



We Dream Green
#RuralYouth4Climate

A HANDBOOK FOR YOUNG PEOPLE AND ORGANISATIONS IN RURAL AREAS

**METHODS, GOOD PRACTICE EXAMPLES
AND TOOLS FOR CLIMATE ACTION
IN A RURAL CONTEXT**

YEAR 2025

This handbook empowers young people in rural communities to take climate action and provides youth organisations with practical tools and examples of good practice.



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1. Introduction

In October 2025, the international youth exchange **We Dream Green #RuralYouth4Climate** was held in Đurđevac, bringing together participants from seven European countries: **Croatia, Italy, Romania, France, Cyprus, Belgium, and Slovenia**. The project enabled young people from rural communities to exchange experiences, develop practical skills, and actively participate in creating local climate actions. Through workshops, field activities, and creative methods, the focus was on applying local knowledge, fostering innovative solutions, and strengthening European cooperation.

Target groups of the publication

The publication is primarily intended for **organizations working with young people** on climate action and rural development. It also benefits **young people from rural areas** by supporting their empowerment and participation in local climate initiatives, while raising awareness among the **wider public** about climate challenges in rural communities.

2. Methods of Working with Young People



The **We Dream Green #RuralYouth4Climate** project is based on participatory and experiential learning, where young people develop competencies for active community participation and problem-solving of climate challenges through research, creative workshops, and practical activities. The key methods applied in the project are presented below.



Fishbowl

Open Discussion on the Climate Crisis

The Fishbowl is a participatory method that encourages **active listening, critical thinking, and the involvement** of all participants, making it particularly suitable for topics such as the climate crisis, sustainable development, and social challenges.



Activity objective: Enable young people to ask questions related to the climate crisis, share experiences and perspectives, and learn from each other through a structured but open discussion.

Total duration: 45 minutes

Single discussion: up to 10 minutes

Number of participants: Adaptable to different group sizes, ideally 15–30 participants.

Space and preparation: Chairs are arranged in a circle. One “hot seat” and three additional chairs are placed in the center. Other participants sit in the outer circle and actively listen.

Activity implementation: One participant sits in the hot seat and asks a question related to the climate crisis (local challenges, personal experiences, solutions, dilemmas). Three empty chairs around the hot seat are for participants who feel they have knowledge or experience to answer. Discussion lasts up to 10 minutes. Inner circle participants exchange opinions while others listen. After time is up, participants return to the outer circle and a new person takes the hot seat with a new question. The process repeats until the total activity time expires.

Role of the facilitator: The facilitator monitors time, ensures a safe and respectful environment, and may ask follow-up questions or help summarize key messages. The facilitator encourages dialogue without dominating the discussion.

Tips for organizations

Encourage participants to ask questions from their local context.

Emphasize that there is no “right” answer, personal experience and perspective are equally valuable. Reserve 5 minutes at the end for reflection or noting key conclusions.

Effects of the activity

The Fishbowl method has proven effective in Erasmus+ youth exchanges as it fosters equal participation, develops communication skills, and creates space for meaningful dialogue on complex topics such as the climate crisis.

Climate Compass

Mapping Knowledge of Climate Change in Rural Areas

Engaging young people in mapping local and global climate knowledge, fostering critical thinking, collaboration, and a shared understanding of causes, impacts, solutions, and challenges.



Activity objective: In national groups, map knowledge about climate change in rural areas, focusing on causes, impacts, solutions, and challenges. The activity helps young people understand local and global aspects of climate change and develops critical thinking and collaboration skills through the creation of a shared “compass”.

Total duration: approximately 60 minutes

Number of participants: adaptable, best suited for 10–25 per group

Space and preparation: Tables, paper, and sticky notes in three colors: blue (local), red (global), yellow (uncertain).

Implementation of the activity:

Each group draws a large cross on paper: North = Causes, East = Impacts, South = Solutions, West = Challenges.

Participants write ideas on sticky notes according to color: blue for local, red for global, yellow for uncertain.

Group discussion connects the ideas into a story. The goal is 8–20 sticky notes plus 1–2 local examples.

Each group has 10 minutes to complete the compass, followed by 5 minutes for presentation: introduce who they are and where they come from, main causes and impacts, key solutions, the biggest challenge or need.

During the presentation, select two sticky notes from each category to be written onto the collective compass.

