# ECO-TOGETHER

## MANUAL



**01/09/2022-07/09/2022**
**PEDOULAS, CYPRUS**

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# 1. This Manual

This manual is the final tangible product of the project *Eco-Together* and includes most of the activities that took place during the Youth Exchange. We hope that this document will be a valuable resource for other youth workers and that the activities will be adapted and replicated in many different contexts in the future.

# 2. Inspiration

Amidst a huge refugee crisis, the issues of borders and dividing lines arise. These issues are inherent in human existence, but there is still no "manual" to counter the aftereffects. Europe is still dealing with the border shifts from the end of WWII, the Cold war and other historical incisive events. National states were built, borders shifted, and people were displaced. People from different communities and backgrounds were put together under one country and others were separated by borders.

*Eco-Together* Youth Exchange aimed to create a common space to reflect on visible and invisible borders between communities that divide societies mentally and/or geographically in Europe. To do so, we brought youth together from various backgrounds and facilitated cooperation through intergroup contact by creating experiences on a non-related topic: environmental sustainability.

The participants worked together to gain knowledge on the effects of leading a non-sustainable lifestyle and shared how they deal with sustainability in their home countries. Intercultural dialogue and communication were approached through an environmental theme and the thematic area of multi-communal societies and division. The methodology was based on non-formal education and experiential learning.

# 3. Objectives

Our project focused on the following objectives:

- Spotting the differences and similarities between the cultures of the participant countries. In this way, the creation of a common European identity was enhanced and empathy towards each other was increased.
- Developing participants' skills regarding pitching and green entrepreneurship.
- Learning more about the 4 R's.
- Empowering young people to become active change makers in a more environmentally friendly and sustainable Europe.
- Providing young people with the knowledge and information to understand the challenges of reaching a sustainable Europe.
- Raising the need for awareness around solutions that only through transcultural cooperation we could provide a solution to the global crisis of climate change.

- Exploring and developing non-formal education methods and techniques.

# 4.Profile of the participants

Forty-seven young people joined the youth exchange. The group was very diverse with participants coming from rural areas, different ethnic communities (and in some cases minorities), and cultural backgrounds. They had diverse educational and professional backgrounds, some had videography/photography and social media skills, while others had experience in intercultural education. There were also some young people who were actively involved in environmental initiatives. The majority of the group had participated in youth exchanges before; yet, there were few people who joined an Erasmus+ opportunity for the first time.

Specifically, the participants of *Eco-Together*, who were between 18-30 years old, were:

- Willing to gain new knowledge, skills and competences in the field of divided societies mainly through non-formal and informal education
- Committed to engaging in the tasks and homework
- Motivated to build a green sustainable Europe
- Eager to exchange ideas and viewpoints on the topic of nationalism and division of countries
- Happy to engage in intercultural learning and expand their knowledge and understanding of different cultures and European history



# 5.Project's activities

The activities were carefully planned by YEU Cyprus staff and volunteers with the help of some youth workers from the partner organizations. Specifically, the learning process was built on four components:

- Developing intercultural skills and promoting a European identity across national borders
- Addressing the 4 R's and environmental sustainability
- Understanding the urgency to take action as active citizens
- Developing an understanding of the connection between the environment and peaceful societies

All activities were learner-centered and active listening was encouraged. The working methods used were based on non-formal education. This allowed the participants to acquire new skills, learn, share ideas, and respect multiculturalism.

The activities included:

- Energizers, name and ice-breaking games
- Team-building activities
- Interactive presentations
- Experiential and cooperative learning
- Role-playing and simulation games
- Brainstorming sessions
- Reflection sessions (both in groups and individually)



The main focus during the first 3 days was team-building, the 4 R's, and green-entrepreneurship. The Youthpass key competences and a thorough explanation of the project's stages, e.g. evaluation, reflection, and assessment were presented on the first day. Expectations and fears were expressed and rules were set. Participants shared examples of green initiatives taking place in their communities. Moreover, they learned tools to evaluate and work on their entrepreneurial ideas and had the chance to practice their pitching skills.

The second part of the youth exchange focused on the project's cultural aspect and dissemination. Through role-playing and group discussions the participants shared their views on how they perceive their personal and country identity. In order to prepare them for their dissemination activity, which was the creation of nine videos, two audiovisual sessions were organized. Participants created Instagram

reels to show their experience in the project up to that point. In the last two days, enough time was given for the groups to prepare a video about a topic that was discussed during the project.

# 6. Testimonials

"On this project, I felt freer in a large team, I was not afraid to offer my ideas.. although it was different on other projects, so thank you for that."

"I will remember the people and cultures I was introduced and interacted with. Kahoot games taught me a lot of new stuff. I learnt a lot about Recycling and environmental issues."

"I will remember people and their stories. I will remember the energy of the facilitators. I will remember the conversations. I hope it will also make me less fearful and more open to the people."

"That was the start point for me to go off my comfort zone."

"This project inspired me to follow 4'R more in my life. More thinking before buying something or throw things away. Also I became sure that all eco actions that I do in my life is a good choice 🌱"

"Thanks to the project, now I feel more confident when communicating with others. I overcame many internal barriers and learned to work productively in the team."

"Thank you all. It's first step for me to be a better person. Thank you all!!!"

# 7. Toolbox of Activities

In this chapter, you will find the description of the activities that were carried out at the youth exchange with detailed instructions for their implementation, notes for the facilitators and their accompanying handouts. Feel free to use them as they are or adapt them to the needs of your participants and/or the topic you are addressing. Keep in mind that the activities were designed for a specific number of participants (in this project they were around 50). In case a youth exchange has fewer participants, feel free to change the number of groups.




