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Green4Adu

2024-1-NL01-KA220-ADU-000243294

TOOLKIT

Implementing workshops aimed at psycho-physical wellbeing and awareness-raising.

WITTENBORG University of Applied Sciences
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INCH
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1. INTRODUCTION

1.1 Project Overview

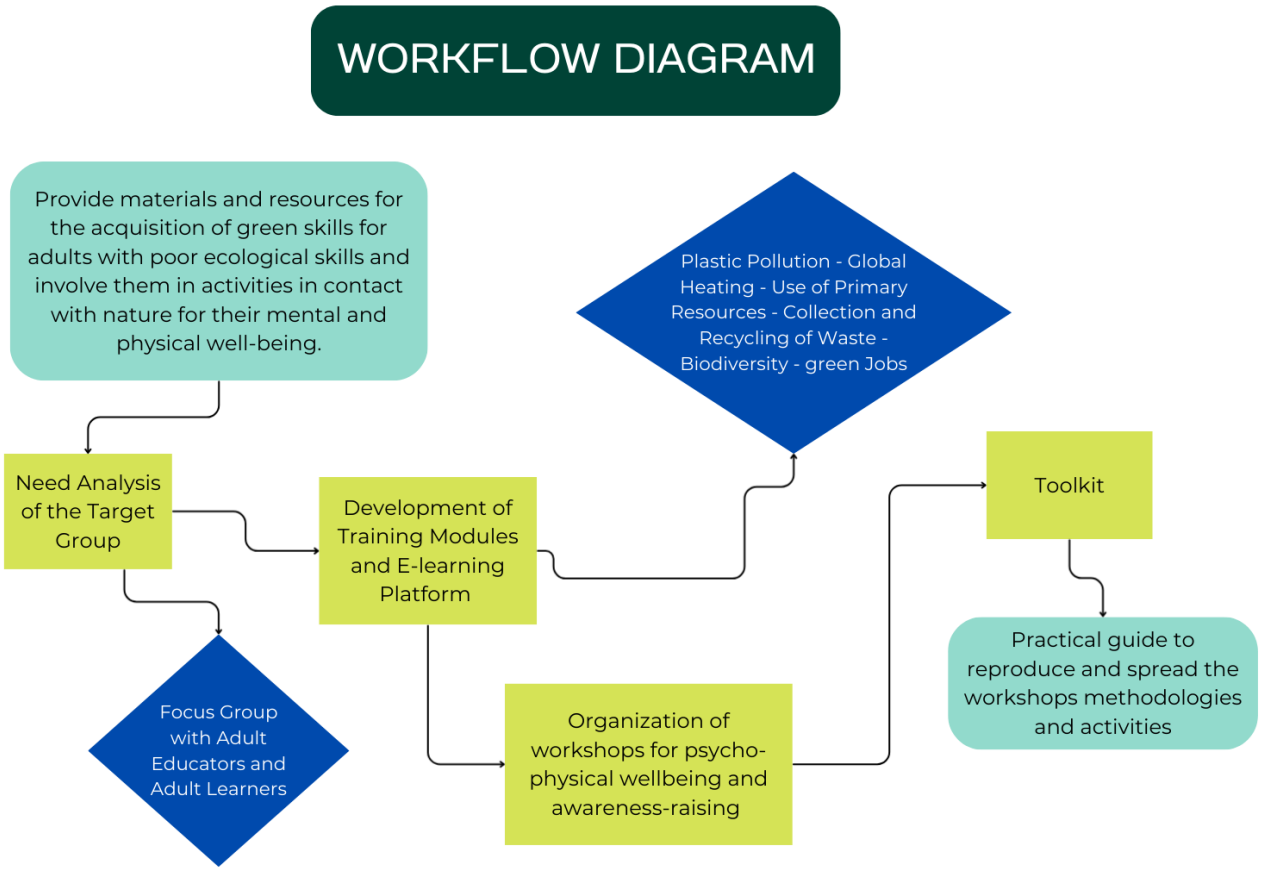
Green4ADU is an Erasmus+ Cooperation Partnership in adult education (2024-1-NL01-KA220-ADU-000243294), running from 1 November 2024 to 31 October 2026, with collaboration between partners that come from Netherlands, Italy, Spain, Greece and Germany. The project addresses a pressing challenge across the European Union: around 50 million low-qualified adults often lack the green and transversal skills required by the modern labour market. While many educational initiatives focus on youth, Green4ADU aims to fill this gap by providing adults aged 25-64 with the knowledge and tools to understand environmental issues, develop practical green skills, and enhance their overall wellbeing through meaningful contact with nature.