Role of the facilitator:

Monitor time, ensure all participants are included, encourage dialogue, and guide the group toward clear conclusions. Facilitators do not dominate the discussion but support young people in independent work and mutual communication.

Tips for organizations

Encourage participants to think about the local context and their own experiences. There are no “wrong” answers, personal insights are equally important. At the end, set aside a few minutes for brief reflection or for noting key conclusions

Effects of the activity

Develops critical thinking, collaboration, and the ability to connect local and global climate challenges, while young people actively participate in creating a shared visual representation of knowledge.

Climate Detectives

Field Research on Climate Change

Engaging young people in hands-on field research to observe, document, and analyze local climate impacts while developing research, observation, and communication skills.



Activity objective: Conduct field research in Đurđevac and the surrounding area in groups in order to observe and document the effects of climate change through conversations with local residents and photography. The activity develops research skills, reflection on local ecosystems, and the ability to translate observations into presentation and analysis.

Total duration: approximately 90 minutes

Number of participants: 5 per group (groups are formed by random selection)

Space and preparation: Prepare notebooks, cameras (mobile phones), paper, and pens.

Implementation of the activity:

Each group selects: a leader, a photographer, and an interview coordinator.

Tasks: collect information about the local ecosystem and economic activities, photograph vegetation, water (rivers, lakes), soil erosion, pollution (trash bins), as well as buildings and the surrounding environment (optionally purchase or collect local items to present within the group).

Interviews with local residents include questions such as:

Have you noticed changes in the weather in recent years?

How would you describe the climate in this area?

Have there been more tourists in the past few years?

Have you noticed changes in vegetation or nature over the past five years?

After collecting data and photographs, groups prepare a presentation of their findings for the rest of the participants.

Role of the facilitator:

Monitor time, provide support to groups in organizing the research and conducting interviews, and ensure a safe and inclusive environment. Facilitators do not dominate the process but encourage young people to independently explore and analyze local issues.

Tips for organizations

Encourage participants to document even the smallest changes, as minor recorded changes can also be significant. Maintain safety during fieldwork and communication with local residents. After the activity, organize a short reflection or discussion on what was learned and observed.

Effects of the activity

Develops research skills, the ability to observe and analyze local climate changes, communication skills through interviews, and the ability to share and present findings.

Problem Tree

Analyzing Local Climate Challenges

Engaging young people in visual mapping of problems, their causes, and consequences to foster critical thinking, collaboration, and solution-oriented thinking in rural communities.



Activity objective: Analyze specific climate challenges in rural communities, understand their causes and consequences, and develop possible solutions through visual problem mapping.

Total duration: 60–90 minutes

Number of participants: 5–8 per group

Space and preparation:

The group works in a shared space with paper, markers, and post-it notes. On a large sheet of paper or board, they draw the roots, trunk, and branches of a tree to visually represent the problem, its causes, and consequences.

Implementation of the activity:

Participants define the main climate problem in their community (tree trunk).

They then identify the causes of the problem (tree roots) and the consequences that result from it (tree branches).

Each idea is written on a post-it note or directly on the paper, and participants discuss the connections between causes and consequences.

Afterward, a discussion on possible solutions and interventions takes place, which can be added as additional markers or colors on the tree.

Role of the facilitator:

The facilitator oversees the process, asks questions that encourage deeper analysis, ensures all participants are involved, and promotes creative thinking. The facilitator does not provide ready-made answers but guides the discussion and helps organize the visual representation.

Tips for organizations

Encourage participants to focus on the local context and concrete climate challenges.

Emphasize that there are no “wrong” answers, the goal is to understand the problem from different perspectives.

At the end of the activity, a short reflection on insights gained and potential solutions is recommended.

Effects of the activity

This method enables the visualization of complex problems, develops critical thinking and team collaboration, helps young people better understand cause-and-effect relationships, and empowers them to create effective solutions in their local communities.

Mission Impossible

Challenges Within a Limited Time

Engaging young people in timed team challenges to develop creativity, problem-solving, communication, and resilience through fun and collaborative tasks.



Activity objective: Encourage teamwork, creative thinking, and problem-solving through fun and challenging tasks within a limited time. The activity develops communication skills, flexibility, and stress resilience.

