Environment, Sustainability and Youth

Entrepreneurship and development in rural areas

28th October – 6th November

2013

Smolyan, Bulgaria

Contents

Introduction

This manual is created as a result of intensive work by participants and trainer's team during TC "**Environment, Sustainability and Youth - Entrepreneurship and development in rural areas**" (BG13/A3.1.2/270/R2), funded by **European "Youth in Action" Program**.

Get to know more about "Environment, Sustainability and Youth"

At a time of rapid changes, much of the European population is young in new situations that require profound changes, both individual and collective. Within this context, it is necessary to create new economic and social methods that enable youth out of this situation of job insecurity and economic crisis. Project relates idea for sustainable development and the possibility of sustainably using environment as a resource for youth enterprises in rural areas. It promotes ideas for young people to establish environment-based enterprises in local communities – eco-tourism; bio-agriculture; community development projects; eco-villages etc.

Training venue

Smolyan, Bulgaria (28 October - 06 November 2013)

Aims & objectives

The Aim of the course is:
To create general understanding for local communities in rural areas how to use 'environment' as a source for employability. To promote innovative ideas for social entrepreneurship related to 'environment'.

The concrete objectives set for the course are:
- To develop knowledge about environmentally linked enterprises - eco-tourism; bio-agriculture; community development projects; eco-villages etc.
- To motivate young people to establish environment-based local social enterprises.
- To implement field research providing information for possible uses of environment as a sustainable resource for employability (ecology, economy and society).
- To share best practices for management of local environmental enterprises.

Training methods used & main activities

The methodology of the training course is conceived in ways that require active participation and exchange between participants. It is based on participants' own experiences and builds on concrete actions for the future. The methodology of the training programme is based on the main principles of experiential learning cycle and non-formal education.

The programme is designed with a logical flow that starts with introduction to concepts and progressively gets into the topic, to end up working on the creation by participants of field research and analyzing collected data. This way, the course will close with a document containing all the information gathered in the training.

Main contents and activities of the project:
1. Study visits to local enterprises in Smolyan region;
2. Training activities and workshops - Sustainable development; Basic concepts of Social entrepreneurship; Tools for field research;
3. Collecting and sharing good practices from the countries of

participants;

4. Practical activities - Field research; Collection and analysis of data; Preparing report; Meeting with local administration; Presenting results on public event.;

Project design

Working in mixed international groups in workshops participants developed skills for team work, communication and social skills. It raises intercultural understanding and tolerance. Through the entire project visits were mixed with interactive workshops and presentations which helped to learn by practicing real competences related with project planning and implementation of social-entrepreneurship ideas.

1. Study visits to environment-linked small enterprises in the region of Smolyan:
We have chosen different enterprises that sustainably use environment as source for their business and are in favor to local community:

Study visits:
- Diary factory "Milk house - MILKANA" in Smilyan village – www.mlechendom.com ;
- Tourist informational center in Smilyan village;
- Eco guest house "GOLEVI" in Mogilitsa village;
- Farm for rear Bulgarian bread of caw – Rhodopyan Shorthorn caw in Mogilitsa village;
- Eco guest house "Argirovi" in Arda village - http://www.kyshti-argirovi.com/indexen.html ;
- Adventure and caving area "Garga dere" near Arda villge ;
- Training and educational center for sustainable development "Future Now" in Gudevica village;

2. Workshops related to the topics – sustainable development, social entrepreneurship & youth unemployment, field research (knowledge development):

- **The Three Pillars of Sustainability – basic concepts** – through newly developed by the trainers tool (session) participants were introduced to basic concepts of Sustainability. After practical workshop theory was presented and discussion about local realities was held. (https://www.salto-youth.net/tools/toolbox/tool/basics-of-sustainable-development.1486/)
- **Social entrepreneurship** – by using movies, handouts and interactive tasks participants were introduced to definitions and concepts of Social entrepreneurship. After the session in small groups they generated ideas for youth social enterprises related to countries specific challenges. (see details bellow on page 15)
- **SWAT and PEST-ELD analysis and steps for implementation of business field research –** participants have chance to explore by practical tasks both tools for analysis. Again by newly developed tool (https://www.salto-youth.net/tools/toolbox/tool/steps-of-business-research.1489/) trainers presented the steps for implementation of field research.
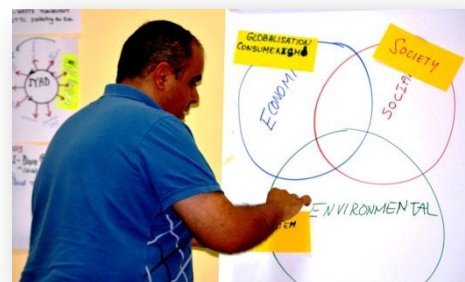
3. Practical sessions and part of the program (skills development):

- **Field research –** by using different tools and methods participants implemented real field research collecting, analyzing and presenting data from three dimensions – young people from the region, small enterprises (study visits) and legal situation. The results were presented on public event in the Smolyan municipality in front municipality representatives, journalists and local NGOs. (see research results on page 23)

Participants

The group of participants included young people from 6 countries – Sweden, Jordan, Morocco, France, Egypt and Bulgaria.

Before the project participants were given specific tasks to prepare:

1. To collect information about environmentally-linked enterprises from their countries and to prepare creative way to present it.
2. To collect and present information about environmental situation in their countries.

For better cope with the task participants were inspired by this video: ☺ ☺ ☺

"[WHERE THE GOOD IDEAS COME FROM?](#)"

Coordinating organization

NC FUTURE NOW 2006

E-mail: home@gudevica.org

NC Future now team includes 6 members of the board and 45 members of the organization. Annual budget is average – 75 000 euro. Sources of funding - ESF on Human Resource Development Programme, EEA Grant, CEE Trust, GEF, Youth in Action Programme, LLLP, local grants (M-tel Eco grant), company donations.

Main activities are youth work, non-formal education and personal development for children and youth, social integration of disadvantaged young people, Eco, Civil and HR education. We conduct trainings on national and international level (Youth in Action and Euro-Med IV programmes), EVS projects, children camps, trainings for teachers, extracurricular activities in schools.

NC Future now has successful long term experience in the field of non-formal education. Till now organization has worked on several projects funded from ESF on Human Resource Development Programme, [EEA Grant](#) and [CEE Trust](#). Projects were in the fields of ecological non-formal education, civic education, motivation and personal development of children and youth. In the Youth in Action Programme we participate in over 10 projects as partner organization and we operate as sending, hosting and coordinating organization for EVS. On regional level as leading organization we have implemented many projects related to ecology, social inclusion, youth initiatives. From 2009 NC Future now is Independent operator for [International Award](#) for young people – international program for personal development working in over 130 countries.

NC Future now is member of networks [CEEweb](#) for Biodiversity, [Rückenwind](#) - Support of young people with fewer opportunities and Network for sustainable exchange [Alive places](#).

The organization works with dozens of experts in education, environment and youth activity. In our actions and projects we involve hundreds of volunteers. In training programs for instructors to work in NC Future now programs we have trained over 90 instructors during last 7 years.

NC Future now organizes [TEDxYouthSofia](#) in 2010 and [TEDxSofia](#) in 2012.

Partners in the project

- l'Age des Initiatives Responsables (AGIR) – France - www.agir-asso.fr ;
- Institute for Leadership Excellence (ILE) – Jordan - https://www.facebook.com/ILE11 ;
- The Mediterranean Forum for Youth (FOMEJE) – Morocco - https://www.facebook.com/fomeje.morocco ;
- RELEARN Suderbyn ideell förening – Sweden - www.suderbyn.se ;
- Sustinable Development Association (SDA) – Egypt - www.sda-web.org ;

Trainers team

Iyad Aljaber (JORDAN) – Development. Marketing. Health.

The first ten years (1997-2006) was in the health sector. In 2007, co-founded Beyond, which is a marketing and design house and on the same year Iyad Aljaber obtained an MSc degree in Marketing after experimenting with business entrepreneurship and being enrolled in MEET. US programme in 2005.

In 2008, started working in the development sector. The first project he managed was raising awareness about the management of electronic waste.

Ognian Gadoularov (BULGARIA) – Youth worker and Trainer from Bulgaria

Specialized in international youth cooperation projects. He is involved in interactive teaching and environmental education. Prepares and educates instructors for working with children and young people. Ognian perform responsibilities as a trainer for Bulgarian "Youth in Action" National Agency. Expert in conducting adventure programs based on experiential learning and improving team performance.

He is certified instructor in rock climbing and slack lining.

Program Implemented

Basic Information

What is Sustainability?

Sustainability is broadly defined as meeting the needs of the present generation without compromising the ability of future generations to meet their own needs. The term "sustainability," when applied institutionally within a university, is the development of a process or management system that helps to create a vibrant campus economy and high quality of life while respecting the need to sustain natural resources and protect the environment. Sustainable programs are those that result from an institution's commitment to environmental, social and economic health, or the "triple bottom line." Sustainability has both individual and institutional applicability, and is usually a balancing act.