It is essential to lead by example and have sustainable solutions during the implementation of the activities. Here are some good practices that were followed during the Eco-Together Youth Exchange:

- Use used papers and flip charts that had written on the one side
- Prefer used, old, or "useful trash" in activities such as ropes, old clothes, old plastic straws, etc. Remember to collect them back and store them to use again in a future activities.
- Encourage the participants to label the glasses/cups they were using to avoid unnecessary washing. They may bring their own thermos/ cups.
- Remember to recycle whatever cannot be reused. In case there is insufficient infrastructure for recycling, in your area, consider collecting  some of the trash, especially glass and cans, and take them to recycling bins yourself.

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# Introduction to Environmental Sustainability I

| | |
|---|---|
| **Objectives** | Introduce to the participants what is environmental sustainability and how it is perceived. |
| **Duration** | <u>45 minutes</u><br>5' explanation<br>10' preparation<br>20' presentations<br>10' debriefing |
| **Materials needed** | • 7 pictures related to the different aspects of environmental sustainability<br>• flipcharts + other available materials |
| **Preparation in advance** | Not necessary |
| **Step by step description** | • The participants are split into 7*7 mixed nation groups.<br>• They have 10' to come up with a definition of environmental sustainability and to pick only three of the photos related to environmental sustainability.<br>• Each group presents has 3' to present their definition and the chosen photos explaining why they picked them. |
| **Closing up** | <u>Debriefing: 10'</u><br>How did you work in the groups to find the definition?<br>Was it an easy task?<br>Did you all agree? What was the biggest struggle in defining environmental sustainability?<br>How did you pick the photos?<br>Was it easy? Did you exclude some photos easily?<br>Did you all agree? Did you struggle to choose only 3? Why do you think so?<br>Do you think we perceive differently environmental sustainability? |
| **Comments / hints for facilitators** | |

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| Resources | <br><br> |


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# Youthpass and Key Competences

| Objectives | To teach and raise awareness of the 8 key competences |
|---|---|
| **Duration** | 120 minutes |
| **Materials needed** | <ul><li>Flip chart of the list of all competencies<ul><li>*Multilingual*</li><li>*Personal*</li><li>*Social*</li><li>*Citizenship*</li><li>*Entrepreneurship*</li><li>*Cultural awareness*</li><li>*Digital*</li><li>*Mathematical*</li><li>*Literacy*</li></ul></li><li>A group in social media (WhatsApp/Facebook, etc.) to share the photos</li><li>Phones for photos</li></ul> |
| **Preparation in advance** | A flipchart with one list of the competences |
| **Step by step description** | <ul><li>Participants are separated into 5 mixed groups.</li><li>The groups have 2 hours to take photos of them doing things related to each competency. E.g <u>Mathematical</u>: someone is teaching something with maths to another using a flip chart | <u>Literacy</u>: participants can read books or whatever, like a still theater.</li><li>Participants will be asked to take photos and send them to the group chat. -> each group is required to have 8 photos</li></ul> |
| **Closing up** | A small reflection of how each group can interpret the same thing differently. |
| **Comments / hints for facilitators** | Facilitators can quickly go through some of the photos using the projector |

# Introduction to Environmental Sustainability II: Stop Climate Chaos and Chain Reactions / SDG 13: Climate Action

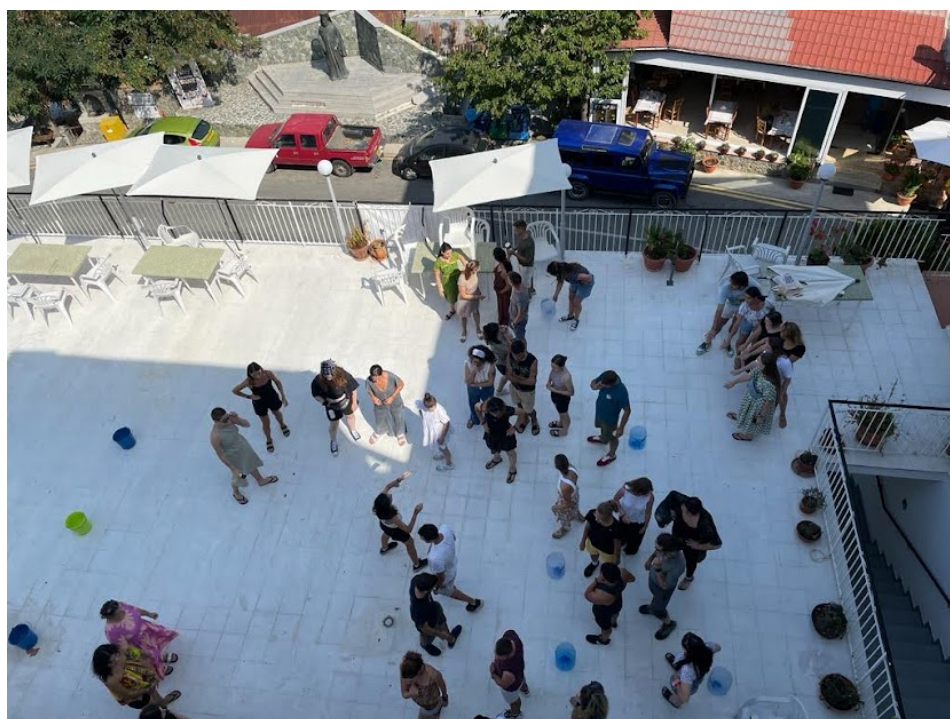| | |
|---|---|
| **Objectives** | Raise awareness of the issues that exist in each of the 8 representing countries |
| **Duration** | 50 minutes |
| **Materials needed** | <ul><li>Projector (to introduce the website)</li><li>Flip charts, pens etc. depending on how participants want to present their findings</li></ul> |
| **Preparation in advance** | Materials participants might want to use to present |
| **Step by step description** | <ul><li>Use a projector to introduce the website Sustainable Development Report 2022 (sdgindex.org)</li><li>Participants are separated into national groups.</li><li>The website shows facts about the challenges each country faces when it comes to SDG 13. A small description and the country's performance can also be found on the website.</li><li>Facilitators give participants a little bit of time to check the website.</li><li>Each group presents its findings.</li></ul> |
| **Closing up** | Debriefing:<br>Did you think your country is better than it actually is?<br>Were you surprised by some of the issues?/ Were you surprised there's been some improvement?<br>Were you aware of these challenges? |
| **Comments / hints for facilitators** | Make sure to support and check on the participants throughout the activity and especially during the group work to make sure they can navigate the website and that they are familiar with SDGs. |

