personal learning and professional development with the people you work with every day.



Why Should We Disseminate?



There are three strong and distinct reasons why dissemination matters for GREEN-PRO participants and partner organisations.

- 1. MULTIPLICATION.** The GREEN-PRO seminar directly involved 40 people. But the activities designed during the seminar, the competences framework, the Community Needs Map, and the methodological approaches developed can reach thousands of young people and hundreds of youth workers if participants actively share them. Every youth worker you introduce to a compendium activity is a potential new facilitator. Every colleague you share the Green Competences framework with is a potential user of it in their own practice. Dissemination is how the impact of a project multiplies far beyond the people who were in the room.
- 2. VISIBILITY AND REPUTATION.** Sharing the results of GREEN-PRO demonstrates that your organisation and **you** are active, internationally connected, and professionally engaged in the European youth work field. It shows funders, partners, local authorities, and young people that you invest in developing your practice and that you bring European learning back to your local context. In a competitive funding landscape, this visibility genuinely matters.

How to Disseminate?



Effective dissemination requires a plan. Before you begin, ask yourself three questions: Who do I want to reach? What do I want them to know, do, or feel as a result? And what is the most appropriate channel or format for that audience and message?

- **Social media posts on Instagram, Facebook, and LinkedIn.** Use the five suggested posts in this guide as a starting point. Adapt the language to your local context and translate into your national language where appropriate. Post at least once per week for the first month after the seminar. Tag APDD Romania and partner organisations where possible and always share real photographs from the seminar, as authentic images consistently outperform generic visuals in engagement.
- **A presentation or workshop at your organisation.** Organise a session of one to two hours for your colleagues, volunteers, or local youth workers in which you introduce the GREEN-PRO project, share the Green Competences framework, and facilitate one of the seven designed activities with the group. This is arguably the highest-impact form of dissemination because it creates a direct, lived experience of the project's outputs for people who were not in Horezu.
- **An article or blog post on your organisation's website.** Write 500 to 700 words summarising what the seminar was, what you personally learned, and how you intend to apply it in your work. Include photographs from the seminar, a link to the compendium or APDD website, and the EU funding disclaimer. This creates a permanent, searchable record of your participation.

DISSEMINATION GUIDE



What is Dissemination?

Dissemination is the deliberate and active process of sharing the results, outputs, and learning of a project beyond the people who participated in it directly. In the context of Erasmus+ projects, it is not simply a matter of posting once on social media and considering the obligation fulfilled. It is a structured, ongoing effort to ensure that what was produced during the project reaches the people and organisations who can use it, learn from it, and build on it.

Dissemination can take many forms: a social media post, a presentation at a local event, an article on your organisation's website, a workshop with colleagues, a training session with young people using one of the designed activities, or a conversation with a decision-maker in your community. All of these are legitimate and valuable. The most effective dissemination plans combine several different approaches, targeting different audiences through different channels.

For GREEN-PRO specifically, dissemination means sharing the existence and results of the seminar with your local community and network, the Green Competences framework with other youth workers who might find it useful, the activities from the compendium with colleagues and partner organisations, and your own personal learning and professional development with the people you work with every day.



How to Disseminate?



- **Sharing the compendium with your network.** Send the GREEN-PRO Compendium of Non-Formal Activities v2 by email to colleagues, partner organisations, local youth workers, and anyone in your network who works with young people on environmental themes. Always include a short personal introduction explaining where the activities come from and why you recommend them. A warm personal recommendation is far more effective than a generic forwarded link.
- **Facilitating a green activity with young people.** Choose one of the seven activities from the compendium and run it with a real group of young people in your organisation, school, or community. Document the session with photographs and a brief write-up, share it on social media, and send the documentation to APDD. This is the most direct way of demonstrating that the seminar's outputs are having real impact beyond the participant group.
- **Presenting at a local, regional, or national event.** Look for opportunities at youth work conferences, training events, or team meetings with local authorities or funders. Make it specific: not just "I attended an Erasmus+ seminar" but "here is the tool we developed, this is how it works, and this is how you could use it in your own practice."
- **Engaging local media and decision-makers.** A short press release or article in a local newspaper, youth magazine, or community newsletter can reach audiences that social media does not. Sharing the project findings with local authorities, youth councils, or environmental agencies can support policy advocacy, future funding applications,

What to Send After You Disseminate?