Total duration: 60–90 minutes

Number of participants: 4–6 per group

Space and preparation:

The activity can be conducted indoors or outdoors, with enough space for movement and team tasks. Basic props are needed depending on the tasks (chairs, water, paper, balls...).

Implementation of the activity:

Participants are divided into small groups (4–6 people). Facilitators present a series of “impossible tasks” that the groups must complete within a set time. Examples of tasks:

Four people must create a human pyramid.

Three people must drink 10 liters of water within a set time.

One participant gives instructions, and another must repeat everything that person says.

The group plans a strategy and completes the task within the time limit.

Role of the facilitator:

The facilitator ensures safety, monitors time, motivates participants, and leads the reflection after each task. They do not provide solutions but encourage the team to find solutions independently and learn from the process.

Tips for organizations

Adapt tasks to the size and abilities of the group. Encourage communication and collaboration, emphasizing that the process is more important than the final result. The activity is fun and motivating, but participant safety should always be a priority.

Effects of the activity:

Mission Impossible fosters creative thinking, strengthens teamwork, boosts energy levels, and develops problem-solving skills under stress, all through play and challenges.

Climate Messengers

Role-Playing Communication on Climate Change

Engaging young people in role-play to practice communicating climate messages to diverse audiences, fostering empathy, critical thinking, and adaptive communication skills.



Activity objective: Develop the ability to convey key messages about climate change to different stakeholder groups, while fostering critical thinking, empathy, and understanding of diverse perspectives.

Total duration: 60 minutes

Number of participants: 15–30, divided into small groups

Space and preparation:

The activity can be conducted in a large room or hall. Tables/chairs and space for simulating different “stakeholder groups” (e.g., parliament, journalists, local community) are needed.

Implementation of the activity:

Participants are divided into groups and assigned different roles, such as politicians, skeptics, local activists, journalists, or industry representatives.

Each group receives the task of conveying a key climate change message to their audience, taking into account the interests and perspectives of their interlocutors.

Participants conduct simulated meetings, debates, or interviews, adapting their communication to their audience.

Role of the facilitator:

The facilitator organizes roles, oversees the process, ensures a safe and respectful environment, and leads the reflection at the end: what worked, what was challenging, and how groups adapted to different interests.

Tips for organizations

Encourage creativity and active engagement from all participants.

Emphasize the importance of tailoring messages to different stakeholder groups.

The activity can be combined with the creation of visual materials or digital campaigns.

Effects of the activity:

Climate Messengers develops communication and advocacy skills, strengthens understanding of the complexity of climate issues, and promotes the ability to adapt messages to different audiences.

3. Examples of Good Practices from Europe



We Dream Green #RuralYouth4Climate served as a platform for sharing good practices from rural areas in seven European countries. Participants presented initiatives from their countries, were inspired by others' experiences, and explored different approaches to sustainability and youth climate actions.



CROATIA



The Rural EU Youth Mobility

The Rural EU Youth Mobility project, led by LAG Vallis Colapis, operates in Duga Resa and 14 rural towns in Karlovac and Zagreb counties. **It brings together young people from Croatia, Italy, Spain, and Romania to learn about sustainable development, ecological practices, and EU support for family farms through international exchanges.** Participants develop skills, share experiences, and collaborate on initiatives like the Rural Youth Solidarity Manifesto.

The **project empowers rural youth to embrace local opportunities, drive positive change in their communities, and address depopulation**, linking European policies such as the Green Agenda to local needs.

The MIL Green project (Media and Information Literacy for Climate Change and Environmental Topics)

The MIL Green project, led by DOMAS in Zagreb with partners from Portugal and Estonia, **promotes critical consumption of environmental information among youth workers, educators, and young people aged 15–30.** It offers free Erasmus+ tools, including a 20-workshop Toolkit, a multilingual e-course, and the study Echoes of the Digital Age. Participants learn to spot greenwashing, verify sources, analyze climate narratives, and understand how algorithms and information bubbles shape perceptions of climate issues.

SLOVENIA



The Capacity Building for Youth Workers

The Capacity Building for Youth Workers program equips youth workers with creative methods of Artivism (drama, storytelling, and photography) to inspire climate action in rural youth and turn feelings of powerlessness into visible, inspiring projects like murals, exhibitions, and public performances.