# The 4 R's: reduction, reuse, recycle, and recovery I (a remake of "The Islanders" game)

| | |
|---|---|
| **Objectives** | To educate the participants on what the 4 R's are and how can they be utilized in someone's lifestyle and community.<br>(+ learning about system thinking to act in the community) |
| **Duration** | <u>90 minutes</u><br>20' divide participants into mixed groups + preparation of the groups (draw a symbol of their tribe, paint their symbols on their skin if they are up to it, find a motto)<br>5-10' explanation of the game<br>40-50' game<br>15' debriefing |
| **Materials needed** | ● face paintings<br>● 7 empty buckets<br>● 2 buckets with water<br>● 10 re-usable cups<br>● a piece of epic music in the background during the preparation phase (e.g. *Pirates of the Caribbean* song) |
| **Preparation in advance** | ● preparation of the islands - all should have the same distance from the port<br>● stick a piece of tape on the ground to shape each island<br>● write the name of the island on each piece of tape<br>● have the story and questions printed (not compulsory) |
| **Step by step description** | ● The participants are split into 7*7 mixed nation groups. Each group lives on a different island. <u>Names of the islands:</u> Alca, Avalon, Azul, Iona, Neverland, Goon, Genosha<br>● The facilitators live on another island, called "White Tiger Rock". All 7 islands have the same distance from that island<br>● The facilitators start narrating the story (*see the story below*)<br>● After the narration, 2 people from each group come by boat to "White Tiger Rock".<br>● The facilitator asks them a question related to the 4 R's. They have 1 minute to answer. The fastest team that answers correctly wins 1 cup of water (facilitators fill the cup with water from the bucket). The 2nd fastest team gets a half cup and the 3rd one ⅓ of a cup. The rest of the teams don't get any water.<br>[To ensure that cheating is limited, each team writes the answer on scrap paper and raises hands when ready. When the time is up all teams show their answer to the facilitators.] |

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| | <ul><li>After the facilitators announce the correct answer and fill the 3 cups with water, the 2 people of each team go back to their island (whether they get water or not).</li><li>If a team manages to win some water, they need to put/spill it in their bucket. To do so, all the members of the team must form a line (each person must face the back of the person standing in front of him/her). Each person has to pass the cup with water to the person standing behind him/her. The last person puts the water into the bucket.</li><li>For the next question, other 2 people from each island come to White Tiger Rock.</li><li>The team that has the biggest amount of water wins.</li></ul> |
| **Closing up** | Debriefing questions<br>Did you feel a sense of belonging in your tribes?<br>Did you feel the need to protect and save your island with water?<br>Did you find the questions difficult?<br>Were you surprised by the answers?<br>How was the collaboration with your team and how did you find your relations with the other tribes? |
| **Comments / hints for facilitators** | |
| **Resources** | Find the story and questions below |

**Story to start the game**:

Once upon a time in a faraway universe, a huge volcanic eruption created 7 small islands; Alca, Avalon, Azul, Iona, Neverland, Goon, and Genosha. Each one of them was inhabited by a tribe.

Each island had its own resources. Yet, no island had potable water. So, all of them had to reach the main island called "White Tiger Rock" to get water.

Each tribe reached White Tiger Rock by boat. Only 2 people fit in the boat. Water was provided in the port of the island. However, it was not that easy for them to get water. Why so? Because the tribes had to answer every time a question. With every correct answer, they could get water.

**Questions**

- **What do the 4 R's stand for?** Refuse, reduce, reuse, recycle *OR* reduce, reuse, recycle, recover *OR* review, reduce, reuse, recycle
- **What does recycling mean?** Collect rubbish in order to treat it and produce useful materials that can be used again
- **What is the symbol for recycling?** A Mobius loop consisting of three-chasing-arrows in the shape of a triangle having round vertices
- **When was the symbol for recycling invented?** The original recycling symbol was designed in 1970 by Gary Anderson, a senior at the University of Southern California as a submission to the International Design Conference
- **Which country in the European Union produced the largest volume of packaging waste in 2018?** Germany at 18.9 million metric tons. This was followed by France, which produced 13.2 million metric tons of packaging waste.
- **Which 2 EU countries produced the most municipal waste in 2020?** Denmark and Luxembourg were the biggest generators of municipal waste (e.g. waste from households, waste from commerce and trade, office buildings, institutions and small businesses, garden waste, street sweepings)
- **Which country in Europe recycles the most?** Germany with 65.5%
- **Which country is said to recycle for the first time?** Japan, probably in 1031. They recycled old paper to create new paper to sell in shops
- **What was the 1st country in the world to implement a ban on thin plastic bags?** Bangladesh (the country banned plastic bags after it was found that they played a key role in clogging drainage systems during disastrous flooding.)
- **How much energy could 1 recycled aluminium can save?** Recycling one aluminum can save enough energy to run a TV for three hours
- **Name 2 benefits of recycling:**
    - Saves energy, reduces waste in the landfills, prevents pollution, conserves natural resources, reduces greenhouse gas emissions, creates new job opportunities
- **How many plastic bags worldwide were used in 2011 every minute?** One million
- **How many years does it take for a plastic water bottle to decompose?** Around 450 years
- **Recycling of aluminum cans saves what percentage of the energy required to make the same amount of aluminum from its virgin source?** 95%