The project seeks to raise awareness about the importance of biodiversity and the benefits of interacting with the natural environment, while also promoting the development of both green skills, such as nature conservation and sustainable practices, and transversal skills like critical thinking and problem-solving. By making adult education more accessible, Green4ADU supports low-skilled individuals in improving their employability and strengthening their role in society. At the same time, the project encourages participants to engage as active citizens, empowering them to take part in local initiatives, contribute to territorial green strategies, and participate in public debates on sustainability.

1.2 Toolkit Objectives

The primary purpose of the toolkit is to compile the activities, methodologies, and outcomes generated during the project's pilot phases, serving as a practical guide for reproducing the workshops and activities carried out by the partner organisations in their respective countries.

It is designed to support other organisations and adult educators in adopting and adapting these activities across different geographical and sociocultural contexts. At the same time, the toolkit provides a framework for promoting mental and physical wellbeing by reconnecting adults with nature, and for standardising effective non-formal, "learning-by-doing" approaches that empower low-skilled adults to become active agents of environmental change.



1.3 Target Group

The primary target group is low-skilled adults aged 25-64, but the project also directly involves adult educators, researchers, and local policy-makers, involving them into different activities during the project life. In the long term, the project aims to create a "ripple effect" where the empowerment of these individuals leads to more sustainable and inclusive local communities.

1.4 How to use the Toolkit

The toolkit is designed as a practical guide for adult educators, learning centres, and NGOs, providing step-by-step methodologies that can be directly applied in educational activities. Users can draw on its approaches to implement workshops, engaging participants in hands-on learning experiences. It also guides educators on how to facilitate group reflections and individual actions around climate challenges, promoting a "learning-by-doing" approach that encourages active participation. While originally

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developed for low-skilled adults, the toolkit's flexible methodologies can be adapted for a variety of learner groups and contexts.

In addition, the toolkit includes a collection of activity sheets developed by the partner countries, which serve as practical examples that can be replicated in other contexts. Each sheet provides details on the necessary materials, links to the relevant training modules, recommended timelines for implementation, practical tips, and feedback from participants.
These resources make it easier for educators to apply the project's proven activities while tailoring them to the needs of their own learners.

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2. CONTEXT AND REFERENCE FRAMEWORK

2.1 The Role of Non-Formal Education and Hands-On Workshop

The Green4ADU project uses non-formal education and hands-on workshops as its main teaching strategies to engage low-skilled adults and encourage environmentally responsible behaviour. Non-formal education supports upskilling and reskilling, promotes active and interactive learning, and offers innovative, inclusive methods that empower participants and enhance their confidence and social participation.

Hands-on workshops complement this approach through "learning-by doing," allowing participants to apply theoretical knowledge in practice. They foster psycho-physical wellbeing by reconnecting adults with nature, develop soft skills such as communication and teamwork, and empower participants to become agents of environmental change. The project also standardizes these methods in a toolkit so they can be replicated elsewhere.

Overall, the combination of these approaches aims to achieve lasting behavioural change and improve employability in the green sector.

2.2 Connection Between the E-Learning Platform and In-Person Activities

The integration of the e-learning platform and workshops into a single "green" learning pathway is the combination of theory and practice. The platform provides the scientific foundations on environmental challenges, while the workshops are closely linked to the modules and address their specific topics, allowing participants to apply knowledge through a learning-by-doing approach.

Workshops take place after the e-learning phase to ensure adequate awareness and preparation. Together, these tools aim to develop both green and transversal skills: e-learning focuses on knowledge and the green job market, while workshops strengthen soft skills such as communication, creativity, and teamwork. Overall, the platform serves as the digital educational pillar, and the workshops provide the practical experience needed to foster lasting behavioural change.

3 TARGET GROUP NEEDS ANALYSIS

3.1 Focus Group Methodology

The main objective of Focus Groups implemented in this project is to explore the knowledge and perspectives of adult educators working with low-skilled adults on environmental issues and green sector skills. The final aim is to identify training needs, design an inclusive and accessible e-learning course, align content with green job market requirements, and provide a foundation for planning the training modules. The project involved 50 educators (10 per partner country) to collect these qualitative insights.

3.2 Key Findings and Identifies Needs from Focus Group

Focus Group with Adult Educators:

The focus groups highlighted that while green skills are widely recognized as essential, there is a significant lack of structured integration into adult education programs, with student engagement identified as a major challenge.

Across all countries, there is a shortage of formal green skills curricula, limited opportunities to apply sustainability concepts in real-world jobs, and weak institutional support and industry collaboration.

To address these gaps, the findings emphasize the need for better integration of green skills into job-related education, more hands-on and interactive teaching methods, policy-driven incentives to make sustainability training mandatory, increased accessibility for disadvantaged groups including improvements in digital literacy, and a stronger focus on green entrepreneurship to provide economic incentives.