The Three Spheres of Sustainability

Social-Environmental
Environmental Justice
Natural Resources Stewardship
Locally & Globally

Environmental
Natural Resource Use
Environmental Managemet
Pollution Prevention
(air. water, land, waste)

Environmental-Economic
Energy Efficiency
Subsidies / Incentives for
use of Natural Resources

Social
Standard of Living
Education
Community
Equal Opportunity

Sustainability

Economic
Profit
Cost Savings
Economic Growth
Research &
Development

Economic-Social
Business Ethics
Fair Trade
Worker's Rights

*Adopted from the 2002
University of Michigan
Sustainability Assessment*

Vanderbilt University interacts with the local, national, and international communities in three major ways. As educators, Vanderbilt plays a significant role in preparing our students for future leadership throughout the world. Our students today will make the decisions of tomorrow. As a major employer and health service provider in Middle TN, we have a relationship with the community in which we operate that demands that Vanderbilt conduct its business while applying the principles of environmental and social stewardship. As a center for scholarly

research, informed and creative teaching, and service to the community and society at large, we are developing and sharing best practices and cultivating new ideas concerning sustainability.

Nationally, the sustainability movement is sweeping across campuses. The National Association of College and University Business Officers (NACUBO), the Society for College and University Planning (SCUP), the Association of Physical Plant Administrators (APPA), The Chronicle of Higher Education, and the Association for the Advancement of Sustainability in Higher Education (AASHE) have embraced and endorsed campus sustainability principles and serve as a major force on the national scene.

Sources:
1. World Commission on Environment and Development (WCED). Our Common Future. Oxford: Oxford University Press, 1987, p.43.
2. Clough, G.W., J. Chameau, and C. Carmichael. "Sustainability and the University." The Presidency. Winter 2006, pp. 30-40.
3. Hignite, K. "Will Sustainability Take Root?" Business Officer. April 2006, pp. 12-22.

Sustainable Development

Definition:
There are a number of definitions for sustainable development including the following which first appeared in 1987:

"Development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

from the World Commission on Environment and Development (the Brundtland Commission) report Our Common Future (Oxford: Oxford University Press, 1987).

In other words, sustainable development offers now and in the future a better quality of life for every generation. In fact, human progress consists of major components which are interdependent and inseparable and reflects the vision of progress for sustainable development. These components are the three pillars of sustainable development – economic growth, environmental stewardship and social inclusion. This progress also has immediate and long-term goals as well as local and global actions to ensure benefits for people, planet and prosperity.

In order to reduce poverty and build prosperity for now and the future, sustainable development believes in growth which is inclusive and environmentally sound.

Countries including cities, farmers, and industries are realizing the challenges they are facing such as rapid urbanization, agriculture, water availability, transportation, infrastructure, energy development and use. To meet all these challenges, low-carbon growth, public transportation, climate-smart agriculture, value of natural resources, saving through energy and supply chain efficiency are being appreciated and adopted.

Not only policies should adopt sustainable development but also societies as the choices each one of us make daily as well as the political and economic decisions all affect sustainable development. Change is needed on how we look at consumption and production as well as at an economic and social levels.

One of the main principles of sustainable development is to live within our environmental restrictions. Climate change is a result of not following this principle.

However, the focus of sustainable development goes beyond the environment. It is also about living in a society which offers strength, health and justice while meeting the needs of its people. Personal wellbeing, social cohesion, inclusion, and creating equal opportunity are promoted through sustainable development.

The fact that sustainable development focuses on the future does not mean that we are losing sight on the now. On the contrary, it focuses on both now and the future and on how to find better ways to do things in how we work and live with the purpose of achieving a better quality of life.

In fact, adoption of sustainable development can lead to achieving a short to medium term goal; for example, in health and sport, one can walk or use a bike instead of a car for short journeys. By doing this, one saves money and improves her/his life!

Social Entrepreneurship

Social Enterprises

Definition:

Social Enterprises are defined as:

"A social enterprise is a business that trades for a social and/or environmental purpose. It will have a clear sense of its 'social mission': which means it will know what difference it is trying to make, who it aims to help, and how it plans to do it. It will bring in most or all of its income through selling goods or services. And it will also have clear rules about what it does with its profits, reinvesting these to further the 'social mission."

Social Enterprise, UK

In fact, looking through different definitions of social enterprises; one realizes that there is no common international definition as well as the fact that there is no legal business form which is called social enterprise.

Therefore, what is it we really mean when we discuss social enterprises?

We know that the purpose of social enterprises is the common good. Still, social enterprises use the same methods of business and marketing to advance their agendas whether social, environmental or human justice. Their goal is not profit; however, they compete to deliver goods and services. And although they make profit, it is reinvested towards what they want to achieve.

Social enterprises are applicable to every industry; health, social care, renewable energy, retail, recycling, employment, sport, housing and education. However, it is done differently as their drive is their environmental or social mission and their focus is the community.

One might think why start social enterprises when running a business is difficult enough! There are three major reasons why people start a social enterprise:

- Meet a need in the community.

- Achieve a social mission.
- Contribute to the financial sustainability of a non-profit organization

Having the three components reflects a good social enterprise. The really successful one has the three but focus on their priority.

What is a Social Entrepreneur?
(https://www.ashoka.org/social_entrepreneur)

Social entrepreneurs are individuals with innovative solutions to society's most pressing social problems. They are ambitious and persistent, tackling major social issues and offering new ideas for wide-scale change.

Rather than leaving societal needs to the government or business sectors, social entrepreneurs find what is not working and solve the problem by changing the system, spreading the solution, and persuading entire societies to take new leaps.

Social entrepreneurs often seem to be possessed by their ideas, committing their lives to changing the direction of their field. They are both visionaries and ultimate realists, concerned with the practical implementation of their vision above all else.

Each social entrepreneur presents ideas that are user-friendly, understandable, ethical, and engage widespread support in order to maximize the number of local people that will stand up, seize their idea, and implement with it. In other words, every leading social entrepreneur is a mass recruiter of local changemakers — a role model proving that citizens who channel their passion into action can do almost anything.

Over the past two decades, the citizen sector has discovered what the business sector learned long ago: There is nothing as powerful as a new idea in the hands of a first-class entrepreneur.

Why "Social" Entrepreneur?

Just as entrepreneurs change the face of business, social entrepreneurs act as the change agents for society, seizing opportunities others miss and improving systems, inventing new approaches, and creating solutions to change society for the better. While a business entrepreneur might create entirely new industries, a social entrepreneur comes up with new solutions to social problems and then implements them on a large scale.

Historical Examples of Leading Social Entrepreneurs:

- **Susan B. Anthony (U.S.)**: Fought for Women's Rights in the United States, including the right to control property and helped spearhead adoption of the 19th amendment.
- **Vinoba Bhave (India)**: Founder and leader of the Land Gift Movement, he caused the redistribution of more than 7,000,000 acres of land to aid India's untouchables and landless.
- **Dr. Maria Montessori (Italy)**: Developed the Montessori approach to early childhood education.
- **Florence Nightingale (U.K.)**: Founder of modern nursing, she established the first school for nurses and fought to improve hospital conditions.
- **John Muir (U.S.)**: Naturalist and conservationist, he established the National Park System and helped found The Sierra Club.
- **Jean Monnet (France)**: Responsible for the reconstruction of the French economy following World War II, including the establishment of the European Coal and Steel Community (ECSC). The ECSC and the European Common Market were direct precursors of the European Union.

Context

In 2002, the UK Govt published an 'official' definition of social enterprise (SE) which was also adopted in Scotland; The ensuing 10 years has seen a dramatic rise in the popularity of SE; a tide which no-one could have anticipated and shows no sign of turning. But the government definition was never invested with sufficient authority to be effective. In England, in particular, there has been a lobby to keep definitions blurred; with the result that essentially private businesses are masquerading as SEs and devaluing our brand.

In response to this drift, the Scottish SE community has set down the values and behaviors by which we recognize each other. We refer to this document as a voluntary code of practice – or simply the Code. Whereas a mandatory set of rules runs the risk of inviting dispute and division – it is hoped that this voluntary code can provide the basis for a self regulating community. By setting this 'benchmark', we clarify our shared vision and distinguish it from other approaches.

The Code distinguishes between the Basics and Values/Behaviors.

1. The Basics

This section details the essential elements of a social enterprise (SE). It would be exceptional for any business which does not meet these criteria to a considered a SE.

1.1	SEs are businesses operating in markets – usually selling goods and services – whose **primary objective is to achieve social and environmental benefit**.
1.2	Regardless of its legal form, the constitution of a SE will include the requirement that **profits are reinvested in the business or in the beneficiary community** – and not distributed to owners/shareholders/investors.* (see below)
1.3	The constitution will always require that on dissolution, the assets of the SE are redirected appropriately – this could include SEs with similar aims and objectives.
1.4	Taken together these two provisions are referred to as the 'asset lock' - which is the defining characteristic of a SE.
1.5	SEs are distinguished from the private sector by virtue of the asset lock.
1.6	SEs are differentiated from those charities and voluntary organizations in the third sector which do not aspire to financial independence through trading.
1.7	SEs are distinct from the public sector and cannot be the subsidiary of a public body.