- **How many hours/energy can we save by using recycled paper stock to make 1 ton of paper than making it with wood products?** 3000-kilowatt hours (Manufacturing one ton of office and computer paper with recycled paper stock can save nearly 3,000-kilowatt hours over the same ton of paper made with virgin wood products.)
- **Which commonly recycled material is the most energy efficient?** Aluminium
- **Which commonly recycled material is the least energy efficient?** Glass
- **What is the aim of the single-use plastics directive (EU)?** To prevent and reduce the impact on the environment of certain plastic products and promote a transition to a circular economy.
- **Name 2 of the 10 plastic products that are included in the EU directive**:
  - Cotton bud sticks
  - Cutlery, plates, straws and stirrers
  - Balloons and sticks for balloons
  - Food containers
  - Cups for beverages
  - Beverage containers
  - Cigarette butts
  - Plastic bags
  - Packets and wrappers
  - Wet wipes and sanitary items
- **Name 2 materials that are easy to recycle**: Steel, paper, batteries, electronics, cardboard, concrete, food waste

# The 4 R's: reduction, reuse, recycle and recovery II

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|---|---|
| **Objectives** | To educate the participants on what the 4 R's are and how can they be utilized in someone's lifestyle and community. Methodology: World Cafe |
| **Duration** | 110 minutes |
| **Materials needed** | Flip charts |
| **Preparation in advance** | <ul><li>Few tables (or areas) with a big flip chart sized table with pens and markers</li><li>Chairs around these tables if applicable</li></ul> |
| **Step by step description** | <ul><li>There will be 4 tables set up with a big flip chart in the middle</li><li>Participants in mixed groups of 7 will move in groups from one table to the next</li><li>Each table has a prompt about ecology (*see part below called "Resources"*). Participants will discuss and write keywords and sentences about it.</li><li>Group discussion with all the participants about all the questions follows.</li></ul> |
| **Closing up** | Debriefing questions:<br>Did you feel like the answers were different from other participants from countries where recycling is less common?<br>Did you feel unequal when people of much higher socioeconomic class tend to not recycle?<br>Did you maybe learn about more forms of recycling that you didn't know existed?<br>Do you feel the educational system does enough to teach how you to recycle? |
| **Comments / hints for facilitators** | |
| **Resources** | **Flipchart 1:**<br><u>When it comes to being eco-friendly, social class matters.</u> Think of people from vulnerable groups, minorities, or low socioeconomic backgrounds. What obstacles do they face? How can they keep up with the pressure to be more eco-friendly? What about on a country level?<br><br>**Flipchart 2:** |

| Objectives | To educate the participants on what the 4 R's are and how can they be utilized in someone's lifestyle and community.<br>Methodology: World Cafe |
|---|---|
| | Green growth is cool. Ever heard of degrowth though?<br>Would you be on the growth or degrowth team? Why?<br>Is degrowth feasible? What would take to achieve it?<br><br>**Flipchart 3:**<br>Being eco-friendly is a trend.<br>Is it true? Is it bad?<br>Should it be marketed as a trend?<br><br>**Flipchart 4:**<br>The ultimate argument: I cannot save the planet by myself. The 4R's are pointless.<br>Is it a valid argument?<br>Ok, so what would really make a difference?<br>Is it a problem that in many areas and countries recycling is inconvenient? |

# Green-Entrepreneurship I

| Objectives | To promote the idea-generating process and ecopreneurship as a way to fight climate change. To do so, we have to get the participants in the needed mindset for developing their own ideas. <br> Methodology: Simulation game |
|---|---|
| Duration | 120 minutes <br> 10' explanation of the game <br> 50' preparation <br> 40' the conference <br> 20' debriefing |
| Materials needed | Send the document to the project's social media group. Participants should use their phones/laptops to read about the issue. |
| Preparation in advance | <ul><li>Divide the participants into the different delegations *(find delegations below)*</li><li>Prepare 5 desks for the different parties - 1 per delegation (or each one of them should sit together)</li><li>Write on a scrap paper the name of each delegation</li></ul> |
| Step by step description | **Participants are divided into 2 groups (each group should have around 25 people - find the delegations below). Each group will have the same activity in a different room.** <br><br> The facilitators explain the game. All of us are at the Conference on the Grand Ethiopian Renaissance Dam (GERD). **AIM: To find an African solution to an African problem. The parties involved reaffirmed their commitment to finding a mutually beneficial agreement regarding the GERD matter.** <br><br> **Preparation prior to the conference** <ul><li>Participants read the key facts from the document posted on social media. They should also read more about the topic to get a better idea about the different parties and interests.</li><li>Each country and organization should prepare some arguments to defend their side. Yet, they can collaborate with other sides if they want to.</li></ul> **During the conference** <ul><li>The board (facilitators) announces the beginning of the conference.</li><li>Moderated + unmoderated debate. Each side has an allocated time (approximately 5 min. each) to present their arguments. Interventions from other parties to</li></ul> |

| Objectives | To promote the idea-generating process and ecopreneurship as a way to fight climate change. To do so, we have to get the participants in the needed mindset for developing their own ideas.<br><u>Methodology:</u> Simulation game |
|---|---|
| |        add a comment are allowed to a certain extent. This should be regulated by the board.<br>●   End of the conference & debriefing |
| **Closing up** | <u>Debriefing questions</u><br>How did you feel in your roles?<br>If you could represent another delegation from the given one, would you choose another one?<br>How do you feel/what do you think about the issue?<br>Do you think that a good solution for every party can be found?<br>Would you actually like to be in the position of a policymaker? |
| **Comments / hints for facilitators** | |
| **Resources** | |

## THE CONFERENCE - MAIN ROLES AND ACTORS IN THE SCENARIO

| NATIONAL DELEGATIONS | No. of participants | Aim |
|---|---|---|
| Egypt | 5 | ● Cooperation is important for integration, sustainable development, and prosperity for the three countries.<br>● BUT, national interests are a priority for each of the party countries. |
| Sudan | 5 | |
| Ethiopia | 5 | |

| SUPRANATIONAL DELEGATIONS | No. of participants | Aim |
|---|---|---|
| United Nations | 2 | "The maintenance of international peace and security, the promotion of the well-being of the peoples of the world, and international cooperation to these ends." |