Key recommendations include mandating sustainability training in a manner similar to workplace safety, prioritizing digital and experiential learning to enhance engagement, linking green skills directly to economic benefits and job security to motivate learners, and fostering closer collaboration with industry to ensure green education is relevant to labor market needs.

Focus Group with Adult Learners:

Adult learners generally recognize the importance of green skills, but they underlined that teaching is largely unstructured, with most knowledge gained informally or through self-study. Many learners believe they already know enough yet lack opportunities for practical application, and structured integration into curricula is limited.

To address these gaps, green skills should be made more relevant to career prospects, training should increase accessibility through digital tools and hands-on methods, local environmental issues should be included, and experiential learning such as workshops, field trips, and outdoor activities should be encouraged.

Recommendations emphasize linking green education to professional opportunities to boost motivation, integrating more practical and interactive learning, using digital tools and gamification to enhance engagement, fostering collaboration with industries and communities for real-world applications, and promoting the development of an environmental identity to create deeper personal connections.

3.3 Implications for Workshop Design

Based on Focus Groups results, workshops should focus on tangible skills that link sustainability to employment, daily habits, and environmental awareness, covering topics such as circular economy, renewable energy, biodiversity conservation, and eco-friendly business models, in line with the modules developed and uploaded to the e-learning platform.

Incorporating outdoor experiences, gamified learning, and personal engagement strategies can help make sustainability an intrinsic value rather than just an external obligation.

4. GENERAL STRUCTURE OF THE WORKSHOPS

4.1 Learning Objectives of the Workshop

The Green4ADU workshops are designed to educate low-skilled adults about reconnecting with nature, understanding environmental challenges, and finding mind-body balance. They aim to raise awareness of the benefits of human contact with nature and the importance of protecting biodiversity, while providing opportunities to develop green skills and transversal competences through a "learning by doing" approach. The workshops also foster active participation and group activities to strengthen soft skills such as communication, creativity, teamwork, and problem-solving, and build connections with local associations, activists, and volunteers to create a community committed to sustainability and personal empowerment.

4.2 Duration, Format and Logistical Requirements

The workshops did not have a fixed duration or format; on the contrary, different approaches were used to allow for a wide variety of engaging activities. The basic guidelines required that the workshops be practical, involve groups of at least 15 participants aged 25 to 64, and include experts and activists in environmental sustainability and the specific topics of the workshops. The selection of experts and content was to be aligned with the subjects covered in the training modules developed by the partners, ensuring consistency between theoretical learning and practical experience.

4.3 Role of Facilitators and Experts

The roles of facilitators and experts are complementary.

On the one hand, facilitators are responsible for organizing and mediating workshops, managing logistics, icebreakers, and feedback collection.

Experts, on the other hand, play a fundamental role in adding value and authenticity to activities, bringing their expertise to the table and engaging adults in practical activities.

4.4 Link with the e-learning Platform Modules

The workshops are designed in close connection with the e-learning platform and represent a natural practical extension of the theoretical content offered online, as each activity is designed to provide an experiential exploration of one of the topics covered in the modules developed by the partners, combining theory and practice in a coherent and immediate way and allowing participants to translate the knowledge they have acquired into concrete skills.

All modules can be consulted free of charge by following this link to the platform: https://moodle.green4adu.eu/

4.5 Adapting Workshops to Different Contexts

The workshops can, of course, be adapted and modified according to the needs of the participants and the characteristics of the location where they are held. Indeed, the possibility of offering a greater variety of topics and methods represents added value, as it encourages the involvement of a wider audience and contributes more effectively to the achievement of the final objectives of the workshops and the project.

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5 GUIDELINES FOR FACILITATORS AND EXPERT

5.1 Workshops Preparation and Required Materials

Select an appropriate space, whether indoor or outdoor, that provides enough room for movement.

Prepare all necessary materials for implementing the activity such as pens, papers or other technical materials.

Clearly explain the purpose and rules of each activity before beginning with some icebreaker activity.