* This Code does not exclude that certain types of social enterprise could be 'honorable exemptions' to the zero dividend norm. But this number is very small.

2. Values/Behaviors

SE is a relatively recent term (10 years) but it comes out of values developed throughout the history of our social economy. Its core principle is that economic activity should work for the common good – rather than the unlimited private gain of a few. This locates SE within the wider objective of changing the way society operates. Various social movements have contributed their DNA to SE practice. These are some of the Values/Behaviors we have come to expect from each other.

2.1	Values: SEs are businesses founded on fundamental core values – that social fairness and the protection of the planet should be pre-conditions of all economic activity – with all

	business practices expected to be honest and fair.
2.2	Good employers: SEs are good employers – trying to offer a good workplace experience; aiming to pay a 'living wage'; and having flatter pay structures than the private sector. A maximum ratio of 1:5 between lowest and highest is a useful guide.
2.3	Democratic: From Co-ops and Mutual's, SEs have learned about common ownership and democratic governance.
2.4	Empowerment: From Development Trusts and the community business movement, SEs have learned about bottom up responses to social problems and how they empower local communities.
2.5	Collaboration: Within the common sense of running a business – SEs try to help and support one another - in the spirit of the Open Source IT community. SEs should also, where possible, encourage the practice of intra-trading i.e. procuring from within the sector itself.

3. Our Operating Landscape

Based on shared values and the desire to build their businesses – SEs are increasingly finding ways to collaborate. The growth of the Scottish SE community, into a fully blown 'movement' - capable of 'changing the way society operates' - depends on a favorable operating landscape. Aspects of our landscape will depend on the support of Govt at all levels - European, UK, Scottish, local authorities. But it is our community itself which best understands what is needed. These are some of the lessons of the past decade.

Bespoke Support: SEs need business support structures embedded in the culture of our own community. Such support should be accessible to all – from start-ups through to national contractors.

Bespoke investment: It is not appropriate for SEs to strive to be investment vehicles in the normal sense; we need investment from sources which support social aims and our own 'mutual' investment funds – based on SE values.

Sustainable procurement: Our landscape should reflect the potential for the growth of SE into the area of public contracts – that are weighted towards social and environmental benefits, including community benefit clauses.

Unity: Vibrant communities like ours, accommodate and are strengthened by a wide range of disparate views – and yet speak with a united voice.

SE Networks: So that relationships can be built and reciprocal help flourish – frontline Networks should be encouraged in all areas that want one – and be independent and self-sufficient.

Youth unemployment

Youth unemployment trends
 (Wikipedia)

Youth unemployment rates are generally much higher than unemployment rates for all ages. High youth unemployment rates do reflect the difficulties faced by young people in finding jobs. However, this does not necessarily mean that the group of unemployed persons aged between 15 and 24 is large because many young people are studying full-time and are therefore neither working nor looking for a job (so they are not part of the labor force which is used as the denominator for calculating the unemployment rate). For this reason, youth unemployment ratios are calculated as well, according to a somewhat different concept: the unemployment ratio calculates the share of unemployed for the whole population. Table 1 shows that youth

unemployment ratios in the EU are much lower than youth unemployment rates; they have however also risen since 2008 due to the effects of the recent crisis on the labor market.

The youth unemployment rate in the EU-27 was around twice as high as the rate for the total population throughout the last decade. The EU-27 youth unemployment rate was systematically higher than in the euro area between 2000 and early 2008; since this date, these two rates were very close (see also Table 2), until mid 2010, when the EU-27 youth unemployment rate started to increase more strongly than that of the EA-17. While youth unemployment thus increased in both areas during the crisis, the increase has been more relevant for the EU-27, despite the lower overall unemployment rate in that area.

Table 1: Youth unemployment, 2011 Q4 (%)

	Youth unemployment rate				Youth unemployment ratio		
	2009	2010	2011	2011Q4*	2009	2010	2011
EU-27	20.1	21.1	21.4	22.1	8.7	9.0	9.1
Euro area	20.2	20.9	20.8	21.4	8.7	8.7	8.7
Belgium	21.9	22.4	18.7	17.5	7.1	7.3	6.0
Bulgaria	16.2	23.2	26.6	28.2	4.8	6.7	7.3
Czech Republic	16.6	18.3	18.0	18.3	5.3	5.7	5.4
Denmark	11.8	14.0	14.2	14.3	8.4	9.4	9.6
Germany	11.2	9.9	8.6	8.3	5.8	5.1	4.5
Estonia	27.5	32.9	22.3	25.1	11.0	12.6	9.1
Ireland	24.4	27.8	29.4	30.5	11.5	11.8	11.7
Greece	25.7	32.8	44.4	49.3	8.0	10.0	13.0
Spain	37.8	41.6	46.4	48.9	17.1	17.8	19.0
France	23.9	23.6	22.9	22.7	9.2	9.0	8.5
Italy	25.4	27.8	29.1	30.5	7.4	7.9	8.0
Cyprus	13.8	16.7	22.4	26.8	5.7	6.8	8.5
Latvia	33.6	34.5	29.1	27.4	14.0	13.9	11.2
Lithuania	29.2	35.1	32.9	34.3	8.9	10.4	9.6
Luxembourg	16.5	15.8	15.6	16.0	5.5	3.5	4.2
Hungary	26.5	26.6	26.1	26.7	6.5	6.6	6.4
Malta	14.4	13.1	13.7	14.0	7.4	6.7	7.1
Netherlands	7.7	8.7	7.6	8.5	4.8	6.0	5.3
Austria	10.0	8.8	8.3	8.7	6.0	5.2	5.0
Poland	20.6	23.7	25.8	26.9	7.0	8.2	8.7
Portugal	24.8 (e)	27.7 (e)	30.1	34.1	7.9	8.2	11.7
Romania	20.8	22.1	23.7	24.8	6.4	6.9	7.4
Slovenia	13.6	14.7	15.7	16.4	5.6	5.9	5.9
Slovakia	27.3	33.6	33.2	33.8	8.6	10.4	10.0
Finland	21.5	21.4	20.1	19.9	10.9	10.6	10.1
Sweden	25.0	25.2	22.9	22.8	12.8	13.0	12.0
United Kingdom	19.1	19.6	21.1	22.0	11.4	11.6	12.4

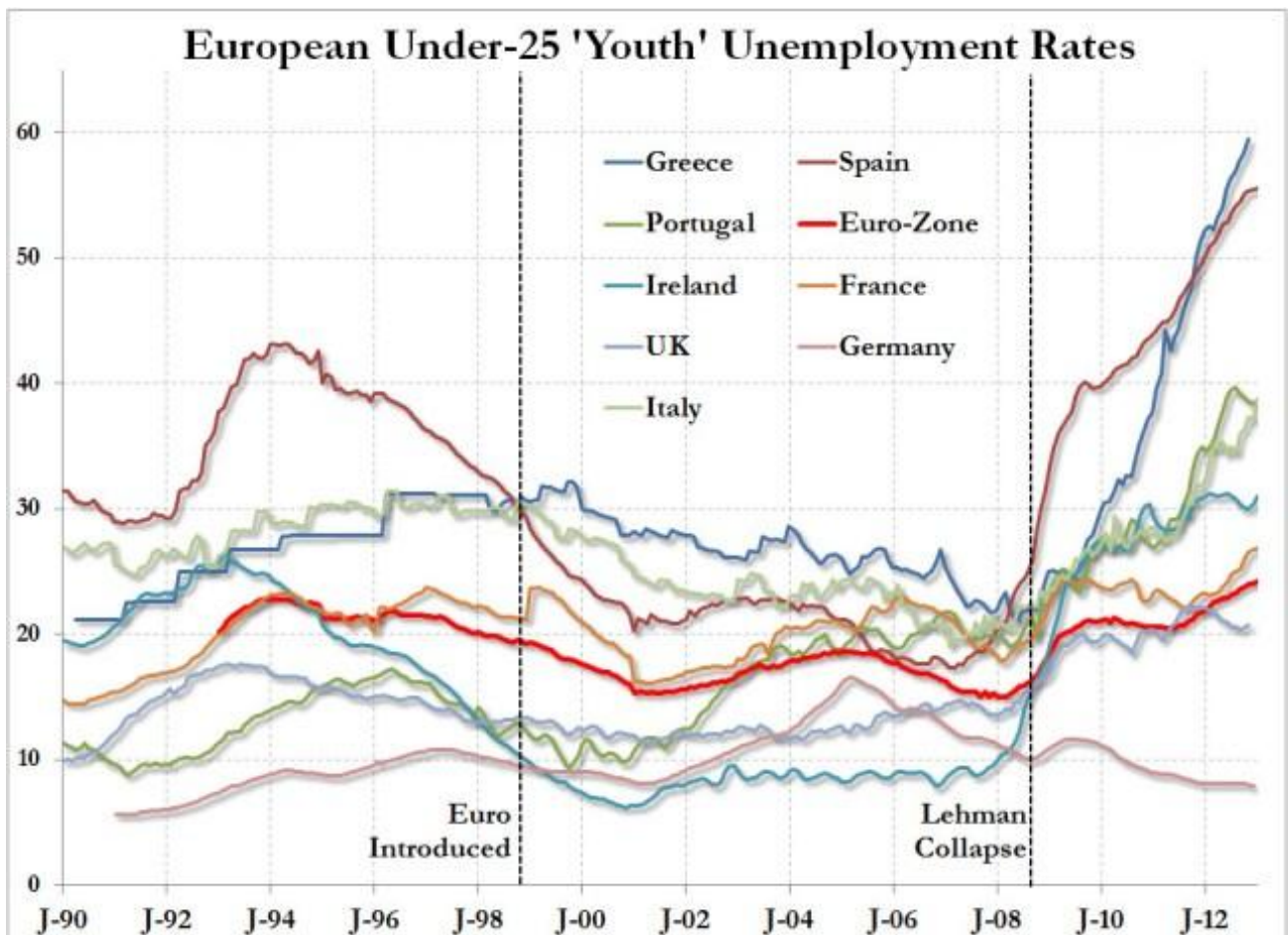* The quarterly youth unemployment rate is seasonally adjusted.