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| African Union | 2 | "An Integrated, Prosperous and Peaceful Africa, driven by its own citizens and representing a dynamic force in the global arena." |

| GLOBAL NGO REPRESENTATIVES | No. of participants | Aim |
|---|---|---|
| Human Rights Watch | 3 | <ul><li>Defends the rights of people worldwide</li><li>Protects the right of affected communities to a decent life, through continuous availability of adequate fresh water from the Blue Nile</li><li>Tries to avoid mass migration because of dam filling</li></ul> |

| OTHER RELATED DELEGATIONS | No. of participants | Aim |
|---|---|---|
| Environmental activists | 3 | <ul><li>Mitigate the consequences caused by the dam construction, filling, and operation</li><li>Preserve the biodiversity of the region</li></ul> |

**Notes facilitators should give for the activity**

# Conference on the Grand Ethiopian Renaissance Dam

## Key points

*from https://interactive.aljazeera.com/aje/2020/saving-the-nile/index.html and
https://www.aljazeera.com/news/2020/6/27/egypt-ethiopia-and-sudan-to-agree-nile-dam-deal-in-two-weeks

The Grand Ethiopian Renaissance Dam [GERD] has been the source of intense negotiations between Ethiopia, Egypt, and Sudan for decades. Each of these African nations has a particular set of arguments for or against the project. While Egypt and Ethiopia seem to be the main conflict actors, Sudan, which is located in-between has a particularly interesting role in the negotiations.

## General information

Dams, especially the ones with large reservoirs, interrupt the natural cycle of flooding that distributes organically rich silt on river banks, enriching the arable land available, and contributing to the rhythms of the native ecosystem. The sediment held back by the large reservoirs also helps build up the Delta and, without it, erosion has resulted in an accelerated intrusion of seawater from the Mediterranean into the Delta, effectively destroying once-fertile farmland.

Today, with the construction of the Renaissance Dam (and generally the construction of dams), scientists are warning that further disruption to the Nile's ecosystem could cause irreversible damage to the region and impact the biodiversity as well as the people who live there.

The river consists of two main tributaries known as the White Nile and the Blue Nile. These rivers meet at the Sudanese capital, Khartoum. From there, the unified river is joined by the Atbarah River before reaching Egypt in the north.

## PAST: Colonial-era treaties

In 1929, Egypt and Britain signed the *Nile Waters Agreement*. Britain signed as a representative of Uganda, Kenya, Tanganyika (now Tanzania) and Sudan. The document recognised Egypt's right to the waters of the Nile as well as the right to veto any irrigation projects that would affect its share of the river's water.

In 1959, Egypt and Sudan signed another accord that supplemented the previous agreement. It gave Egypt the right to an annual share of 55.5 billion cubic metres (66%) and Sudan 18.5bn cubic metres (22%). Ethiopia was not consulted.

**PRESENT**

In response to the GERD, downstream countries (Sudan and Egypt) have raised concerns regarding the possible reduction of water, constituting a breach of the 1959 Treaty. Ethiopia and riparian countries on the White Nile River contest that they are not party to the 1959 Treaty and are entitled to an "equitable share" as long as there is no significant harm to downstream users. This stance was formalized through the recent *Cooperative Framework Agreement*, although unsurprisingly Egypt and Sudan did not sign on (NBI,2015).

Numerous studies highlight the potential negative impacts of the GERD on Egypt and Sudan (e.g., Chen and Swain, 2014; J-WAFS, 2014; Ahmed and Elsanabary, 2015; Bastawesy, 2015). A major concern from some studies is the estimated displacement and relocation of over 12,000 people.

**Ethiopia**

According to the Ethiopian government (MoFED 2010), hydroelectricity from the GERD is expected to primarily satisfy national demand long-term, with surpluses exported to neighboring countries.

The Renaissance Dam

- Ethiopia began construction of the Renaissance Dam in April 2011. The twin-reservoir dam is in the Benishangul-Gumuz region, just 30km from the Sudanese border. Once complete, the primary dam will store approximately 15 billion cubic metres of water behind its 155 metre-high wall.
- On November 13, 2019, Ethiopia announced that it had completed construction of the auxiliary dam. The main dam is expected to be completed in early 2023 but will begin filling in the summer of 2020.

**What Ethiopia wants**

The East African country is counting on the Renaissance Dam to meet its growing energy and development needs. The Ethiopian government is planning to build a new commercial network in surrounding areas, which it says will lead to employment opportunities. Once the dam is complete, Ethiopia will become Africa's largest energy exporter, and sell about 2,000MW of surplus electricity from the dam to neighbouring countries.

Addis Ababa refuses to acknowledge colonial-era *Nile Water Agreements* and wants the dam to be filled in three to five years. It believes the 40 billion cubic metres of dam water that Egypt says it needs annually will hinder its ability to fill the dam in time to produce much-needed electricity.

**Sudan**

**What Sudan wants**

Khartoum, like Cairo, is concerned about its share of the Nile's water. Experts believe that the construction of the dam could bring some benefits to the country, most notably regulating the flow of the Nile throughout the year, which could increase agricultural output and prevent devastating flooding.

The dam will also block large amounts of silt and tree trunks that obstruct the turbines of Sudan's own hydroelectric dams in the east of the country. However, experts have warned that this reduction of silt will impoverish Sudan's fertile land, making it more difficult for the country to achieve food security.

**Egypt**

Today, the Nile still provides 98% of Egypt's water needs, with about 95% of Egyptians living on its banks.

**What Egypt wants**

Egypt wants to ensure that its 55.5 billion cubic-metre share of the Nile is not reduced.

Egypt wants Ethiopia to fill the dam over the course of 10 to 21 years and only during the rainy season. Cairo has also demanded that Addis Ababa double the number of water release points in the dam to ensure adequate water flow when water levels are low.