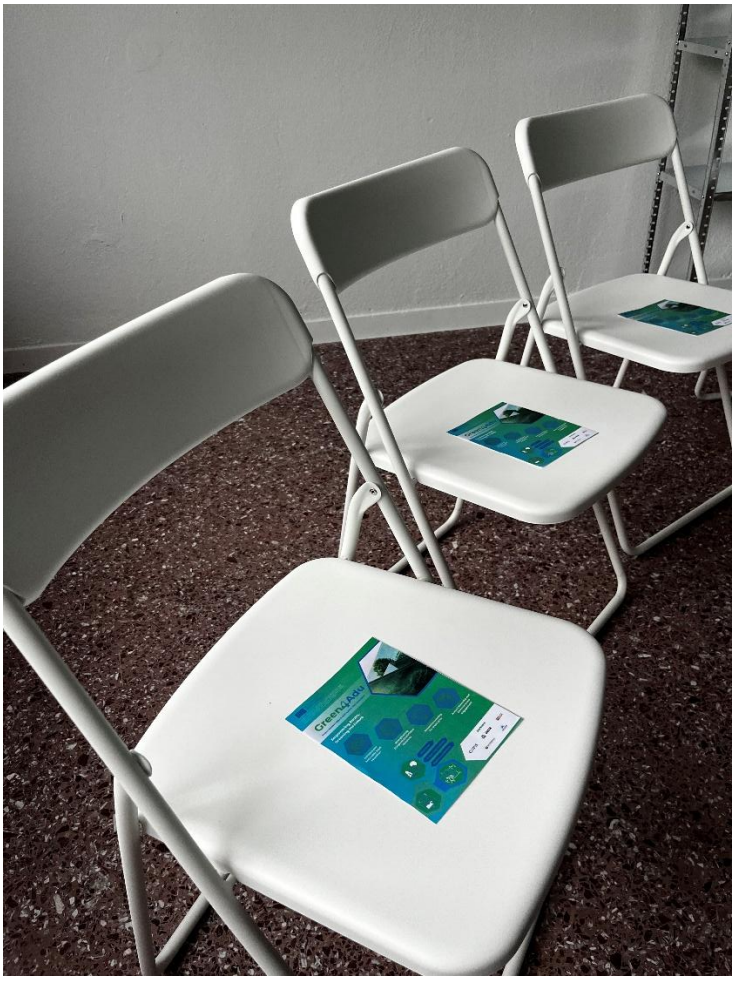
Foster a safe, inclusive, and welcoming environment for all participants.

Actively model participation to encourage openness and engagement in the best and most inclusive way.

Observe group dynamics throughout the activity and make adjustments as needed.

Conclude each activity with a short debrief to connect the experience to the overall workshop goals encouraging the sharing of thoughts and feedback.





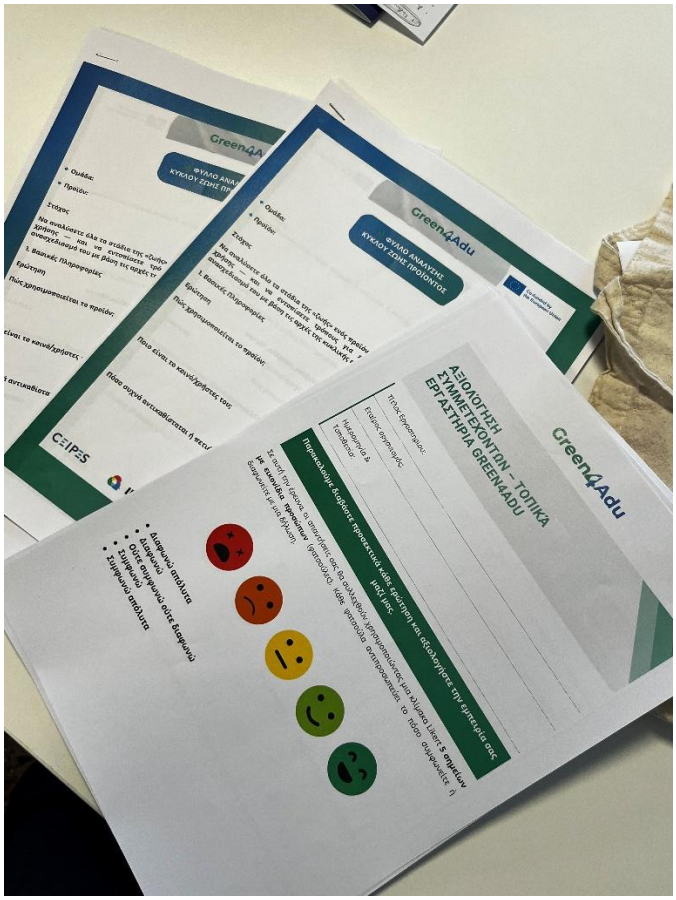
5.2 Monitoring and Evaluation of Results

At the end of the workshops, it is essential to collect feedback from participants, inviting them to express their level of involvement and satisfaction with the activities, what they feel they have learned, and aspects that could be improved.

Before asking for feedback, it is advisable to include a debriefing session in the form of a game; the workshop sheets below provide some examples that can be replicated.

Another tool used to gather feedback is interviews, which allow you to obtain direct and immediate testimonials about the participants' experience.