e: estimate

Source: Eurostat (une_rt_q, lfsi_act_a)

Table 2: Youth unemployment rates, EU-27 and EA-17, seasonally adjusted, January 2000 – February 2013
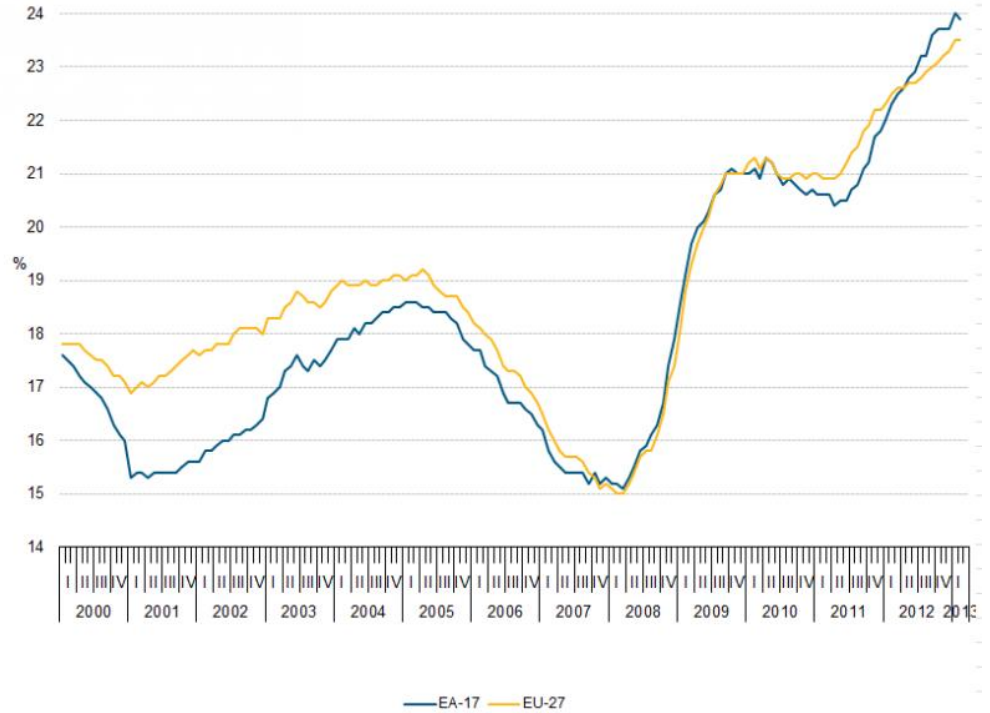
## Europe's lost generation of unemployed youth keeps on swelling
By Simone Foxman — March 1, 2013

European Under-25 'Youth' Unemployment Rates

The number of unemployed people under 25 has blown up since the financial crisis. Zero Hedge

The latest unemployment data (PDF) from Europe have more scary news: a "lost generation" of unemployed young people continues to grow. While fewer than 10% of Germans under age 25 are unemployed, a full 62% of young Greeks are out of work, 55% of young Spaniards don't have jobs, and 38.7% of young Italians aren't employed. Italy (38.7%) surpassed Portugal (38.6%) in this measure for the first time in January 2013.

And most Europeans aren't hopeful that the situation will change anytime soon:
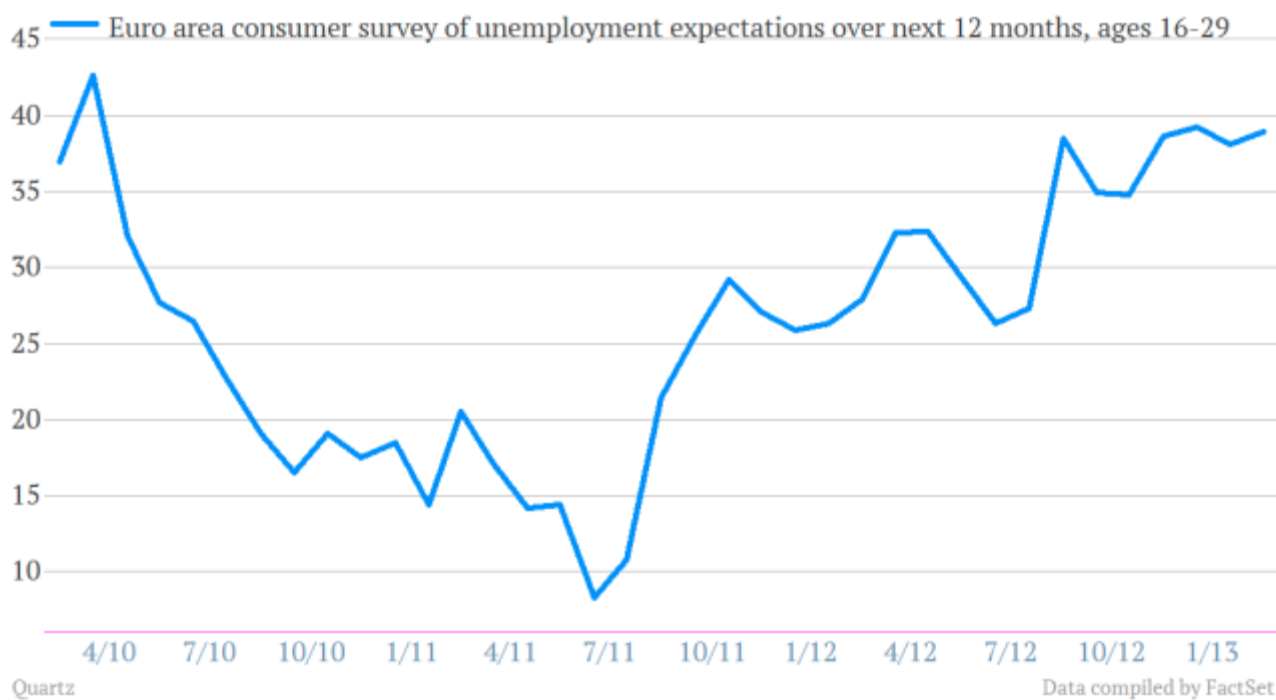
Tools introduced during the programme

According to training objectives during the program several tools realted to field research were introduced:

The Macro Environment Analysis - PEST-ELD Analysis

This is a tool for analyzing the environment during the research:

- **Political –** the political environment indentifies changes in the position politicians take on issues. A current example is a shift towards greener policies.
- **Economic –** the macroeconomic environment analysis identifies trends such as changes in personal disposable income, unemployment rate and inflation.
- **Social/Cultural –** the macro social/cultural environment analysis identifies trends in societies believes, behaviors, values and norms. Such as attitudes towards hybrid cars.
- **Technological –** the macro technological environment analysis identifies changes in the application of technology. A current example is a shift towards online transactions or sustainable energy technologies.
- **Ecological –** the ecological/environmental analysis studies the "environment reality". An example is availability of natural resources.
- **Legal -** the macro legal environment analysis is closely linked to the political environment, but also includes trends in court decisions. Such as laws related to mining or SMEs and business start-ups.

- **Demographic -** the macro demographic analysis identifies demographic reality and trends related for your industry such as population structure and distribution.