**Useful videos**
https://www.youtube.com/watch?v=uZiBANM7IiE
https://www.youtube.com/watch?v=yYaYCklXCIk
https://www.youtube.com/watch?v=1S57T2OQhf4

**Articles**:
https://theconversation.com/ethiopias-dam-dispute-five-key-reads-about-how-it-started-and-how-it-could-end-187644
https://www.bbc.com/news/world-africa-60451702

# Grand Ethiopian Renaissance Dam



Map taken from https://www.bbc.com/news/world-africa-60451702

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# Green-Entrepreneurship II

| Objectives | <ul><li>To promote more the idea-generating process and ecopreneurship as a way to fight climate change.</li><li>"Design thinking" workshop to learn how to work on one's business ideas.</li></ul> |
|---|---|
| **Duration** | <u>120 minutes</u><br>15-20' explanation of design thinking<br>60' research on the most pressing issues of the participants' countries + preparation of a small presentation about their business idea (based on design thinking)<br>30' presentation of the business ideas<br>10-15' debriefing |
| **Materials needed** | Laptop, projector, flipcharts if needed, scrap paper for notes |
| **Preparation in advance** | |
| **Step by step description** | <ul><li>The facilitator explains step by step what design thinking is.</li><li>After the explanation of each step, the facilitator gives some time for the national groups to work together and complete a specific task.</li><li>Participants work in national groups. Based on the website https://dashboards.sdgindex.org/map, the groups find the most pressing issues in their countries (they can choose between SDG 11, 12, 14, 15).</li><li>When choosing then major challenge, each group must come up with a business idea that will tackle the problem. This idea should be based on design thinking.</li><li>Each country presents its business idea.</li><li>Debriefing</li></ul> |
| **Closing up** | <u>Debriefing questions</u><br>Were you surprised by the findings of your country?<br>How difficult/easy was it for you to come up with a business idea based on design thinking?<br>Have you ever thought that countries of different geographical locations and cultures may face the same challenges? |
| **Comments / hints for facilitators** | |

| Objectives | • To promote more the idea-generating process and ecopreneurship as a way to fight climate change.<br>• "Design thinking" workshop to learn how to work on one's business ideas. |
|---|---|
| Resources | |

# Sharing Good Practices

| | |
|---|---|
| **Objectives** | <ul><li>To share good examples of businesses, organizations, and communities that deal with ecological issues.</li><li>To inspire the participants and help them come up with ideas.</li></ul> |
| **Duration** | <u>60 minutes</u><br>5' preparation<br>7' for each national team to present their good practices (total 49') |
| **Materials needed** | Projector |
| **Preparation in advance** | The national teams will have prepared the good examples in advance. |
| **Step by step description** | 1. Explain to the group what will happen.<br>2. They get in their national teams and have 5' to get ready to present.<br>3. Each team has 7 minutes to do their presentation.<br>4. It is important to keep track of the time. |
| **Closing up** | |
| **Comments / hints for facilitators** | |
| **Resources** | |

# Green-Entrepreneurship III

| | |
|---|---|
| **Objectives** | <ul><li>To learn how to use the SWOT model to evaluate ideas.</li><li>To have a closer look at the good examples that were presented.</li></ul> |
| **Duration** | 90 minutes<br>15' to vote for the best good example<br>30' to present the SWOT model<br>15' to evaluate the good practice of their choice<br>15' to present their evaluations (2' each team)<br>5' to vote again on the best good practice<br>10' debriefing |
| **Materials needed** | Prepared flipcharts<br>One empty flipchart |
| **Preparation in advance** | The facilitator needs to prepare in advance 7 SWOT papers.<br>One for each team.<br>Cut out statements related to SWOT. |
| **Step by step description** | 1. The team leaders remind everyone of the previously presented good examples (title and keywords).<br>2. They vote for the best good example.<br>3. The facilitator shows the cut-out statements and asks in the plenary to group them. Then they need to label the categories.<br>4. Then the facilitator gives more information about the SWOT model.<br>5. The participants split in 7*7 mixed nation groups, choose one of the good examples that were presented and evaluate it using the model. They take notes on flipcharts.<br>6. Each team has 2' to present their notes.<br>7. Taking into account the participants vote again for the best- good example. |
| **Closing up** | Debriefing<br>1. Did you change your vote? Why yes, or no?<br>2. Did you look at the good example you evaluated differently after all?<br>3. Did you struggle using it?<br>4. Did you know about the SWOT model?<br>5. Have you used it before?<br>6. Where else can it be used in life? |

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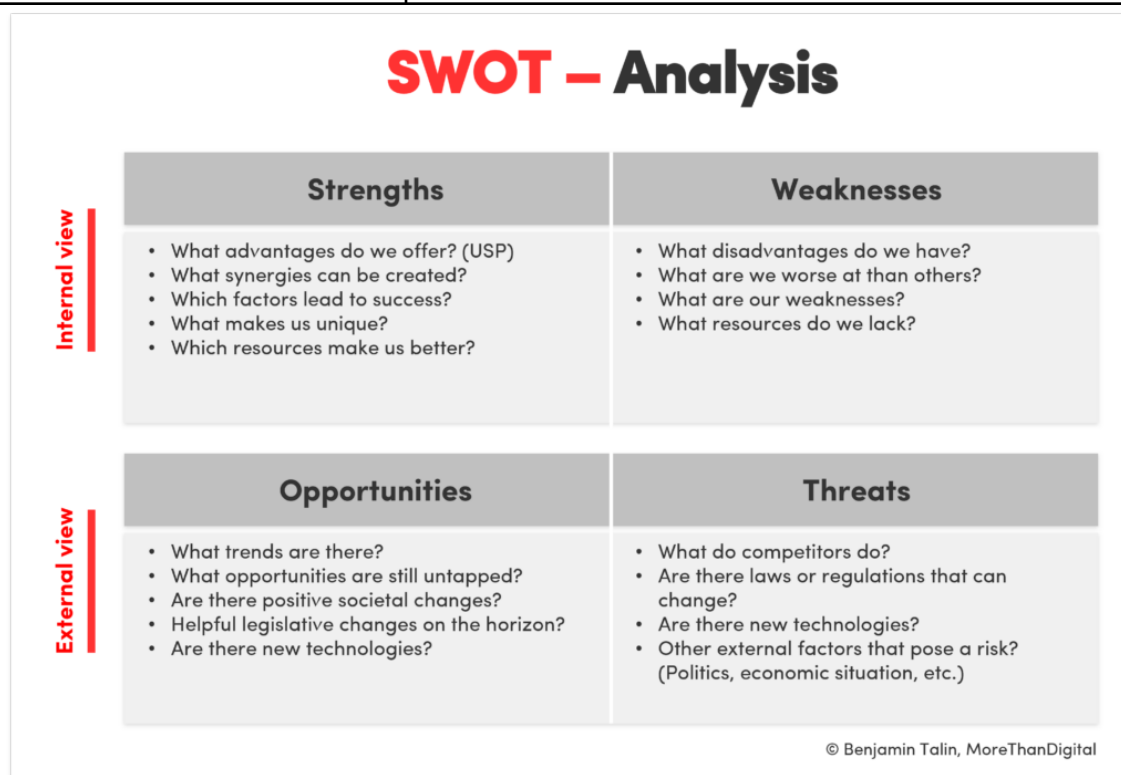CYPRUS