After every dissemination action, document what you did and share the evidence on the GREEN-PRO Padlet so that the full picture of the project's reach and impact can be captured and celebrated by the whole network.

- After a social media post: share a screenshot of the post on the Padlet showing the content, the date it was published, and the engagement data including reach, impressions, likes, shares, and comments if available.
- After a presentation or workshop: post a photograph of the session on the Padlet along with the number of people who attended and a short paragraph describing what you covered, how it was received, and any feedback from participants.
- After an article or blog post: post the direct link on the Padlet along with the approximate number of views or readers if your analytics make this available. If published in print, post a scanned copy or photograph.
- After facilitating a compendium activity: post a photograph of the session on the Padlet along with the name of the activity, the number and approximate age range of participants, and a brief description of how the session went and what participants took away from it.
- After sharing materials digitally: post a brief note on the Padlet describing who received the materials, how many people, and in what context. For example: "I sent the compendium to 15 youth workers in our regional network via our monthly newsletter."
- After presenting at an event: post the name and date of the event on the Padlet along with the approximate audience size, a photograph if available, and a short description of what you presented and how it was received.
- After engaging local media: post a link to the online article on the Padlet, or a scanned copy if published in print, along with the name and approximate readership of the publication.

The GREEN-PRO Padlet is our shared space for documenting the journey of this project, from what happened in Horezu to everything that happens next. Every post you add after the seminar is proof that the learning is continuing, spreading, and making a difference.

Thank you for being part of GREEN-PRO. The learning does not stop in Horezu. It continues in everything you share next.



40 youth workers from 16 organisations across 13 European countries gathered in Horezu, Romania for GREEN-PRO, an Erasmus+ KA151 seminar dedicated to building green professional skills for youth work.

Over eight days, participants from Romania, Greece, Spain, Italy, Germany, France, Lithuania, Hungary, Bulgaria, Serbia, Portugal, Turkey, and Croatia worked together to develop green competences, design original educational activities, investigate real communities, and build a European network committed to bringing environmental education into everyday youth work practice.

This is the story of what happened, what was built, and what continues.



Key Points

- > 7 original green educational activities designed from scratch by international teams, piloted with real participants, and published in the GREEN-PRO Compendium of Non-Formal Activities
- > 1 Community Needs Map documenting the environmental challenges facing young people across 13 European countries.
- > 1 professional network of 16 organisations
- > 40 Youthpass certificates awarded