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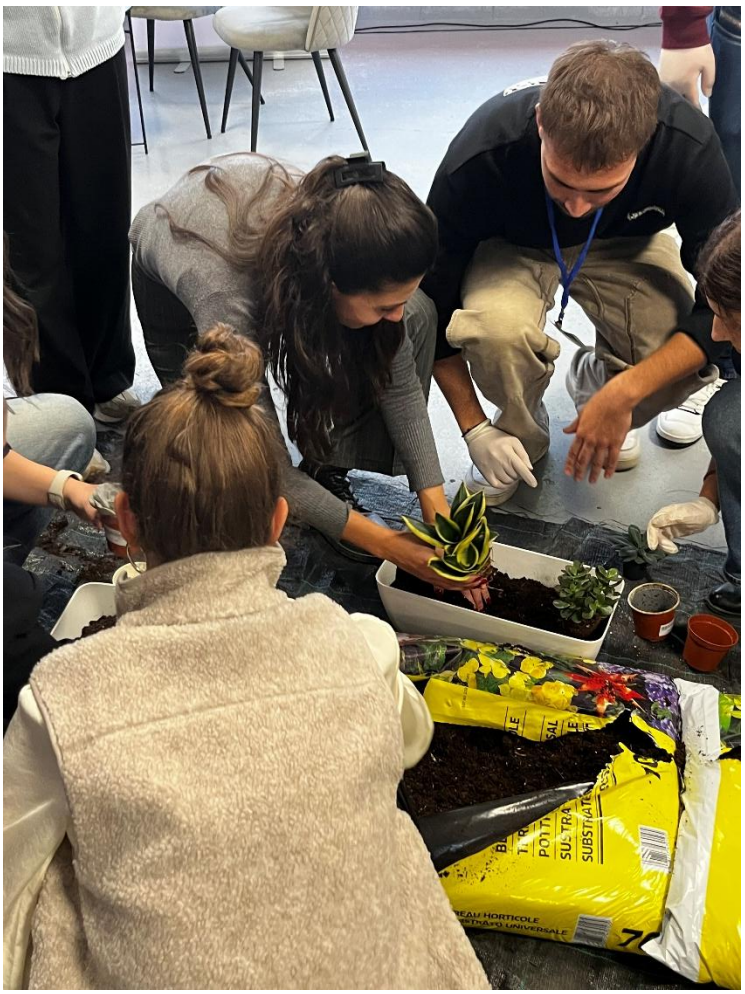
6 WORKSHOP SHEETS

In the following section, you will find a link to the workshop sheets developed by the partner countries. Each fact sheet provides a comprehensive overview of the workshop design, including detailed guidance on implementation, the type of icebreaker and debriefing activities used, the estimated duration, required materials, and the learning objectives achieved. You can view the document by going to the project results section of the website and clicking the following link: https://green4adu.eu/

These workshop sheets are freely accessible and are intended to serve as examples of good practice. Educators and trainers are encouraged to consult, replicate, and adapt them according to their specific contexts, target groups, and learning needs.

Finally, in the appendices you will also find a downloadable template of an empty workshop sheet. This template can be used to design new workshops, supporting the development of future activities inspired by the methodologies and approaches presented in this toolkit.

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People,
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a Green Future



7. BEST PRACTICES AND LESSONS LEARNED

7.1 Project Partners' Experiences

The workshops met or exceeded partners' expectations, demonstrating strong content quality, relevance, and participant engagement. A major strength was the learning-by-doing approach, which made scientific research accessible and motivating, while the integration of citizen science effectively connected theory and practice. Expert contributions added credibility and depth.

Partners valued the combination of structured input, hands-on activities, and reflective debriefing, which supported meaningful learning and encouraged gradual participation. Overall, the workshops were seen as well-organized, inclusive, and suitable for mixed-skill groups, with a high level of facilitator satisfaction regarding both their implementation and outcomes.

7.2 Participant Feedback

Participants reported a highly positive experience, considering the various workshop sessions and the different activities in which they were involved. They felt welcomed, learned new things, and were motivated to adopt environmentally respectful habits. Hands-on activities, teamwork, games, and practical sessions were particularly appreciated, as was the combination of expert input with real-life examples. Many noted feeling more connected to nature and valuing the clarity, structure, and inclusiveness of the workshops.

Suggestions for improvement focused on format rather than content: participants requested more interactive and dynamic activities, additional time for discussion, and varied scheduling options. Overall, the workshops were seen as engaging, educational, and enjoyable, successfully combining learning, wellbeing, and motivation for sustainable practices.

A number of interviews were also conducted at the end of the workshop sessions, giving participants the opportunity to express themselves and provide their feedback in a more comprehensive and open manner.

Below are some examples of questions and answers recorded:

Q: What hit you the most about these workshops on biodiversity loss and plastic pollution?

A1: The topic is particularly close to my heart, so for me it's obviously a very enjoyable activity, but I think it was also very inclusive and easy to understand, even for people who may not have any expertise in the field. It's a very important topic that we should probably push a little harder to bring to people who may not yet be aware of it.