Business research – steps

During the field research were implemented basic concepts of business research:

- **Definition –** Business research is a systematic, objective collection and analysis of data about a particular environment, target market, or competition.
- **Purpose –** the purpose of business research is to better understand the subject matter.
- **Importance:**
  - Identify business problems and opportunities;
  - Better understand business and its environment;
  - Develop business strategies and actions to provide a competitive edge and refine and evaluate them;
  - Facilitate efficient expenditure of funds;
  - Monitor business performance;
- **The Five basic methods of Business research:**
  - Surveys – One-on-one interviews; Telephone surveys; Mail surveys; Online surveys;
  - Focus groups;
  - Personal interviews;
  - Observation;
  - Field trials;
- **Steps in business research:**
  - Identification of research problem;
  - Literature review;
  - Specifying the purpose of research;
  - Determine specific research questions or hypothesis;
  - Data collection;
  - Analysis and interpreting the data;
  - Reporting and evaluating research;
  - Communication the research findings and, possibly, recommendations;

Outcomes

Generating ideas for overcoming local challenges – group work

When discussing topic of Social entrepreneurship participants were asked to work in 3 small groups and to identified, discuss and generate ideas for solving different local challenges. Here are the results:

GROUP 1:

What are our problems?
- Youth unemployment (jobs, motivation, opportunity access);
- Rural issues (access to opportunities and resources);
- Racism + intolerance;
- Environment.

Youth unemployment:

Egypt – young people want to stay at home with their families and don't want to go far away to find work. Stay with their boundaries. High level of education. But too many people with level of education and no jobs for them. Preference given to men over women.

Sweden – lack of practical skills and specific vocational training. Issues of education. Higher education leads to no jobs.

France – many people going for small amount of jobs. Employers demanding more and more experience but not too many opportunities to gain this experience. Wages are falling. Immigration. Jobs are open to everyone in Europe. A political problem. Prioritizing natural sciences and other industry-oriented studies, which means for all young people who study something different, they are at a disadvantage. The number of jobs are decreasing in the public sector.
Move from public to private employment opportunities.
Too many people competing for same jobs in similar sectors. Unemployment benefits dependency. Inequality between regions.

Morocco – Education in social sciences and subjects leads to no jobs. Lack of opportunities lead to many young people being unqualified for the jobs that are available. Many jobs go to foreigners who are seen as more competent and capable.
Nepotism is also a problem – all about who you know!

COMMON PROBLEMS:
- Jobs + industries exist, but young people are not trained in order to do these jobs.
- Attitude of young people that of being too passive, not coming up with innovative ideas that take change of their lives.
- Dependency of welfare support.
- Nepotism

IDEAS:
- Potentially going into schools, working on a short term basis to work with groups of kids to get them to come up with ideas for even business of community initiatives and put into practice.
- To focus on increasing awareness about the wider impact of their ideas. To motivate for the good of society. To have holistic attitude towards environment.

GROUP 2:

Agreed problem for discussion:
- How virtual media causes social isolation instead of connecting people.

Reasons:
- It is easier and less intimidating to communicate through virtual media than face to face.
- Virtual communication hides weaknesses, shines and poor social skills.
- Lack of encouragement in schools to interact with others and lack of focus on human contact.
- In the context of advanced technology and making communication faster, human contact is compromised.

IDEAS:
- Promoting social and public events that allow more space for people to interact and get to know each other, ice-breaking activities.
- Raising awareness about focusing on the personality of students, social; courtesy, teamwork, communication skills, student clubs etc.

- Promoting values like kindness and friendliness in human communication so that it is less intimidating for shy people.
- Helping people work on their spirituality, getting rid of the negativity inside. In this way people can be more tolerant and patient, less judgmental, with no preconceptions, and as a result less isolated.

GROUP 3:

PROBLEMS:
- Desertification; Youth unemployment; Rural areas; illiterate people; have closed communities; can't set up their own projects.

Jordan – 48% of youth unemployment – others are not working I their fields. Government jobs are safer. It becomes very hard to work in governmental job.
Morocco – in deserts you can have one and a half your own salary in the city.
France – They create a lot of industries in the areas of high unemployment.

SOLUTIONS:
- Small projects.
- Self employment
- Social entrepreneurship
- Free lancers
- Mind changing
- Fresh graduate freelancers
- Cooperatives (where there is no competition, there is a cooperation instead)
- No intermediate between the two sides, so the consumer pays less money.
- Associations for funding small projects (ex. ANAPEC - Morocco).

Study visits

By using SWAT as a tool for data analysis participants described all places they visited during the project:

Diary factory "Milk house - MILKANA" in Smilyan village

Strengths:
- Focused on the local resources.
- Combining the dairy farm and production with the guesthouse and touristic events (eg. Cow beauty contests.)
- Loyal customer base.
- Solidarity in the region, and focusing on cooperation instead of competition.

Weaknesses:
- The volume of the production is limited due to traditional production methods.
- Accessibility issues, as the farm is far from the centre of the town.
- Limited market.
- Low economic level of the people in the region.
- Dependence on cash and not accepting card payment.
- Difficulty to get an official certification, and rather, relying on

customer satisfaction and feedback.

Opportunities:
- Developing the guesthouse.
- Using an online market to sell products.
- Establishing relationships with other local businesses.
- Having a mobile shop (a van selling the products in town.)
- Offering delivery services.
- Developing further use products from the resources that they already have, such as leather, wool, ice-cream, butter, oil from herbs.

Threats:
- Climate Change.
- Losing customer loyalty in the face of big supermarket chains.
- Vulnerability of the live stock.

Tourist informational center in Smilyan village

Strengths:
- Loyal customer base. Many people come in different stages in their lives, and come again with their children; therefore have this culture deeply rooted in the new generations as well.
- Developing hiking for which many tourists are coming.
- The area is naturally well preserved because it used to be part of the border during the socialist time.
- Hospitality; people coming always think the people working are very friendly and hospitable.
- Caving.
- Natural Landscape.
- Cheap cost of tourism in the centre.

Weaknesses:
- They do not have the infra-structure to have many people coming.
- Lack of aesthetically pleasing architecture.
- Lack of heritage promotion.
- Most information signs of touristic attractions are written in Bulgarian only, which makes it restricted to local people.

Opportunities:
- Developing geo-tourism and ecotourism.
- More promotion of culture and heritage, which might be interesting for a larger number of people, such as wood carving.

Threats:
- Losing population
- Environmental Impact of increase number of tourists

Eco guest house "GOLEVI" in Mogilitsa village

Strengths:
- Access to nature;
- Cultural dimensions;
- Several activities = sources of income.

Weaknesses:
- Dependant external funding;
- Poor infrastructure;

Opportunities:
- Cooperation with other project;
- Include youth in work to get educational experience;
- Region profits for eco-tourism;

Threats:
- Loose external support;
- Risk for inaccessibility in winter;

Adventure and caving area "Garga dere" near Arda village

Strengths:
- Natural area;
- No population around the place;
- Availability of materials;
- Possibility to cross the river by boat;

Weaknesses:
- Fragile place due to human impact;
- Difficult access from the parking to the cave;

Opportunities:
- Easy access (cars and bus);

Threats:
- Difficult access in winter because of the snow;

Visit to Smolyan Municipality

As a part of the field research participants have chance to meet vice mayor of Smolian and representatives from Departments of Youth, Environment and International projects. Here are data collected during this meeting:

Youth issues:
- Young people do not have much to do in the area.
- Young people have access to a 3D cinema, sports hall and sports fields. Plans to build a swimming pool.

- Different events that the municipality have organized for the young people: break-dancing competition; sporting competition; dance music. Plans to make a calendar for sports and cultural events, so everyone can be aware and informed of what different things are available in the town and region.
- The municipality communicates with young people through the NGOs of the region, the young people involved in these NGOs represent the youth of Smolyan. Young people are invited to attend public discussions about policy and strategy.
- Trying to create a centre of education, where young people can practice foreign languages.
- Young leadership programmes - all of the organizations and NGOs in the region have different points of focuses, but is united in a common interest. The municipality has meetings with other European organizations.

Youth employment:
- On a national level, many people are graduating with degrees that don't lead to jobs, Smolyan has specialist high-schools that are deemed to be not a high enough level to make them qualified for professions. The subjects offered in the local schools are not relevant to the job opportunities in the area. There are not enough big companies that can provide a lot of jobs. Companies within the region are trying to attract young people, but there are not enough young people who have the right training and experience to be qualified for these jobs. There is a need for engineers in the area.
- Many young people come to the municipality to ask for jobs, but there is not enough jobs.
- Regional information centers that organize campaigns, issuing newspapers once a week, announcing various opportunities for young people to get involved.
- Brain Drain
- Agriculture: support from European funding. Young people are trying to develop new farming infrastructure. Many programmes exist to encourage young people to work on the land. But the main issue is the market and the competition. Many young people don't have the knowledge.
- 70% of people living in Smolyan have access to the land where they can grow their own food using traditional and ecological practices. However, there are bad connotations associated with growing food and agriculture, and so what needs to happen is changing the attitudes and behavior of the young people. Everyone grows their food.
- Ministry of social services is in charge of managing unemployed people.
- There is a labor office exists to help get people into work, the municipality is trying to help, but they are somewhat limited in what they can do.