MARCH 2026
HOREZU, ROMANIA



Co-funded by
the European Union



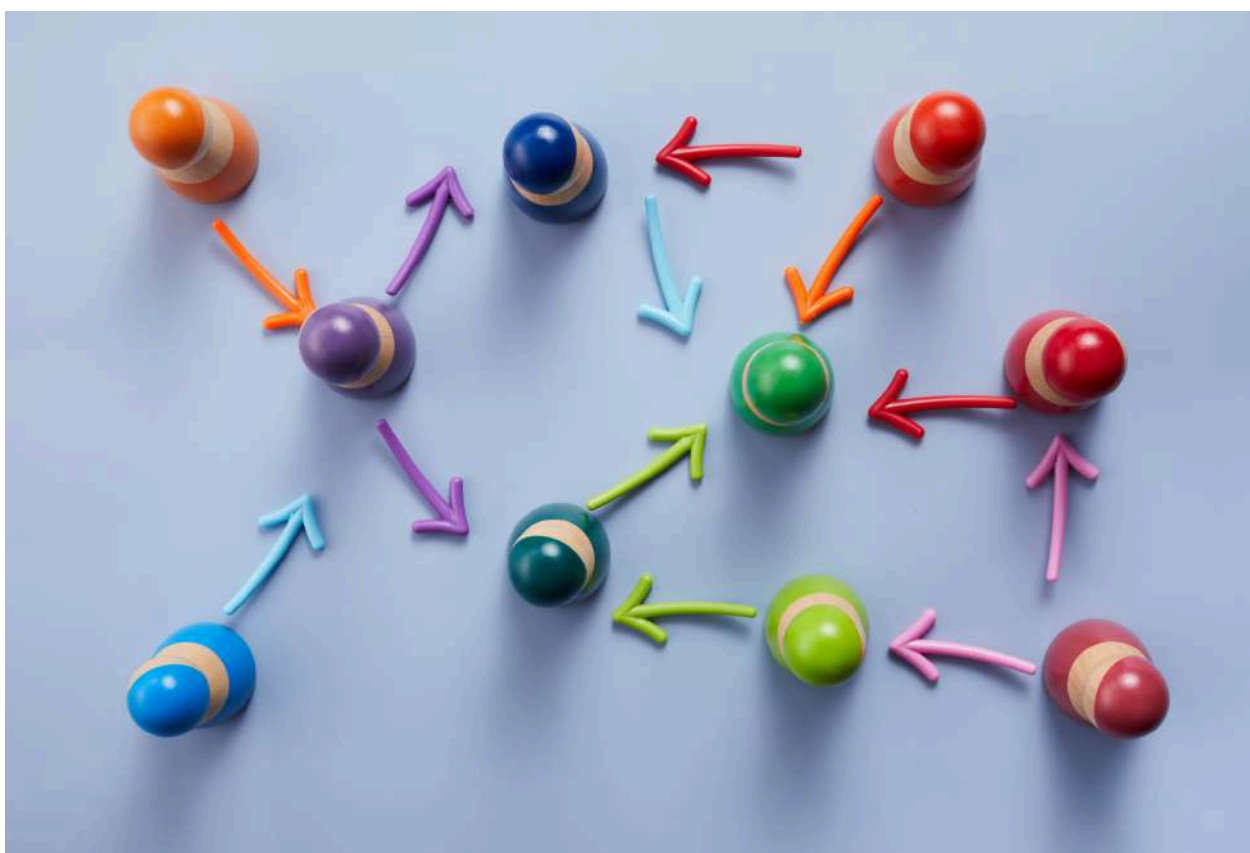
RECOMMENDATIONS FOR OTHER ORGANISATIONS

Logistics Choose a venue that combines functional meeting spaces with an environment that supports learning – natural surroundings, cultural richness, and residential proximity all contribute to the quality of an intensive seminar. Ensure all costs are covered by the project from the start. Build buffer time into the daily schedule – multilingual groups consistently need more time than monolingual ones.

Group Management Invest significantly in the first day. The quality of trust and openness established on Day 1 shapes every subsequent session. Co-created group agreements are more effective than facilitator-imposed rules. Use mixed international groupings for all collaborative tasks – national clusters reinforce existing comfort zones rather than generating new learning.

Activity Organisation Design the programme as a learning arc rather than a sequence of disconnected sessions. Balance structured sessions with open reflection time. Include at least one major co-creation activity that produces a tangible, usable output – participants' engagement rises significantly when they are building something real.

Recommended Tools Mentimeter for real-time knowledge assessment and group reflection. Padlet for shared documentation and post-event dissemination. Canva for producing visual materials during and after the seminar. Simple paper-based activity design templates for co-creation sessions – analogue tools often support deeper group thinking than digital ones in intensive workshop settings.



DISSEMINATION AND VISIBILITY

The GREEN-PRO seminar was disseminated through multiple channels before, during, and after the event. Social media posts published throughout the week documented daily activities, participant voices, and key learning moments using the project hashtags. A trifold brochure summarising the project and its results was produced for distribution at local and national level by all 16 partner organisations.