Global Dialogues for Climate Justice

Global Dialogues for Climate Justice, led by Brez Izgovora Slovenia and Youth and Environment Europe (YEE), empowers Slovenian youth to advocate for global climate justice. The project brings together youth from Slovenia, Armenia, Bangladesh, Nepal, Nigeria, Portugal, Turkey, and Yemen to develop demands for fairer global climate policies.

Young participants create national youth climate agendas, participate in UN negotiation simulations, and learn advocacy strategies through position papers and communication with decision-makers. The project emphasizes global solidarity, highlighting that those who contribute least to emissions often suffer most.

ITALY



European Youth in Action (EYA)

EEuropean Youth in Action (EYA), coordinated in Italy by Legambiente and YEE, **engages young people in climate policy by turning activism into concrete actions.** The project provides tools for evidence-based advocacy, including the Advocacy Academy, where participants learn EU and Italian legislation, prepare policy briefs, and meet decision-makers. Young people also implement local energy projects, such as installing solar panels, developing communication skills, political literacy, and exchanging experiences through the YEE network.

Youth4Climate (Y4C)

Youth4Climate (Y4C), launched in 2022 by the Italian Government and UNDP, **supports young people aged 18–29 in developing sustainable climate projects through funding (up to \$30,000), mentorship, and technical guidance.** Projects cover six thematic areas, from sustainable energy to nature conservation, and selected innovators can present at international events like the Flagship Event before COP30. Coordination is based in Italy via the official Y4C platform, which handles applications, mentorship, and knowledge exchange.

FRANCE



The Service Civique Écologique (Ecological Civic Service)

The Service Civique Écologique, launched in France in 2024, engages 50,000 youth annually (aged 16–25, up to 30 for people with disabilities) in 6–12 month environmental volunteer projects, with a monthly allowance of €619.

Activities include biodiversity protection, climate education, circular economy initiatives, and green mobility promotion.

The Ambassadeurs de la Transition Écologique program also supports low-income households, combining ecological action with social justice.

The ReAct for Climate (RAN)

The project in France addresses the climate crisis as both an environmental and mental health challenge for young people, **aiming to transform eco-anxiety into resilience and constructive action.** Coordinated by organizations in non-formal education and psychosocial support, key methods include nature-based workshops, safe dialogue circles, creative expression, and psychological first aid for climate activists.

BELGIUM



The EEB Youth Action

The EEB Youth Action initiative, led by the European Environmental Bureau in Brussels, **empowers young people to actively shape EU climate policy.** Participants engage in policymaking through the Youth Core Group, monitor legislation and greenwashing, conduct climate diplomacy with EU officials, and advocate for the recognition of the right to a healthy environment.

The Energy Efficiency Advisors (VET)

The Energy Efficiency Advisors (VET) project in Belgium **combines technical education with social justice**, tackling energy poverty. Young electricians and technicians receive specialized training and mentor-guided fieldwork to implement simple energy-saving measures in vulnerable households. The project promotes social inclusion, empowers youth, and serves as a model for “Green VET” exchanges across Europe.

CYPRUS



The BEST Project (Becoming Environmentally and Socially Tomorrow)

The BEST Project (Becoming Environmentally and Socially Tomorrow), led by CSI Cyprus, uses a “**Head, Heart, Hands**” approach to transform young people’s knowledge, attitudes, and actions on climate change. Youth learn scientific facts (Head), build emotional connection and responsibility (Heart), and carry out local green projects (Hands). Key tools include the Green Competence Framework, a digital learning platform, and local Green Hubs for community initiatives.

The YENESIS Project (Youth Employment Network for Energy Sustainability in Islands)

The YENESIS Project (Youth Employment Network for Energy Sustainability in Islands) tackles youth unemployment and energy isolation in island communities. It trains young people in energy efficiency, renewable energy, sustainable mobility, and eco-tourism, provides mentorship and paid internships, and promotes exchanges with other European islands. **The project empowers youth as agents of local development, linking green skills with sustainable employment and reducing emigration.**

ROMANIA



The PEACEFUL Project (Peace and Environmental Action: Cooperating for EU Future)

The PEACEFUL Project (Peace and Environmental Action: Cooperating for EU Future) **links ecological sustainability with peacebuilding**. In Romania, youth learn to prevent conflicts over resources through mapping, mediation, and nonviolent communication, while participating in environmental projects and advocating for policies that combine ecological protection with social cohesion.