| Objectives | • To learn how to use the SWOT model to evaluate ideas.<br>• To have a closer look at the good examples that were presented. |
|---|---|
| Comments / hints for facilitators | |

## SWOT – Analysis

| Strengths | Weaknesses |
|---|---|
| • What advantages do we offer? (USP)<br>• What synergies can be created?<br>• Which factors lead to success?<br>• What makes us unique?<br>• Which resources make us better? | • What disadvantages do we have?<br>• What are we worse at than others?<br>• What are our weaknesses?<br>• What resources do we lack? |

*Internal view*

| Opportunities | Threats |
|---|---|
| • What trends are there?<br>• What opportunities are still untapped?<br>• Are there positive societal changes?<br>• Helpful legislative changes on the horizon?<br>• Are there new technologies? | • What do competitors do?<br>• Are there laws or regulations that can change?<br>• Are there new technologies?<br>• Other external factors that pose a risk? (Politics, economic situation, etc.) |

*External view*

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## SWOT Examples: Weekend trip to the lake

| Strengths | Opportunities |
|---|---|
| • Tranquility<br>• A body of water<br>• Starry skies | • Go water skiing<br>• Have a campfire<br>• Drink a beverage on the porch swing |

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| Weaknesses | Threats |
|---|---|
| <ul><li>Waterfront prices</li><li>Machete-wielding killers</li><li>Gators</li></ul> | <ul><li>Missing out on a weekend at the beach</li><li>Getting bit up by mosquitoes</li><li>It rains all weekend</li></ul> |

# Green-Entrepreneurship IV

| | |
|---|---|
| **Objectives** | <ul><li>To practise entrepreneurial skills and help with eliminating the fear of public speaking.</li><li>To help participants prepare for when they create their own initiative later in the YE.</li></ul> |
| **Duration** | 90 minutes<br>10' introduction and explanation of the activity<br>15-20' speech technics and how to pitch<br>10' splitting into groups and example of how to pitch<br>40' preparation for pitching and presenting in front of the "European Commission"<br>10' debriefing |
| **Materials needed** | Flipchart paper – each group receives a paper for their pitching<br>A4 paper and colourful sticky notes<br>Markers (10) |
| **Preparation in advance** | None |
| **Step-by-step description** | 1. We discuss what is public speaking and how to approach it in a stress-free way. Presentation of the speech technics and how to prepare for the pitching properly.<br>2. Participants are split into 10 groups of 5 and work on their own two-minute pitching. **Aim: to convince the European Commission why we need to ban pens made of plastic.**<br>3. Pitching in front of the European Commission. The members of the commission decide if the pitching was successful.<br>4. Debriefing |
| **Closing up** | Debriefing<br>What is the biggest challenge in presenting? What are the fears and how to overcome them? Was this pitching session helpful? What pithing technique works the best for you? Is presenting in a foreign language difficult and how can you prepare yourself for public speaking? |
| **Comments / hints for facilitators** | It is important to notice the shy ones and encourage them to speak up |
| **Resources** | https://www.wolvessummit.com/blog/5-major-rules-of-effective-pitching |

# CoW Space (Audiovisual Content I & II)

| | |
|---|---|
| **Objectives** | Learn how to create Instagram reels which is part of audiovisual content |
| **Duration** | 90 minutes<br>60' introduction to audiovisual and Explanation on how to make an Instagram reel<br>30' creation of an Instagram reel |
| **Materials needed** | Mobile phones<br>Have the Instagram app installed<br>Projector and laptop if needed for the introduction of audiovisual |
| **Preparation in advance** | |
| **Step by step description** | Audiovisual Part I<br>1. The facilitator makes a presentation about audiovisual content.<br>2. After the introduction, the facilitator guides participants on how to make an Instagram reel.<br><br>Audiovisual Part II<br>1. Participants are divided into mixed nation groups.<br>2. They have around 30 minutes to create an Instagram reel. |
| **Closing up** | |
| **Comments / hints for facilitators** | How to introduce audiovisual content:<br>What is audiovisual?<br>Where is it used?<br>What are some of its forms?<br>What are the stages to create audiovisual content? |
| **Resources** | |