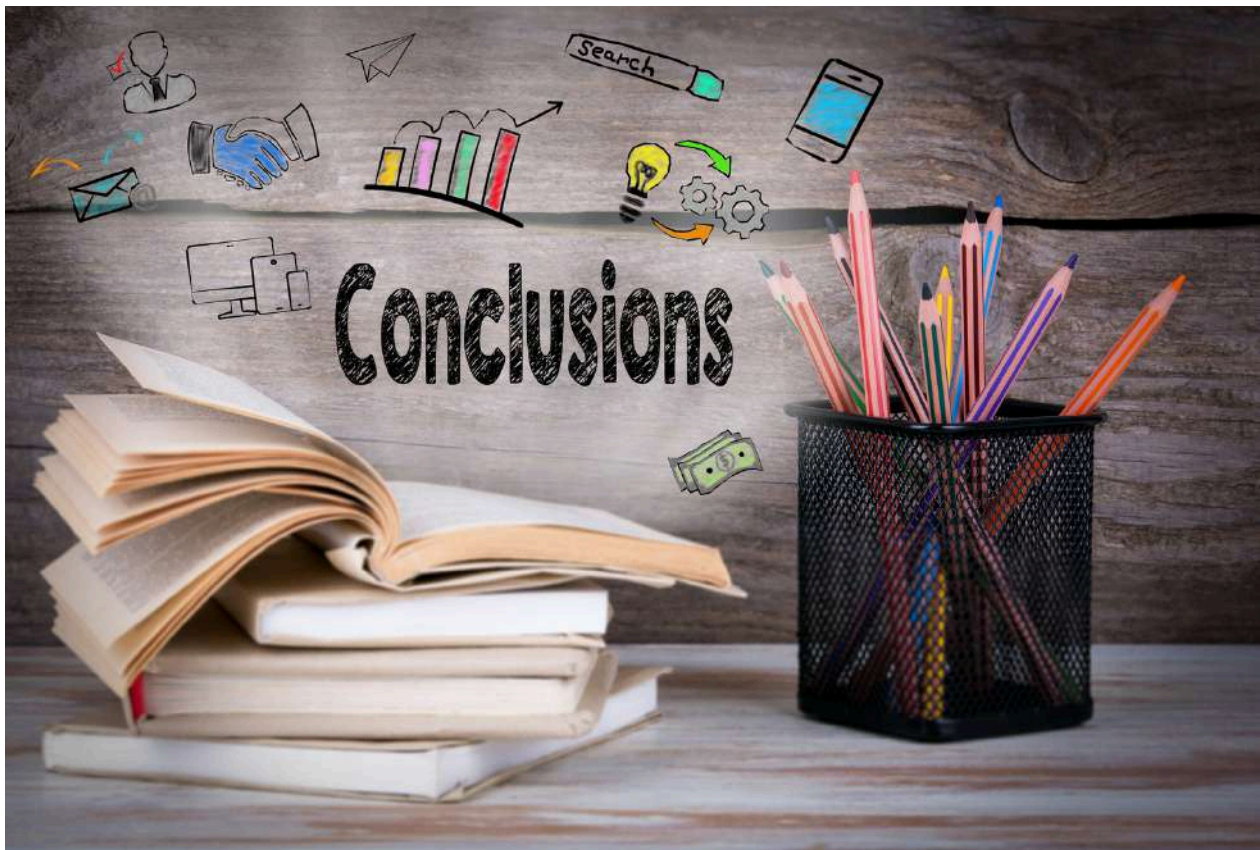
Each participating organisation committed to disseminating the seminar's outcomes within their own communities – through local events, social media, newsletters, and direct engagement with young people. The shared GREEN-PRO Padlet serves as the central evidence hub, where post-seminar dissemination activities from all organisations are collected and made publicly visible.

All dissemination materials carry the Erasmus+ and European Union co-funding acknowledgement in line with programme requirements.