The Climate Heroes

The Climate Heroes Project, led by WWF Romania, empowers **youth in rural areas to become active guardians of local ecosystems**. Through the Climate Ambassadors Academy, independent campaigns, and local advocacy, participants develop leadership, communication, and advocacy skills. The “Hero’s Journey” approach builds confidence and enables youth to influence their communities and protect nature.

4. ACTIVITIES in Đurđevac

Most activities were designed and implemented by the participants themselves, under facilitator and volunteer guidance.



The youth exchange in Đurđevac took place from 7–15 October 2025, with participants actively involved in all phases, from planning to implementation, supported by two facilitators and two volunteers. Participants came from Croatia, Belgium, Romania, Spain, Cyprus, Italy, and Slovenia.

Objectives of the exchange:

Empower rural youth to actively participate in local climate initiatives.

Develop collaboration, communication, and creative expression skills through participatory methods.

Encourage recognition of local climate challenges and development of practical solutions.

Promote international cooperation and experience-sharing among European youth.

DAY 1

Connecting and Introduction to the Topic

On the first day, participants **connected in Borik Park Forest**, visited a photo exhibition by Foto Kino Klub Đurđevac, and discussed how art raises environmental awareness. The **Walk&Talk activity** encouraged interaction, followed by the “**Climate Compass**” workshop led by Croatian youth, mapping climate knowledge in rural areas and creating a collective compass. The day ended with reflection and the intercultural evening “**Rural Mosaic**,” where **Belgium and France** shared stories, quizzes, and local specialties.

DAY 2

Field Research and Local Community Analysis

The second day focused on outdoor activities. During “**Climate Detectives**,” participants collected information on local ecosystems, economic activities, and climate change through photos and resident interviews, creating a “**Green Community Map**.” In the “**Rural Barometer**” activity, they analyzed climate issues using the **Problem Tree Method** and group discussions to brainstorm solutions. The day ended with reflection and the intercultural evening “**Rural Mosaic**” where **Cyprus and Slovenia** showcased their countries and rural characteristics.

DAY 3

Creativity, Communication, and Climate Change

On the third day, participants focused on connecting with nature and developing communication skills. The Cyprus led “**Media Labyrinth**” had them walk silently in the forest, write personal stories about nature, and share them, while Croatian participants led “**Climate Messengers**,” a role-play to practice conveying climate messages to various stakeholders.

In the afternoon, they used the **Mission Impossible method** to foster teamwork and creative problem-solving, and worked in small groups to design scenarios and storyboards for the We Dream Green #RuralYouth4Climate **video campaign**, learning to turn complex climate messages into clear, engaging digital stories.

The day ended with a **joint reflection**, sharing impressions and key learnings, strengthening group connections and the project’s purpose.

DAY 4

Cultural Exploration and Creativity in Nature

The fourth day began with a visit to the **local Honey Day event** at the main town square, where participants met local residents and learned about the local culture. Afterwards, in the Magic Forest of Đurđevac, they explored creative ways to use natural materials by collecting fruits, leaves, and branches to make decorations for another traditional local event, the Chestnut Festival, which they also visited. The day concluded with the intercultural evening “**Rural Mosaic**,” where **Italy and Romania** presented their countries and rural specificities.

DAY 5

Green Time Machine and Exploring Local Traditions

On the fifth day, participants took part in the **Green Time Machine workshops** at the **Chestnut Festival**, where they introduced the local community to traditional games, food, and customs from their own countries, took photos and created video content, and learned local words specific to the region. The day concluded with a joint **reflection** session.

DAY 6

Art, fim and fun

The sixth day began with a **workshop led by local painter** Laura Lončar, where participants painted animals and wrote poetry, presenting their work in the amphitheater, connecting art and nature. Facilitators then guided the **Scenario Workshop for #RuralYouth4Climate**, during which groups filmed their video messages and later edited them, adding music and graphics. The day concluded with the fun **game Dancing Queen**, where participants danced in pairs on a piece of flipchart paper, fostering teamwork and laughter.