Environmental planning:
- The main environmental and ecological focus of the municipality is water – making water cleaner, and air pollution. Many people are burning wood in the winter which can make the air thick and polluted. Flood prevention structures in place, 2 dams.
- Energy efficiency – plan to move toward being more dependent on natural gas, and to move away from dependence on coal. In work places and public building there is a lack of awareness about sustainable energy consumption, because people don't have to pay for it. Whereas in homes, people are extremely efficient with their energy consumption because it

costs more not to be! The municipality has a plan for dealing with waste water, in order to provide clean water. Disaster prevention, by protecting the river from flooding.

- The only housing development that the municipality is involved in is social housing.

Business opportunities:

- Main plans for the economy: develop tourism; agriculture; attract investors.
- Bulgaria is the cheapest place to make business in the EU – lowest wage costs and production costs. Trying to attract new investments. Potentially a Swedish call-centre with be opened up here in Smolyan, creating lots of new jobs.
- Tourism is a big part of the economy. Desire for the region to be developed as a tourist destination all year round, and not just in the summer months. Plans to expand the potential tourist and trade opportunities with the Greek border, with a new border point being opened up only 20 km from here.
- Vice-Mayor's wish is to have a big factory here, but then there is also a desire to expand the tourist trade, [which is not so compatible]
- Many people buy their food from the supermarket because of cheap supermarket chains such as Billi and Lidl. It is more economical to buy from the supermarket. A local produce market occurs twice a year, and has proved to be a success. Locally produced products are honey, jam, dairy products, potatoes and beans. Tobacco, too.
- Money pressures mean that the municipality does not have too many opportunities to invest in the development of the area.
- Vice-mayor thinks that Bulgaria needs more local products that are produced from start to finish in Bulgaria, which generates added value (much more money). Instead, Bulgaria is engaged in the productions of component parts, of which there is not too much money to be made.
- The population of Smoylan has decreased in recent years.
- The municipality offers a service that helps people with business plans, but the problem is that people need to have the money upfront to invest, which most don't have. Municipality will be providing grants for one-day initiatives of 500 lvs, to support the young people.

Research among young people in Smolyan

As a part of the field research participants have chance to design and implement research about attitudes and knowledge among Smolyan young people. Here is the date collected:

The questions:

- **Social:**
  1- How can you spend your free time?
  2- What kind of youth services is needed?
  3- What would make you stay in Smolyan?
  4- Do you think it's interesting to make a local activity?
- **Job:**
  5- Does your work matches with your major?
  6- Will you look for a job in Smolyan or somewhere else?
  7- How do you want to develop yourself in the future?
  8- What do you want to work with?
  9- What do you want to work?
- **Awareness:**
  10- Do you know about sustainable development?

11- Are you involved in sustainable development?
12- Do you know about land marks?
13- Do you think that the government is making enough effort to limit unemployment problems?

Answers:

Age	Local	Students/Workers
21	Local visitor	Student at the academy of pilot
18	yes	Student
19	yes	Student
19	yes	University student
18	yes	Student
17	yes	Worker
14	yes	Student

- **X1: (Government)**

When we ask about what the government offered, the following points were raised:

- o The government needs to provide jobs opportunities for young people
- o If the government offers youth better services and development opportunities, young people will have less desire to leave Smolyan
- o Young people in Smolyan need investment projects inside the region
- o Smolyan needs more people to work on its development
- o The economy is very weak
- o Smolyan needs a lot of changes, economic, legislative and social

- **X2: (Sustainable development)**

When asked about sustainable development whether they are aware of the concept and whether they apply it or it, most of the answer was:

Most of the young people we interviewed answered that they do not know what sustainable development is, and nobody tries to introduce it to them.

- **X3: (Work/Study)**

When asked about the study field in the region, and whether these study fields are useful for the region, most answers were that young people would like to leave Smolyan and study or work in other cities then return to Smolyan.

Summary of the Field research

The results of the field research were presented by the participants of the training course on the public event in Smolyan municipality in front of representatives of press, municipality and local NGOs:

Youth issues in Smolyan

- **Research Groups:**
  - Smolyan youth interview
  - Municipality meeting
- **Youth interviews:**
  - 16 local young people
  - Between 14 and 25 years old
  - Males and females
  - Studying and working

Stay or leave?

City attraction

■ Stay ■ Leave

19%

81%
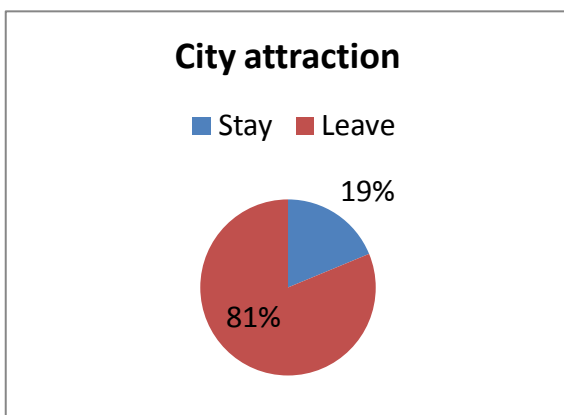
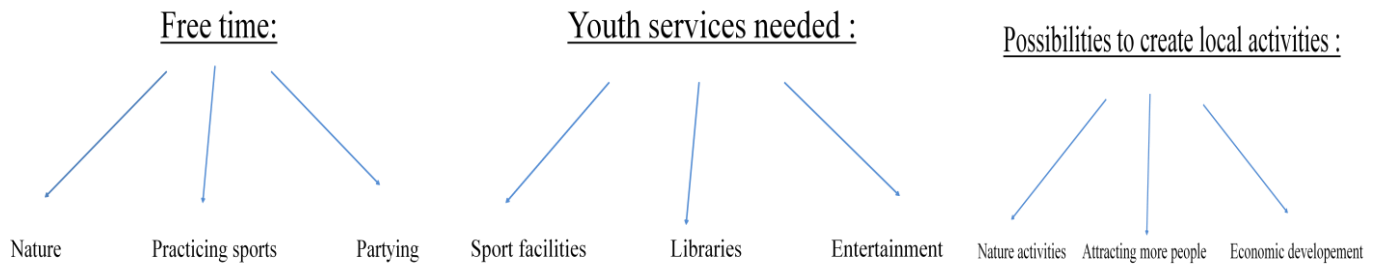- *WHY ?*

↳ Nature, friends, family, belonging

↳ No job opportunities , no studies , no future

Municipality Information

- There are some job opportunities but young people are not qualified enough (ex. engineers)
- Announcement of various opportunities.
- Programs to develop new farming infrastructure.
- The job centre and the municipality are not working together

Youth Social life

Free time: | Youth services needed : | Possibilities to create local activities :

Nature | Practicing sports | Partying | Sport facilities | Libraries | Entertainment | Nature activities | Attracting more people | Economic developement

Municipality leisures and social offers

- Different sports events .
- Future creation of an education centre.
- Possibility to participate in the municipality activities.
- Young leadership programmes.
- Offering services that help people with business plans.

Awareness among Youth about Sustainable Development

4 Yes ⬅ **S.D?** ➡ 12 No
But not fully aware

Municipality SD project

- Focus on making water cleaner and reducing air pollution
- Involvement in sustainable energy consumption
- Development of tourism, agriculture and attracting investor

Recommendations for Smolyan society welfare

- As a result of analysis and summarization of data collected through Field research and Study visits participants created some recommendations:
- Introducing new fields of study and university degrees to help young people be qualified for the jobs offered by investors in the region.
- Improvement of vocational training.
- Arranging visits to schools and universities to inform the young people of the opportunities and programmes offered by the municipality that they might not know of.

- Creating more channels for communication between municipality and youth: Websites, facebook pages, virtual forums, sending flyers to local organization inviting youth to participate in different events…
- Introducing the information centre as a channel for future information and updates in the area.
- Better coordination between the municipality and the employment office to create employment programmes.
- Encourage NGO's activities for better self development opportunities for youth.
- Creating cultural centers offering more activities such as: concerts, exhibitions, book clubs, debates, films and documentaries, performances…

CASE STUDY: Training and educational center for sustainable development "Future Now" in Gudevica village;

One of the tasks during skill development part of the training course was given when participants have been visiting Educational center in Gudevica village – old community center which is now under reconstruction by hosting organization NC Future now, with main aim to serve in the future as non-formal training center for environmental education for children and youth. The participant task, after they were introduced to all the resources of the Center was to generate ideas for effective future usage of the center. Here are their recommendations:

- Introducing Gudevica to the public through the local information centre and through visits to schools and universities.
- Introducing a clear vision of Gudevica to the public through the channels mentioned earlier.
- Having a regular means of transportation taking people to and from Gudevica.
- Arranging volunteer groups from schools and universities to participate in Gudevica activities.

Sharing good practices and environmental situations form the countries

Jordan
Environmental situation in JORDAN

- **The most important environmental problems**
  o Pollution of the environment;
  o Waste;
  o Nuclear program energy;
  o Desertification;
- **Desertification in Jordan** - The phenomenon of desertification is one of the most important and the most serious environmental problems that threaten agricultural land and most arid areas. Desertification affects

the biodiversity leading to a breach of the ecological balance, which in turn leads to environmental and health problems.