Co-funded by
the European Union





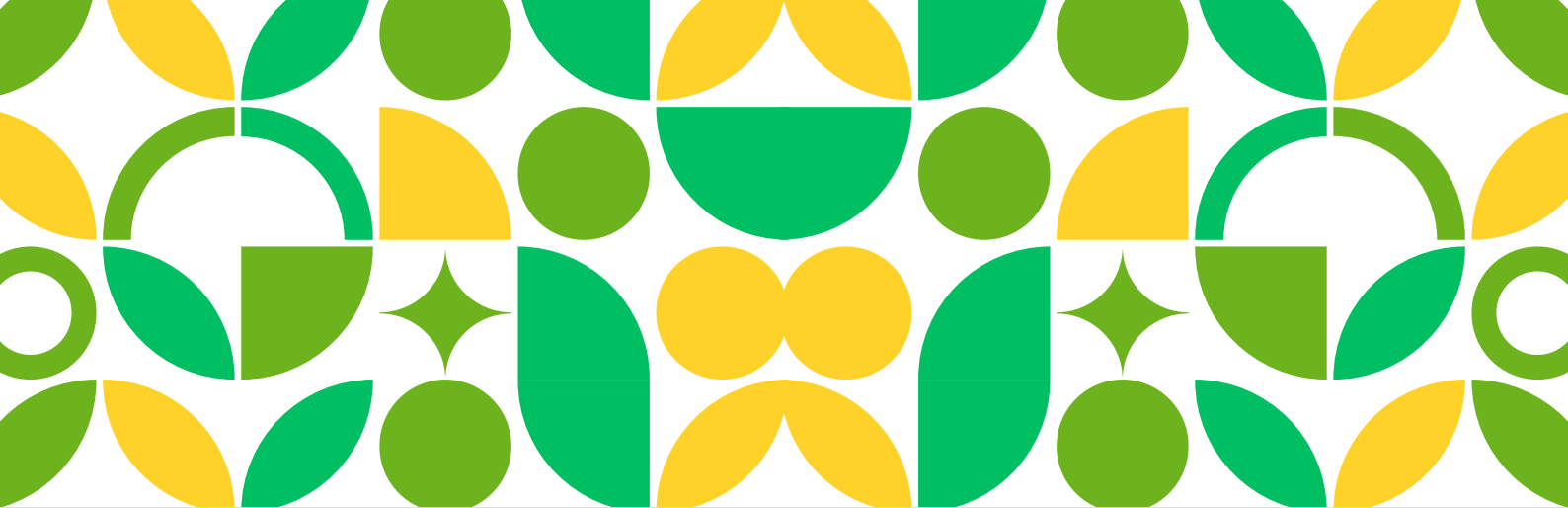
CONCLUSIONS

GREEN-PRO demonstrated that meaningful professional development for youth workers is possible when learning is experiential, peer-driven, and grounded in real practice. The eight days in Horezu were not a training course in the traditional sense — they were a co-learning environment where 40 people from 13 countries built skills, exchanged knowledge, and created tools they could take home and use immediately.

The measurable results confirm what participants described qualitatively: this was a formative experience. For the majority of attendees — early-career youth workers encountering green education methodologies for the first time in an international setting — the seminar opened professional possibilities that would not otherwise have been accessible.

The 16 organisations that participated leave with stronger capacity, a tested set of activities, and a European network of peers working on the same challenges. The young people they work with — particularly those facing fewer opportunities — are the ultimate beneficiaries of this investment.

Environmental education in youth work is not a niche interest. It is a professional necessity. GREEN-PRO showed that when youth workers are given the right conditions, they rise to it.



Day	Theme	Sessions
Day 1 <i>Saturday, 14 March</i>	Orientation & Learning Framework	S1 Opening and Introduction to the Seminar S2 Green Networking Map S3 Erasmus+ Opportunities for Environmental Youth Work S4 Youthpass and Learning in Non-Formal Education
Day 2 <i>Sunday, 15 March</i>	Understanding Green Youth Work	S1 Climate Change and Youth Work S2 Green Competences for Youth Workers S3 Barriers to Environmental Education S4 Community Needs Mapping
Day 3 <i>Monday, 16 March</i>	Exchange of Good Practices	S1 Good Practice Sharing – Round 1 S2 Good Practice Sharing – Round 2 S3 Green Solutions Marketplace S4 Lessons from Practice
Day 4 <i>Tuesday, 17 March</i>	From Practice to Methodology	S1 Inclusive Environmental Education S2 Designing Green Educational Activities S3 Activity Design Lab – Phase 1 S4 Activity Design Lab – Phase 2
Day 5 <i>Wednesday, 18 March</i>	Co-Creation	S1 Activity Design Lab – Development S2 Peer Feedback Session S3 Activity Finalization S4 Preparation for Pilot Sessions
Day 6 <i>Thursday, 19 March</i>	Study Visit	S1 Study Visit – Local Environmental Initiatives S2 Guided Observation Tasks S3 Reflection on Study Visit S4 Informal Networking and Learning
Day 7 <i>Friday, 20 March</i>	Testing the Activities	S1 Pilot Sessions – Round 1 S2 Pilot Sessions – Round 2 S3 Evaluation Workshop S4 Improvement Lab
Day 8 <i>Saturday, 21 March</i>	Impact & Follow-Up	S1 Dissemination of Green Methods S2 Action Planning S3 Youthpass Final Reflection S4 Final Evaluation and Closing