DAY 7

Closing, Reflection, and Celebration

The seventh day began with the **Fishbowl learning method**, encouraging participants to think creatively, collaborate in teams, and solve problems through discussion. Afterward, participants visited the **city ZOO and Visitor Center**, learning about sustainability and local nature. The highlight of the day was the **premiere of the #RuralYouth4Climate videos at Borik Hostel**, where participants moderated the event, presented their video messages, and facilitated a discussion with the audience. During the **final reflection**, participants evaluated the entire program, created a “**mind map**” of their learning journey, and shared their main outcomes. The day concluded with the **Farewell Party**, including a **Secret Friend activity** and informal socializing focused on exchanging contacts and planning future collaborations.

Results

Participants developed practical skills in planning, communication, and leadership.

Creation of the We Dream Green #RuralYouth4Climate video campaign and digital toolkit.

Strengthened connections among youth and partner organizations, fostering long-term collaboration.

Youth identified local climate challenges and proposed concrete solutions.

5. Tools and Materials

The exchange used a combination of digital tools, mobile technologies, and environmentally responsible materials to support **effective communication, active youth participation, and minimize environmental impact.**

DIGITAL COMMUNICATION TOOLS

Email, WhatsApp, Zoom for preparation, implementation, and follow-up, including online campaign tracking and publication creation.

MOBILE DEVICES AND VIDEO APPS

Smartphones, tablets, and free apps for video recording and editing, developing creativity and communication skills.

DIGITAL PUBLICATION

Online publication documenting the project and informal methods, co-created by participants.



SOCIAL MEDIA

Coordinated campaigns on Instagram and TikTok to raise awareness of climate challenges.

RESPONSIBLE USE OF RESOURCES

Minimized paper usage, materials and schedules provided digitally. Paper used in activities was properly recycled, and participants were instructed on waste sorting.

6. Recommendations for Organizations

Combine field activities and digital campaigns for maximum engagement.

Involve the local community in all activities.

*Use participatory **learning methods** such as games, role-play, and brainstorming sessions.*

***Document activities** through photos, videos, and digital tools.*

*Ensure **reflection and evaluation** after each activity.*

Encourage international cooperation and experience sharing.



Inspirational Stories from Participants

Participants of the **We Dream Green #RuralYouth4Climate** exchange came from different countries, but they shared the same passion: to take action in their communities and contribute to a sustainable future.



Belgium

“Seeing how even small changes in the rural environment can be measured and shared with the community made me feel our voice matters.”

Croatia

“Creating video messages for We Dream Green #RuralYouth4Climate taught me that creativity and teamwork can drive real actions.”

Italy

“Participating in workshops and negotiation simulations showed me the importance of sharing ideas and turning them into real change.”

Romania

“Working in nature and designing local campaigns taught me responsibility and the power of collective action.”

France

“The exchange made me feel we can make a real difference in our community through collaboration and creativity.”

Slovenia

“Learning about sustainable practices and applying ideas to the local community motivated me to take action.”

Cyprus

“This was the most meaningful exchange for me. For the first time, a youth exchange really felt right because young people could design and lead their own activities.”



Conclusion

This handbook is intended for organizations working with young people and implementing Erasmus+ youth exchanges, aiming to enhance quality, participation, and meaningful learning in international programs. The **We Dream Green #RuralYouth4Climate** youth exchange, held in Đurđevac from October 7 to 15, 2025, brought together young people from seven European countries: Croatia, Belgium, Romania, Spain, Cyprus, Italy, and Slovenia.

The key value of this exchange lay in the strong role of the young participants themselves in creating and implementing the program. With the mentoring support of two facilitators and two volunteers, participants were actively involved in all phases of the exchange, from designing daily thematic units and working methods to conducting workshops, field research, and digital activities. Each partner group had the opportunity to lead activities, present the specificities of their rural context, and contribute to shared learning and experience exchange.

Over the seven days, more than 20 participatory activities were carried out, including field research, hands-on workshops, empowerment workshops, digital tools, and the production of the **We Dream Green #RuralYouth4Climate** video campaign. This approach encouraged the development of collaboration, communication, leadership, and critical thinking skills while strengthening participants' sense of responsibility and ownership over the learning process.

The exchange experience in Đurđevac demonstrates that Erasmus+ youth exchanges achieve the greatest impact when based on trust in young people, a clear division of responsibilities, and the role of organizations as mentors and support providers. **This handbook offers concrete examples, tools, and inspiration for organizations seeking to develop youth exchanges in which young people become active content creators, agents of change, and ambassadors of sustainable development in their local communities.**



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