- **Reasons for desertification:**
  - Continuous urban sprawl on agricultural lands, where we lost in the past three decades, about 25% of arable land for the purposes of Construction and Housing .
  - Lack of water or weakness management of available water

France

NATIONAL STRATEGY OF SUSTAINABLE DEVELOPMENT 2010-2013

The French national strategy of sustainable development 2010 – 2013, adopted the 27th July 2010 by the interdepartmental comity for sustainable development suggests communal topics for all operators of the nation, public and private, to help them to structure their sustainable development project around strategic choices.

It aims to develop 9 strategic challenges, in consistence with international and European engagements, to develop a green and fair economy.

1 - SUSTAINABLE CONSUMPTION AND PRODUCTION
In regarding our way to product and consume, we are exploiting massively and excessively our natural resources. This affects climate, biological diversity, natural balance and stability of human society.

Strategic choices:
- To act simultaneously on the offer and demand and develop the information about ecological and social quality of products to change behavior.
- To make accessible sustainable products and services for most citizens.
- To support green economy and enterprise innovations.
- To develop a more sustainable agribusiness production.

Some examples of actions:
- Encouragement for sustainable consumption and purchase.
- Support to green economy and green technology.
- Encouragement of companies to be engaged in a high social responsibility.
- Exemplary of public purchases as change accelerator.
- Reduction of production of waste and improvement of recycling rate.

2 - SOCIETY OF KNOWLEDGE
Education and training allow citizens and future citizens to be educated on the essential stakes about sustainable development, get vital knowledge to be adapted on the world and society evolution.

Strategic choices:
- To reinforce and adapt trainings on important areas of sustainable development.
- To improve training offers throughout the life and make easy its access.
- To promote social integration and employment with education and training.
- To develop sustainable development education for general public.
- To form public and private decision maker on sustainable development challenges.
- To reduce precocious school disengagement.

Some examples of actions:
- Education on sustainable development from infant school to further education.
- Development of professional training in further education.
- Awareness campaign and training for public and private decision maker.
- Making available for general public environment information.

3 - GOVERNANCE

There are different ways to make decisions. To give priority to dialogue, to manage opposing interests, to favor mobilization: the governance is based on partnership, interaction between State, regional authority and society operators.

Strategic choices:
- To develop local governance to be closer of regional challenges regarding sustainable development.
- To experiment new ways
- To associate companies
- To respect future generation in the management of public action.

Some examples of act:
- To organize consultations, dialogues
- To develop the national strategy at all levels
- To promote European and international experiences
- To share information
- To encourage companies initiatives

4 - CLIMATE AND ENERGY CHANGE

The GIEC (Group Intergovernmental for the Evolution of Climates) declares that 11 of 12 years between 1995/2006 are the hottest since 1850, date when we started to calculate the temperature.

At the origin of the global warming, there is the greenhouse effect emission due to the human activities. It has double since 1970 and should double again by 2050 if no actions are done. But, if the temperature high of 2°C, it could happen disaster effects, more expensive to resolve than the prevention actions possible to do now.

To limit the global warming at 2°C suppose to stabilize the greenhouse effect emission at the limit of 2020 and double reduce it in 2050 compare to 1990.

Strategic choices:
- To promote sustainable ways of production
- To inform to guide collective and individual choices
- To support innovation for an "energy save" growth and with low level of greenhouse effect emission.
- To adapt activities and region to climate change
- To don't high the level of inequity by energetic policy

Some examples of actions:
- To develop adaptation and reduction approach
- To vary source of energy and use less fossil energy
- To reduce the energetic instability
- To improve energetic efficiency in construction industry, transport, trade and industry.
- To inform citizens in the reduction of energy consumption.

5 - SUSTAINABLE TRANSPORT AND MOBILITY

Source of wealth and employment, mobility is linked to an open economy, efficient and competitive. All transport influence the organization of goods and services production. From the raw materials choices to the displacement of the last consumer, it structures the merchandise flow, public and private displacements and the urbanization.

But transport and mobility increase environmental issues. In France, energy consumption due to transport is based on 97% of hydrocarbon. Transports produce 26% of greenhouse gas effects. Aerial and road transport are this which generate most greenhouse gas per km traveled.

Strategic choices:
- To promote sustainable mobility for people and goods in favoring proximity.
- To develop alternatives to aerial and road transports.
- To improve energetic efficient of vehicle, reduce their emissions and promote alternatives energies.
- To let access on goods and services, and mobility for all and in all territories.

Some examples of actions:
- Best urbanize choices linked to environment, social and economy.
- Encouragement for naval transport which produce less greenhouse gas.
- For travelers, development of train, and high speed railway.
- For the cars industry, adaptation on news environment challenges.
- Exemplary nature of public actors in terms of mobility.

6 - CONSERVATION AND SUSTAINABLE MANAGEMENT OF BIODIVERSITY AND NATURAL RESSOURCES

Human activities, by their impacts on water and ground biology cycles and their massif debit, make poor the biodiversity faster and faster, which goes against sustainable development and compromise the life of the humanity. The climate changes high the problem. The poorest populations are the most fragile, the most dependant and the most threaten.

Strategic choices:
- To improve knowledge and understanding of biodiversity, to improve the sharing of knowledge.
- To evaluate benefits and costs of the preservation of natural services.
- To reduce the pressure on ecosystems and natural resources.
- To fight against artificial landscape.

Some examples of actions:
- To reinforce education and training about biodiversity.
- To reinforce national strategy for the biodiversity.
- To create a national strategy for protects area.
- TO promote sustainable agriculture.
- To develop seas and coastline management.

7 - PUBLIC HEALTH, PREVENTION AND RISK MANAGEMENT

France is the European country which spends the most in health treatment with 9% of its PIB, due to the free care access. The article number 1 of the environment declaration, linked to the Constitution, writes "each one has the right to live in a environment good and respectful for the health". But the deterioration of the environment, the air and water pollution can have bad sanitary effects. These risks are not the same for all: life conditions make inequity on health issues.

Strategic choices:
- To maintain good state oh health of the population
- To maintain access of quality cares for all
- TO improve the anticipation of sanitary risks
- To reduce the vulnerability to natural and technologic risks.

Some examples of act:
- Knowledge about environment impacts on health
- Organization of the second health and environment national plan 2009-2013, and its regional declinations.
- Improvement of areas qualities.
- Prevention of natural and industrial risks.
- Reduction of dangerous substances
- Incitation to good behavior for a good health.

8 - DEMOGRAPHY, IMMIGRATION AND SOCIAL INCLUSION

The demographic evolution puts Europe in front of major challenges. The populations become older. The growth of the population takes a big part in the immigration. The 15's Europe has a net migration superior as 1,5 million of people per year. So there is the question of linguistic and economic integration of these peoples.

Strategic choices:
- To facilitate access, maintain and return to employment for people who are the most far.
- To reduce territories inequities, in respecting diversity.
- To anticipate demographic changes effects and to develop intergenerational solidarity.
- To favor integration, and cultural integration, of migrant workers and their families.

Some examples of act:
- Generalization of social clause in publics markets
- Reduction of social instability and of the dependence to energetic consumption, for heating and daily mobility for example.
- Anticipation of economic changes and attenuation of geographic and social disparities.

9 - INTERNATIONAL CHALLENGES ABOUT SUSTAINABLE DEVELOPMENT AND GLOBAL POVERTY

International governance for sustainable development is based on different organizations – United Nations Program for Environment, sustainable development commission from ONU, the Organization for food and agriculture, global environment Funds – which have just limited powers.

Strategic choices:
- To promote the reinforcement of global governance for the sustainable development, in its three dimensions, social, economic and environmental.
- To contribute to food and energy security
- To reinforce solidarity for sustainable development
- To fight against climate change and its effects on populations
- To promote human rights respect

Some examples of act:
- Reinforcement of sustainable development global governance, especially throughout European Union.
- Integration of sustainable development criteria in the way to finance international financial institutions.
- Fight against deforestation, biodiversity exhaustion and natural resources overexploitation.
- To promote all sustainable development strategies in all levels: international, national and regional.
- To make of Mediterranean union a shared example of the sustainable development

Morocco

Fog Water Harvesting in Ifni, Morocco

- **Introduction** - In June 2006 the Si Hmad Derham Foundation (Morocco) and the University of La Laguna (Canary Islands) began a project to evaluate the viability of using water from for the local communities on the coast and inland near Ifni (Morocco). Two sites were chosen: Boulaalam, 300 meters above sea level, and Boutmezguida, 1,225 m a.s.l. By capturing the frequent natural fog of the mountainous coastal area in precisely-placed nets, the project's research team had determined that the system could provide substantial amounts of water for village

- **Essential geographical features -** Ifni is a region located on the Atlantic coast of Morocco (29°N; 10°W) the SW of the Anti-Atlas mountainous system with a surface area of 1,310 km² 64,269 inhabitants distributed among 348 villages.