SIMPLIFIED PROGRAMME



Co-funded by
the European Union





TESTIMONIALS



Katarina Ljubisavljevic — Serbia

Coming from Serbia, I was not sure how much of what I know about environmental work would connect with youth workers from other countries. The Green Solutions Marketplace completely changed that. I left with five concrete ideas I can adapt directly to my community, and the confidence that what we are doing back home already matters.

Angelina Grossi — Croatia

The co-creation sessions were unlike anything I had experienced in a training before. We were actually building something — not just discussing ideas. Working with people from Italy, Spain, and Lithuania on the same activity design made the result so much richer than anything I could have produced alone.

Anne Iza Machin — Spain

I arrived with some knowledge of green education but no clear method for applying it with young people. By Day 4, I had a fully tested activity in my hands, built with my own team and improved by peer feedback. That is a very different kind of learning.

Muhammad Hassan — Italy

GREEN-PRO showed me that environmental education is not a separate topic — it is a lens you can apply to everything you already do as a youth worker. The intercultural exchange was particularly valuable for me, because I saw how differently communities across Europe relate to nature and sustainability.

Daniela Anzangossoue — France

The week in Horezu felt like a genuinely European space — everyone had something to contribute and everyone was curious about what the others brought. The cultural evenings were as educational as the formal sessions, which says a lot about how well the programme was designed.



**Co-funded by
the European Union**



TESTIMONIALS



Laure Doualla Goethe — France

The Fishbowl discussion on barriers was the moment the seminar became real for me. Hearing youth workers from Bulgaria, Lithuania, and Portugal describe the exact same institutional obstacles I face in France made me feel less alone in the work — and more determined to address those obstacles collectively.

Imge Cetin — Turkey

I appreciated how the programme respected different levels of experience. I am still early in my career, but I never felt that my contributions were less valued than those of more experienced participants. The format actively invited everyone to teach and everyone to learn.

Nastya Ganchewa — Bulgaria

The Green Solutions Marketplace was the best format I have seen for this kind of exchange. Seeing sixteen organisations present their actual practices — not theoretical proposals — gave me a realistic picture of what is possible and what others are already doing. I left with pages of notes

Anna Nikolaidou — Greece

Working in mixed groups across language differences felt difficult at first, but it produced something that a group of people who all speak the same language would not have created. The effort of explaining your idea clearly to someone from a different background forces you to understand it more deeply yourself

Dimitrios Katsiouris — Greece

The seminar gave me a new vocabulary for talking about environmental education with the young people I work with. Not just the technical concepts, but the participatory language — the questions to ask, the methods to use, the ways to make the topic relevant to someone who has never thought about it before.



**Co-funded by
the European Union**





TESTIMONIALS



Gülsinem Güngördü — Turkey

I came expecting a training programme and found a professional community. The connections I made with youth workers from Croatia, Serbia, and Italy are ones I intend to keep active. We already have ideas for follow-up collaborations that would not have been possible without this week.

Tiago Guimarães — Portugal

Being one of the younger participants in the group, I was curious whether my experience would be relevant. It was. The non-formal education approach treated everyone as a resource — the freshness of a newer perspective was as valued as the depth of a longer career.

Yigit Alp Yardim — Turkey

The activity co-creation process taught me more about facilitating group work than any workshop I have attended. Watching how different facilitation choices affected the energy and output of the group in real time was an education in itself.