A2: It was a very nice experience and it was great to be able to see both the urban and the more ecological side of this place, of this area.

Q: What stood out to you the most today or made you think?

A1: The current events where climate change becomes noticeable.

A2: That everything consumes resources and one's own responsibility. That others are negatively affected by our consumption

Q: Is there an idea or a concrete step from the workshop that you could imagine implementing in your training company or in everyday life? If so, what would it be?

A1: Yes, green electricity! Passing this idea on to others and using green electricity myself.

A2: Yes, specifically addressing CO_2 compensation for flights with customers or informing customers about this option.

Q: Was there anything today that you didn't know before or that surprised you? Can you give an example?

A1: For the most part, I was already familiar with the figures, but the fact that they change so strongly and quickly shocked me. One could offer customers a newsletter with such information to keep them informed.

Q: If you had to explain in one sentence to another apprentice what you take away from this workshop: What would you say?

A1: Transparency regarding climate change in the tourism sector is more relevant than we think.

A2: I would say that we need to pay more attention to climate-conscious travel and actions in our industry.

A3: I learned how important the deep sea and the oceans are.

7.3 Challenges Encountered and Solutions Adopted

Facilitators reported only minor challenges, which were effectively managed through adaptive facilitation. Some participants initially found the technical content, statistical data, or sustainability vocabulary demanding, but this was addressed by slowing the pace, simplifying explanations, and linking concepts to real-life examples.

At times, participants felt overwhelmed by the information or surprised by environmental impact data; facilitators responded by encouraging discussion and focusing on practical solutions. Early hesitation in participation was overcome with inclusive strategies such as open questions and visual support. Minor technical issues were resolved through clear instructions and peer assistance, ensuring a smooth overall workshop experience.

7.4 Recommendations for Educators and Trainers

Some recommendations have been gathered to help educators and trainers replicate the workshops. These include for example the adoption of an inclusive, supportive approach that creates a safe and non-judgmental learning environment. Encouraging teamwork, peer learning, and open discussion that helps reduce anxiety and fosters engagement, while inviting participants to share personal and professional perspectives enriches the learning experience.

Also, educators should balance expert input with practical activities, emphasize real-life and societal relevance, and clearly communicate the scientific value behind each task. Using simple, accessible language, relatable examples, and familiar materials makes technical concepts easier to understand.

Finally, effective replication requires thoughtful facilitation: allow sufficient time for exploration and reflection, remain flexible with pacing and group dynamics, prepare tools in advance, provide clear instructions, and offer individualized support when needed to ensure all learners feel confident and involved.

8. RESOURCES AND SUPPORTING MATERIALS

8.1 Link to the E-Learning Platform

All workshops were organized and developed according to the themes of the modules developed by the partner countries and collected in an e-learning platform.

The modules cover the macro-themes of:

- plastic pollution

- global warming

- primary resources

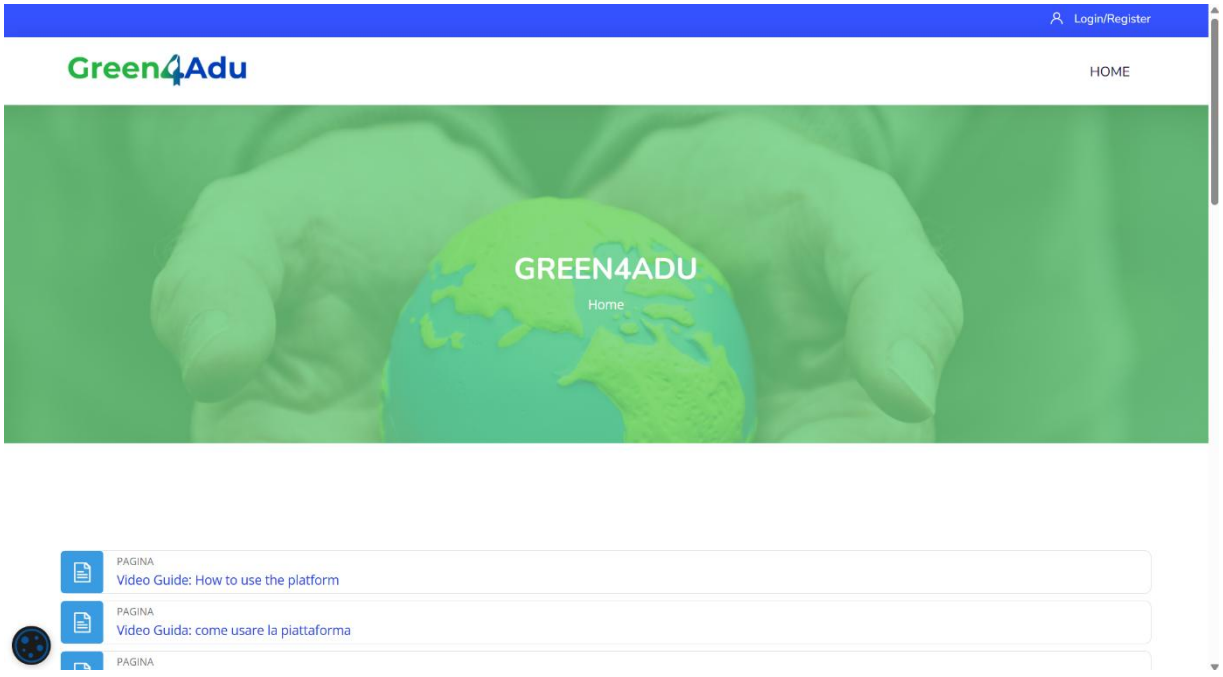
- waste collection and recycling

- biodiversity loss

- the link between environmental issues and green job market

All modules are accessible free of charge and at the end of the course you can receive a certificate confirming completion of all e-learning modules.

You can find all materials translated into all languages of the partnership by clicking on the following link: https://moodle.green4adu.eu/



8.2 Useful Tools and References

Environmental Outlook on the Triple Planetary Crisis:

https://www.oecd-ilibrary.org/en/publications/environmental-outlook-on-the-triple-planetary-crisis_257ffbb6-en.html?utm_source=chatgpt.com

Global Alliance on Circular Economy and Resource Efficiency (GACERE) https://www.unep.org/gacere?utm_source=chatgpt.com

Play2Act: Uniting Gamers for Climate Action

https://unric.org/en/play2act-uniting-gamers-for-climate-action/

The Intergovernmental Panel on Climate Change

https://www.ipcc.ch/

International Union for Conservation of Nature

https://iucn.org/

9. CONCLUSIONS AND FUTURE DEVELOPMENTS

The implementation of these workshops demonstrated their strong value as educational tools for promoting environmental awareness, green skills, and sustainable behaviours. Participants developed a clearer understanding of key topics such as global heating, ocean changes, waste management, circular economy principles, renewable energy, and plastic pollution. At the same time, the activities successfully translated complex concepts into practical knowledge, enabling learners to recognize how everyday actions can contribute to the green transition.

A significant outcome was the strengthened personal connection to nature, which encouraged participants to reflect on their individual and professional impact on the environment and motivated them to adopt more sustainable lifestyle choices. The workshops fostered collaboration, teamwork, and active participation, while also highlighting new opportunities for community engagement and entrepreneurship linked to sustainable practices.

Beyond the acquisition of knowledge and technical competences, the workshops proved beneficial from a psycho-physical perspective. Direct contact with nature and outdoor, hands-on activities supported participants' wellbeing, reinforcing the idea that environmental education can simultaneously nurture personal health and social connection.

The lessons learned confirm the effectiveness of this workshop model in combining experiential learning with meaningful reflection. A key strength of this approach lies in its scalability and transferability: the workshops are designed to be easily replicated and adapted across different educational settings, target groups, and thematic areas. Their flexible structure allows educators and trainers to tailor content, methods, and levels of complexity according to specific needs while preserving the core elements that ensure engagement and impact.

For this reason, these workshops represent a valuable and sustainable resource for organizations seeking practical and high-impact learning experiences. By adapting and building upon this model, practitioners can extend its benefits to new contexts and communities, further supporting the collective transition toward a more sustainable future.

10. APPENDICES

10.1 Workshop sheet Templates

1. Pre-Workshop Planning Table

Workshop Title	
Date and Location	
Target Group	Profile of participants (age, background, special needs). Target: low-skilled adults (25–64 years old).
Workshop Objectives	For example: - Knowledge: (e.g., understanding biodiversity, sustainable practices) - Skills: (e.g., teamwork, creativity) - Values/attitudes: (e.g., connection to nature, environmental responsibility)
Key Topics	
Facilitators and experts	Names, roles (adult educator, local activist, expert)
Materials and equipments	Full list of tools, natural materials, printed resources, technical needs
Logistical needs	Transport, catering, permits, special requirements
Preparation tasks	Venue booking Materials ready Expert briefing Participant confirmation
Risk Assessment and Mitigation	Identify possible issues (weather, attendance, accessibility) and strategies to address them.