- **Climate -** Arid to semi arid; annual precipitation < 150 mm; High cloudiness; High relative humidity.

- **Conclusion -** Finally, the success of this project does not only depend on obtaining a good average collection of drinking water for the valleys, but also on the participation and collaboration of the local population.
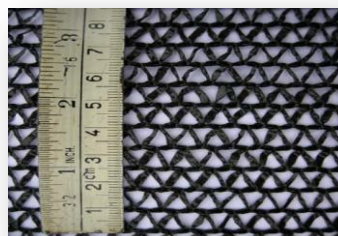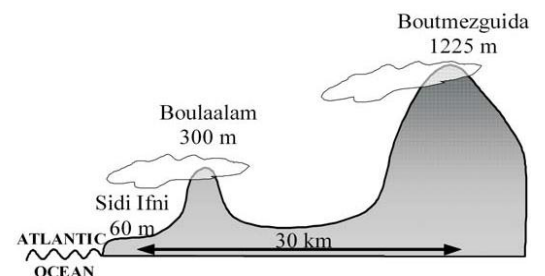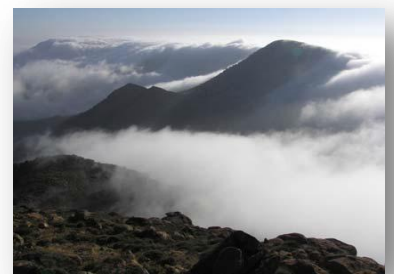
Intercultural dimension

During the training was implemented two Intercultural evenings. The main aim of it was to be possible participants to share specific elements from their culture and to facilitate intercultural learning environment. Here is some elements that were presented:

Bulgaria

1. **Wood-carving** as a traditional craft from the region:

2. **Nestinarstvo** (walking on fire) – traditional Bulgarian ritual from North-eastern region;

3. **Kukery** – traditional Bulgarian ritual:

4. **Traditional Bulgarian music:**
   http://www.youtube.com/watch?v=SDEH01DnFtg

Morocco

- **Population:** 35 Millions - Arab-Berber 99.1%, Jewish 0.2%, others 0.7% ;
- **Languages:** Classical Arabic (religion), Standard Arabic(official), Dialectal Moroccan Arabic(street and family), Berber dialects, French, Spanish;
- **Legal System:** based on Islamic law and French and Spanish civil law system; judicial review of legislative acts in Constitutional Chamber of Supreme Court;
- **Berbber language:** Morocco is considered as Arab-Berber country. Berber ancestry shapes the linear tree of many Moroccans, though about 90% acknowledge a Berber identity. Linguistically speaking, Berber belongs to the Afro-Asiatic group, and has many varieties. The three main dialects are :
  - Tachelhit,
  - Tamazight
  - Tarifit
- **The way of dressing** - Many Moroccan families like to balance between modern and traditional dress. Both ways of clothing are acceptable among young population. The traditional clothing has been made for special occasions; such as weddings, Fridays, religious festivals.
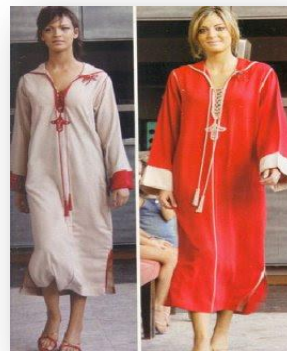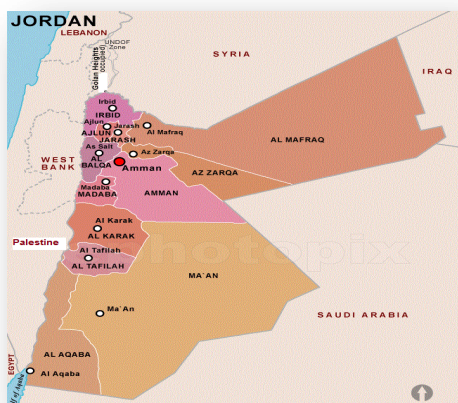

Jordan

A very young population

Jordan's population is about 6.5 million.

More than 70% is below 30 years of age.

Organizational presentations

On first evening participants were given chance to present the organizations they represent. Here is some information from the organizations:

AGIR

AGIR - AGe des Initiatives Responsables (The age of responsible initiatives)

- **Where?** Montaud and Saint Bauzille de Montmel, South of France near to Montpellier.
- **Why?** In 2005, the meeting with the eclogue François Schneider allows local people concerned by the state of globalization and its dangerous effect, to meet each other. They decided to join together to create locally some « responsible initiatives »: actions which respect the human and his environment.
- **What?**
  o AMAP: Organization to maintain farmer agriculture. 40 families receive every week organics food. Vegetables and fruits produced locally.
  o Cooperative retail/shop: Promote locals food as bread, cheese, vegetables, fruits, eggs, meat...
  o Photovoltaique: 10 families produce solar electricity.
  o Speaking meeting is organized to inform public, with the participation of different politics groups.

All Youth Jordan Commission (AJYC) - Empowering Jordanian Youth

Non for profit organization established in 2006. Head office is in Amman. 12 offices in 12 governorates

- **Themes:**
  o Youth Empowerment
  o Democratic & Political Empowerment
  o Environment & Sustainable Development
  o Human Rights Education
  o Inter-Cultural Dialogue
  o Inter-Religious Dialogue
  o Art & Theater
  o Volunteerism
- **Vision -** To communicate with the Jordanian youth wherever they reside to motivate their potential and be directed towards boosting their communities, raise awareness of the various issues and national challenges, and to activate their role as a real partner with an influential role in economic, social, political and cultural life.
- **Objectives:**
  o Communicate with Jordanian youth and encourage them to contribute to the development of their communities.

- o Raise the intellectual and creative capabilities and develop the initiative spirit among young people.
- o Activate the communication channels with young people to read their views and positions on national issues.
- o Engage young people to participate in political, economic, social and cultural life.
- o - Promote and regulate the process of engaging young people in productive voluntary work.

The Mediterranean Forum for Youth (FOMEJE)

FOMEJE is the fruit of the ambitions of a group of young people, with Moroccan belonging, African roots, Mediterranean civilization and universal culture. In order to constitute a framework within «the society of information». This society which has been able to change the social and the moral concepts of civilizations and with all of this the system of international relations.

- **Mission:**
  - o Raise the awareness on the issues of the Moroccan youth through media and ICT
  - o Develop the capacity of youth so as to increase their participation in both national and international affairs.
  - o Promote intercultural dialogue between young people from the Mediterranean shore, the Arab World, Europe and Africa.
- **Fields of Intervention -** Capacity Development; Intercultural Dialogue; Media and ICT ;
- **Objectives:**
  - o Strategic Objective 1: Education and capacity development of the youth
  - o Strategic Objective 2: to promote research in the field of youth
  - o Strategic Objective 3: to promote intercultural dialogue and exchange between the Moroccan and the international youth
  - o Strategic Objective 4: Raise awareness and educate the young people about the risks that threaten the environment as well as their health

Suderbyn Permaculture Ecovillage
www.suderbyn.se

- **How it started -** Property bought in 2008. Permaculture design (Zone and sector analysis; Cycle distance to the islands main city; Forest garden and ponds; Use local materials; Aim for complete nutrient cycles);
- **Today -** 15-20 inhabitants, half Swedes, half international, 11 members of COOP; 8 employees in different international projects; New core group emerging → Reassess vision;
- **Characteristics of Suderbyn** - Projects and external funding;

Networking and ecovillage movement involvement;
International and young population;

Project Ideas

During the last day of the training course participants hade chance to think about possible future cooperation's and to develop project ideas. Here is the list of project ideas created:

1. Exchanging ideas between parents and children about best practices and knowledge of protecting the environment and using it as a source for employability for young people.
2. A youth exchange between youth from different countries to reflect on local and global issues related to protecting the environment and how to use it for providing jobs.
3. Youth project where young people can improve their skills in crafts (peer-to-peer learning).
4. One month exchange between Suderbyn and Future Now.
5. Mutual EVS between Suderbyn and Future Now.
6. Special EVS for rural areas.
7. The new fresh French project: a pedagogic Eco-village.
8. To raise awareness about the cactus culture. Growing cactus in desserts and in dry areas and using the products for making jam, cosmetics, and feeding animals. It will be a study visit to Morroco.
9. Implementation of Agir experience to reduce the distribution channel between farmer and consumer.
10. Eco-village experts providing consultations about how to establish Eco-villages in their communities.
11. Bike ride trip from Suderbyn to Gudesvista with stops in similar projects.
12. To replicate Gudevista in the South of Jordan (to be one hand together).
13. Offering the opportunity for people to be creative and to have fun, develop themselves and to do sports, in order to have better-managed free time.
14. Intercultural exchange between youth from different countries and background to promote the topic of ecological lifestyle.
15. National Park based on being eco-friendly: an open space where youth have the chance to do activities in a relaxed atmosphere. This space should also provide food. Have a space for performance, children, doing sport, and provide the space to brainstorm and to exchange creative ideas.