Giedrius Jakimonis — Lithuania

What GREEN-PRO did very well was connect the environmental theme to inclusion. The activities we developed were not just about ecology — they were designed for young people facing real barriers. That combination is exactly what is missing from most environmental education I have encountered.

Aleksandr Belšin — Lithuania

With nearly a decade of youth work behind me, I came to this seminar looking for fresh approaches rather than foundational training. I found both. The diversity of the group pushed me to question methods I had taken for granted and opened me to approaches I had not considered before.



**Co-funded by
the European Union**





TESTIMONIALS



Xabier Echeverria — Spain

The Horezu setting was unexpectedly important to the experience. A small town with a strong cultural identity, away from the usual urban conference environment, created the conditions for a different quality of attention and connection. Small things — shared meals, evening walks, the sound of a different language at breakfast — all contributed to the learning.

Laura Martín Palazuelos — Spain

I work in a context where environmental topics are often seen as politically charged. This seminar gave me tools for approaching those topics in ways that invite young people in rather than pushing them away — methods that start from curiosity rather than alarm.

Klara Klarić — Croatia

The peer testing of our co-created activities was the most valuable learning moment for me. Seeing how a group of youth workers from other countries engaged with something we designed for our local context revealed assumptions we had not noticed. We revised the activity significantly after that feedback — and it became much stronger.

Maša Nedeljković — Serbia

I expected the cultural evenings to be fun additions to the programme. They turned out to be some of the most educational moments of the week — particularly the conversations that happened around the food tables, when people started making connections between their traditions and their approaches to sustainability.

Dunja Mirković — Serbia

The facilitators created a space where it was genuinely safe to try something and fail. That sounds simple but it is rare in professional development contexts. Because of that, people took real risks in the co-creation sessions — and the results reflected it.



**Co-funded by
the European Union**



TESTIMONIALS



Alexandru Dumitrana — Romania

Before this seminar, I would not have described myself as someone who works on environmental education. After it, I cannot imagine separating that dimension from my youth work. The week changed my professional identity in a way I had not expected.

Tsvetelina Usheva — Bulgaria

The combination of international exchange and hands-on activity development is something I had not experienced before in this format. Usually it is one or the other. GREEN-PRO managed both at once — and the quality of the outputs showed it.

Aistė Brasienė — Lithuania

As someone who has been in youth work for a long time, I am selective about which professional development opportunities are worth the time. This one was. The level of preparation, the quality of the facilitation, and the genuine investment of the participants made for an exceptional week.

Ege Nur Çiftçi — Turkey

The sessions on working with young people facing fewer opportunities were the ones that resonated most with my daily practice. The methods we explored were not abstract — they were tested with real people in real conditions. I took three activities home that I intend to use within the month.

Valeria Paolino — Italy

I had been to Erasmus+ events before, but GREEN-PRO felt different. The focus was consistently on practical outcomes rather than attendance. By the last day, everyone in the room had something concrete to show for the week — and that is not always the case.



**Co-funded by
the European Union**





TESTIMONIALS



Mirko Gallazzi — Italy

The intercultural dimension of the programme was not just a feature — it was the substance. Learning about environmental challenges from youth workers in countries with very different ecological contexts expanded my understanding of the issue in ways that no course or reading could have done

Bhavin Ahire — Italy

GREEN-PRO gave me a new perspective on what it means to design inclusive educational activities. Inclusion is not a modification you add at the end — it is a starting point for the design itself. The 2070 scenario activity made that principle feel natural rather than technical.

Nikolaos Katiforis — Greece

The Mentimeter sessions throughout the week gave me an interesting insight into how the group was developing collectively. Watching the average scores change from Day 1 to Day 7 was a visible reminder that professional growth is a process — and that this programme was designed to support it intentionally.

Alessia Piloni — Italy

Working alongside youth workers from countries I had never visited, on a problem I care deeply about, in a format that respected everyone's contribution equally — that combination is what made this week stand out. I came back to my organisation with energy I had not had for some time.

Vicki Krauße — Germany

The quality of the facilitation throughout the week was the thing I noticed most. The facilitators were not experts dispensing knowledge — they were guides creating the conditions for the group to generate its own. That distinction matters, and it is a skill I want to develop further in my own practice.