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# Follow-Up Initiatives

| | |
|---|---|
| **Objectives** | <ul><li>Ensure maximum dissemination and reach of project's results.</li><li>Devise new ideas for future collaboration between the participants and discuss how to implement them through the Erasmus+ program.</li></ul> |
| **Duration** | 90 minutes<br>5' presentation of the follow-up initiatives<br>10' decide which follow-up initiative each team will do<br>20' decide the target audience for the activity and the topic<br>35' each national team has around 5 min. to present its idea and get feedback from the others<br>5' closing |
| **Materials needed** | flipcharts, markers - whoever has a laptop/tablet should use it, projector, laptop |
| **Preparation in advance** | |
| **Step by step description** | 1. The facilitator presents the follow-up initiatives, explains what they are, and why they are important to be carried out. Follow-up initiatives:<br><ul><li>Public Intervention: open-air exhibition, interview, forum theater, etc.</li><li>Video in the participants' mother language/Create short audiovisual content (video) with subtitles on several NGO sites</li><li>Local workshop, presentation – public screening</li></ul>2. Participants go to their national groups. The facilitator will guide them throughout the process to narrow down their idea by answering questions. (*see below*) |
| **Closing up** | |
| **Comments / hints for facilitators** | <u>Questions to be answered in order:</u><br><br>WHAT? Groups need to find out which of the 3 activities they want to do depending on their location, and capacity<br><br>FOR WHOM? Identify the target audience that the activity will address |

| Objectives | <ul><li>Ensure maximum dissemination and reach of project's results.</li><li>Devise new ideas for future collaboration between the participants and discuss how to implement them through the Erasmus+ program.</li></ul> |
|---|---|
| | ABOUT WHAT? Choose a topic, brainstorm, and start narrowing down the idea |
| Resources | |

# Stereotypes & Prejudices: From misunderstanding to intolerance

| | |
|---|---|
| **Objectives** | To become aware of stereotypes and prejudices that exist and understand their consequences |
| **Duration** | <u>65 minutes</u><br>5' explanation of the activity and division in 7*7 mixed groups<br>20' preparation of the theatre play<br>25' theatre performances<br>10' to guess after each performance<br>5' debriefing |
| **Materials needed** | |
| **Preparation in advance** | |
| **Step by step description** | • Divide the groups into 7 groups of 7 people each.<br>• Facilitators give each group a term about stereotypes/prejudices (*see terms below*)<br>• The groups have about 20 minutes to prepare their performance. Through their play, they have to bring up stereotypes related to the term they were given.<br>• Each group presents its theatre play. The other participants need to guess which term they had.<br>• Debriefing |
| **Closing up** | <u>Debriefing</u><br>How did you find the stereotypical portrayal of these terms?<br>Do you agree/disagree with some of them and why?<br>How do you feel about these stereotypes?<br>Do you see a positive/negative change in society in terms of those? |
| **Comments / hints for facilitators** | <u>Terms:</u> social class; migrants; religion/beliefs; language; patriarchal society; racism; sexuality; ageism; beauty & fashion |
| **Resources** | |

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# Spread the awareness

| | |
|---|---|
| **Objectives** | To split up participants into mixed groups of 7, and explain to them that they will create videos based around the idea of ecology. |
| **Duration** | 60 minutes |
| **Materials needed** | Flip chart with the word IDEAS written on top |
| **Preparation in advance** | |
| **Step by step description** | <ul><li>Participants are divided into 7 groups.</li><li>Explain to the participants that they will be working with this group for the rest of the project to produce videos about some ecological issue they have decided on.</li><li>Participants will be then given some time in their groups to come up with ideas</li></ul> 20 minutes later <ul><li>Come in a bigger circle so they all give their ideas, see if it's doable, give each other help, prompts, or suggestions, etc.</li></ul> |
| **Closing up** | |
| **Comments / hints for facilitators** | Mention that they should think of an aim<br>What do they want to teach in the video?<br>What form do they want the video? An interview, a short story play?<br><br>E.g. a short video where a rich person doesn't recycle, nobody cares, but a poorer version does the same thing and is blamed for it. |
| **Resources** | |

# Self Reflection (journaling)

Aim: Process their experience more honestly and in-depth without having to share their thoughts; make notes for the completion of the Youthpass; keep track of their learning and experience of the project

| | Topics | |
|---|---|---|
| Day 1 | First impression and feelings: (the group, the topic, the program) | Think of the Youthpass skills and competences: <br> • Something new I learned <br> • Something that inspired me <br> • Something that was challenging |
| Day 2 | How sustainable is your lifestyle? | |
| Day 3 | Which of the initiatives got you excited? Why? So what now? |  |
| Day 4 (study visit) | How is the local context in Cyprus similar and/or different from your country's context? | |
| Day 5 | Gratitude post card: write for what things you are grateful for so far | |
| Day 6 | Finding your voice through the creation of the videos | |
| Day 7 | Looking ahead - what's next? | |

| Group evaluation and suggestions | |
|---|---|
| Aim: Provide feedback and input for the development and adaptation of the youth exchange to the needs of the participants. | |
| | Method/Activity: |
| Day 1 | The hand |
| Day 2 | The pizza |
| Day 3 | Each participant will say a sentence and another participant will continue with another sentence. Through the sentence they should bring out their thoughts about the day, All of the sentences should have cohesion so that a short story is formed. They write it down. |
| Day 4 (study visit) | The heartline (so far and looking ahead) |
| Day 5 | Sing - it! The group must decide on a song expressing their feelings for the day. The group leader writes down the reasons behind the choice of that song and communicates it to the leaders. |
| Day 6 | Dix it! The participants choose a card and share the reason for their choice. |
| Day 7 | Highs and lows. The group decides together at least 5 high and 5 low moments of the exchange. |

## Mid and Final group evaluation

Aim: assess if the participants' expectations and learning needs are being addressed so far

|  | Method/Activity: |
|---|---|
| Mid term - Day 5 (morning)<br><br>Final - Day 7 (closing) | The participants place their initial post-it notes with the contributions, expectations, contributions, and fears:<br>● My expectations were met - My expectations were not met at all<br>● Contributions - I have contributed a lot to the group - I haven't contributed at all to the group<br>● Fears: Most of the things I feared occurred - I'm not afraid!<br>The facilitator summarizes the overall feedback and encourages a discussion in the group. |
|  | Final evaluation questionnaire |





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