2. Session Delivery Table

Session Title:	
Duration:	
Learning Objectives:	

Activity Plan	**Description and Facilitation Tasks**
Welcome and Icebreaker	Introduce goals, build group trust (e.g., “Nature’s Web”)
Main activity	(e.g., natural soap making)
Reflection	Structured debriefing (e.g., Post-it wall)
Facilitator role	-
Materials needed	List all (tools, handouts, natural resources)
Adaptation notes	How to adjust for local context (space, language, culture)

3. Post-Workshop Reporting Table

Workshop title	
Session number	
Date and Location	
Number and profile of participants	
Objectives achieved	
Summary of activities	
Key learning outcomes	
Participants feedback	Key quotes/themes
Follow-up actions	
Materials used	
Documentation	Photos, participant work, feedback forms (name the folder and session)

Activity Plan	**Description and Facilitation Tasks**
Welcome and Icebreaker	Introduce goals, build group trust (e.g., "Nature's Web")
Main activity	(e.g., natural soap making)
Reflection	Structured debriefing (e.g., Post-it wall)
Facilitator role	-
Materials needed	List all (tools, handouts, natural resources)
Adaptation notes	How to adjust for local context (space, language, culture)

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10.2 Evaluation Questionnaires

To ensure continuous improvement and maximize the effectiveness and impact of the workshops, tailored feedback forms were developed for educators, facilitators, and participants. The purpose of these questions is to gather diverse perspectives on both strengths and areas for improvement, enabling future sessions to better meet the needs of the target group.

The questions were designed to explore several key dimensions, including the quality of the workshop content, the clarity of organization, the effectiveness of the methodology, participant engagement, inclusiveness, and overall satisfaction. Particular attention was given to identifying successful practices that should be maintained, as well as challenges or limitations that may require adjustments.

Educators and facilitators were invited to reflect on the planning and delivery of the workshops, the suitability of the learning approach, group dynamics, and any unexpected issues that emerged during implementation. Participants were asked to evaluate their learning experience, sense of involvement, perceived relevance of the topics, and the extent to which the workshops supported new knowledge, skills, or behavioral change.

Collecting feedback from these different roles allows for a comprehensive understanding of the workshop experience. This multi-perspective approach supports evidence-based refinement of the methodology, helping ensure that future workshops remain engaging, inclusive, and responsive to the expectations of all stakeholders.

1. Trainer/facilitator Assessment – Green4ADU Local Workshops

Section 1 – General Information

- Workshop title: *(short answer)*
- Partner organisation:
- Date and location: *(short answer)*
- Number of participants: *(short answer)*

Section 2 – Workshop delivery and quality

- The workshop content aligned with the Green4ADU objectives (psycho-physical wellbeing, environmental awareness, transversal competences). *(Likert: Strongly disagree – Strongly agree)*

- The "learning by doing" approach was effective for participants. *(Likert) 0-5*
- The materials and resources provided were adequate and useful. *(Likert)*
- Did the workshop meet your expectations as a facilitator? *(Yes/No – if No, please explain)*

Section 3 – Inclusiveness and engagement

- The workshop was inclusive and accessible for all participants. *(Likert)*
- Participants were actively involved in activities and discussions. *(Likert)*
- What strategies worked best to engage participants? *(open)*

Section 4 – Outcomes and impact

- What went well?
- What can be improved?
- What would you do differently in terms of design or delivery?

2. Expert assessment – Green4ADU Local Workshops

Section 1 – General information

- Workshop title: *(short answer)*
- Partner organisation:
- Date and location: *(short answer)*
- Your role in this workshop: *(short answer)*

Section 2 – Relevance and quality

- The workshop content was relevant to current environmental issues. *(Likert)*
- The activities effectively connected environmental topics with psycho-physical wellbeing. *(Likert) (mental weelbeing, physical and social)*
- The workshop organisation and facilitation were of high quality. *(Likert)*

Section 3 – Engagement and impact

- Participants were engaged and motivated during the session. *(Likert)*
- Did you observe any significant outcomes in participants (learning, motivation, behavioural change)? *(open)*
- How could expert involvement be improved in future workshops? *(open)*

3. Participant assessment – Green4ADU Local Workshops

Section 1 – Your experience

- I felt welcome and included in the workshop. *(Likert)*
- The organisation and facilitation were clear and effective. *(Likert)*
- What did you like most about the workshop? *(open)*

Section 2 – Learning and skills

- I learned new things about the environment and sustainability. *(Likert scale)*
- I am more aware of how my daily habits affect the environment. *(Likert scale)*
- I can see myself changing certain habits to become more sustainable. *(Likert scale)*
- What I learned can help me develop new green skills. *(Likert scale)*
- What is one thing you learned that you plan to apply in your daily life? *(Open question)*

Section 3 – Wellbeing and nature connection

- After this workshop, I feel more connected with nature. (Likert scale)
- This experience had a positive effect on my wellbeing. (Likert scale)

Section 4 – Future outlook

- Would you like to participate in similar activities again? *(Yes/No/Maybe)*
- What would you suggest to make future workshops better? *(open)*

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