**Co-funded by
the European Union**





TESTIMONIALS

Selçuk Arda Uğurlu — Turkey



I appreciated that the programme took green education seriously as a professional competence — not as a trend or an add-on, but as a core skill for youth work today. That framing gave the whole week a coherence and purpose that I carried into every session.

Ali Merie — Germany

Coming from a background where environmental issues intersect with questions of displacement and resource scarcity, I brought a perspective that was not always represented in the room. The facilitation made space for that perspective — and I found that it enriched the co-creation work in ways that participants acknowledged directly.

Ali Saleh — Germany

The week in Horezu reminded me that youth work, at its best, is a practice of building bridges — between generations, between cultures, between the world young people live in now and the one they will inherit. GREEN-PRO gave me better tools for that work.

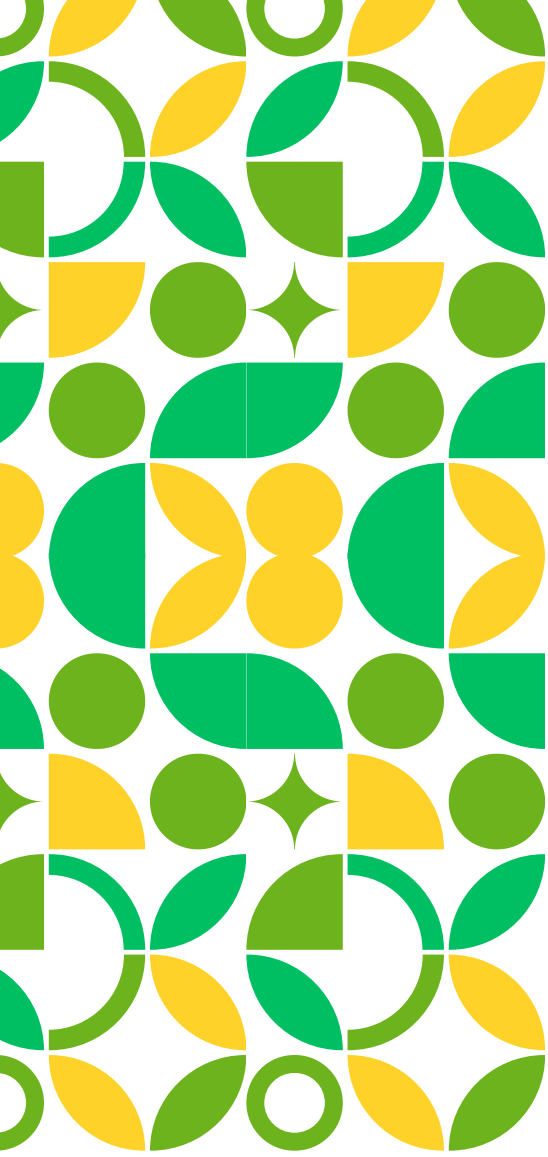
Coliban Maxim — Portugal

I have been involved in Erasmus+ projects for a number of years, and GREEN-PRO stands out for the clarity of its purpose and the quality of its execution. The outcomes were real, the connections were genuine, and the methods were exactly the kind I want to bring back to my organisation and pass on.



Co-funded by
the European Union





DISCLAIMER

This Good Practices Guide was produced within the framework of the Erasmus+ project "GREEN-PRO – Green Professional Development for Youth Workers", co-funded by the European Union through the Erasmus+ Programme.

The content of this material reflects solely the views and experiences of the authors and participants involved in the project. The European Commission and the National Agency cannot be held responsible for how the information presented is used.

The methods, activities, and materials described in this guide are intended for educational purposes and may be adapted to the needs of any organisation, community, or target group.

All photographs, media materials, and products created within the project have been used with the consent of participants and exclusively for educational purposes, dissemination, and the promotion of Erasmus+ values.

Co-funded by the European Union. Coordinator: Pro Dezvoltare DACIA Association (APDD), Drăgășani, Romania. Contract: 2025-1-RO01-KA151-YOU-000302169.

Thank you



Co-funded by
the European Union

