### Final Beneficiary Report for 2020-2-IT03-KA105-019285

### 2. Project Summary

this section summarises your project and the organisations involved as partners;

Please provide short answers to the following questions, summarising the information you have provided in the rest of the report.

Please use full sentences and clear language. The summary you provided will be made public by the European Commission and the National Agencies.

#### 2.1. Background and Objectives

**What did you want to achieve by implementing the project? What were the objectives of your project?**

In light of the multiple global challenges (climate change and environmental collapse, covid -19 pandemic etc.) currently threatening the prosperity and stability of the EU, the importance of young people to gathered and empowerment via a 7-day intensive learning experience focused on the aspects of EU Green Deal,is relevant and required.

The purpose of DEEP-T is thus to provide informal grassroots education to young people on European Green Deal as an overarching framework to deal with climate change and other relevant topics and issues. Our approach uses the primary pedagogical tools of “ecological literacy” and “social ecology”. “Ecological literacy” means having core competencies in both social and natural sciences in order to understand the nuanced effects of climate change on society. “Social ecology” offers a theoretical framework to redesign the interaction between humans, environment, and the living world in order.

Ecological literacy through the lenses of social ecology means understanding economic, political and ecological processes as interconnected. This kind of integrative, interdisciplinary knowledge helps youth cultivate the insights necessary to achieve ecological, economic and social sustainability in their future as EU citizens and professionals.

This residential activity promoted the acquisition of theoretical and practical knowledge in the fields of sustainability, consensus decision making, permaculture, agroecology, zero waste living and art for social change.

This youth exchange project opens a space where youth empower and educate each other. In doing so, it helps build a stronger EU citizenry and voices critical engagement with the Green New Deal and its objectives. Tools and concepts provided by various theoretical perspectives of social ecology, degrowth and others, will help participants understand the issues and needs of the European Green Deal and climate change. Drawing on lessons that youth are climate leaders, this project also incorporates approaches in peer-education.

The seminar was divided into four phases: Working phase 1: discovering, working phase 2: engaging, working phase 3: transforming, working phase 4: evaluation envisioning.

All the activities of the seminar were built around the framework of “discover, engage, transform” and each phase has aspects of all of them in it.

Of course these phases are interlinked and overlap, so we decided to use this approach in order to have a clearer educational approach for both the organisers and the participants.

By experiencing both hands-on and theoretical practices and approaches of regeneration applicable in both

community and private spaces, we aimed for youth workers to engage with their potential to move livelihoods and economies beyond the sustainable, to connect with the meaning of collective action and to

inspire them to exercise their power to act and to invest in projects that create regenerative culture. To achieve this, we proposed to train actors of youth education and the social workers who accompany them in their journey. We rely on the ability of these actors to have a multiplier effect in spreading and sharing regeneration knowledge, skills and attitudes they will have acquired or reinforced during the training.

The diverse content addressed and the decision to opt for a residential activity came from the need to confront participants with a practical and valid example on how the content dealt with during the activity

could successfully be integrated in their personal and professional lives.

Implementing this project allows our organisation and our partners to develop and establish a step by step learning by doing framework, starting from discovering a theory, engaging with it and then transforming the theory to create new practices.

The experience of community living in a multicultural group supported the development of social and relational skills of the participants, helping them to take a step back on their behaviour and develop decisive intercultural, linguistic, inclusive and compassionate skills.

Combined with meeting a diversity of people it enabled participants to acquire a different vision of alterity and to better address these issues with people they accompany.

DEEP\_T was an immersive experience where participants experimented with changemaking ideas and practices aimed to broaden their approaches and solutions to local communities’ and the planet’s health.

Importantly, this training was focused not just on participants and-their-needs in a traditional economic sense the production, distribution and allocation of physical resources- but also with people’s inner needs, their relationships to each other and a basic fairness and equality. Moreover, the activity also responds to the need of participating organisations to reinforce a network of organisations that can collaborate also after the end of the project,raising their professional profile at a local and international level. This activity becomes a transformational experience where both participants and organisers can share and experiment innovative ideas in an international environment and where, via non-formal and informal education activities.

#### 2.2. Implementation

this section asks for information about all the stages of the project: implementation of main activities including practical arrangements, participants' profile, impact, dissemination of the results and future plans;

**What activities did you implement? What is the number and profile of the participants involved?**

DEEP-T consists of two activities implemented in Fagagna, Italy.

Activity 1 - Advance planning visit

The Advanced Planning visit took place in Fagagna in Friuli Region between 16/9/2021 and 19/9/2021.

It was a three day event for organisers and youth leaders and gathering to build stronger bonds and organise more in detail the second activity.

Participants of the first activity were two people from each partner organisation, coming from Italy, Greece, Serbia, Slovenia, Spain and Germany. One participant of each country had to be younger than 30 years old and one of them had to be non male.

The activity was held in the town Fagagna, near the city of Udine. The working venue for the Activity was the building of the organisation “[Damatra”](https://www.damatra.com/) and has been offered to our organisation to host our activity. We will actively engage in the booking of the journey to the activity venue and back with those least experienced.

Travelling expenses were fully reimbursed to all participants. We pay a lot of attention to creating a low carbon activity. Most of the participants travelled by land to reach Fagagna. Participants from Greece flew because of lack of good connections of land transportation.

The accommodation of participants was in the hotel “……” located a walking distance from “Damatra”. The meals were provided by the hotel based on our inquiries for plant based vegan and vegetarian food. The program consisted of general assembly, check-in and check-out rounds, emotional expression, group work, presentation and review of the upcoming work. Special attention has been given to the representation of all genders.

Activity 2:

The second Activity of DEEP\_T project was a week-long seminar that took place between 5/5/2022 and 13/5/2022 in Fagagna, Italy.

In total during the weekly event in Fagagna there were 24 participants coming from 6 countries. Participants were from 18 and under 30 years old. Particular attention has been given to the selection process of the participants for the youth exchange event. Young people with fewer opportunities were selected from around the 6 countries of our partner organisations to empower their skills and competences, allowing them to live in a communal international life. Participants with fewer opportunities were young people under 30 years old facing economic, geographic, educational obstacles as well as immigrants and refugees. There were also participants facing obstacles and discrimination because of their gender.

Although the participation of refugees was complicated due to issues with visas etc, we had the opportunity to host two immigrants in our training. During the training there was also an organisation representative and a youth leader where one of them was a person without age limit.

In the months between the first and the second activity, our organisation did all the necessary actions in order to find a proper hosting venue to ensure that it responds to the particular needs and especially for those with fewer opportunities but also to be in line with the pedagogical and overall approach of our workshop.

Training Venue was once again the facilities of the organisation “Damatra” as our first contact and collaboration in the Activity 1, was very beneficial for both sides and developed a creative long lasting collaboration.

Hosting Venue was arranged in collaboration with Fagagna Municipality. The project was accommodated in a two floor house owned by the local Christian church. It was recently refurbished by the municipality . The space is big and we used it for both sleeping/eating and some activities (inside/outside). There will be a male a female dormitory and a non binary dormitory. There was also a spacious terrace and gardens to host our outdoor activities.

There were also football basketball fields that participants were allowed to use in their free time for bonding and informal exchanges.

During the training we paid attention to create a culture of mutual care and responsibility. Empower the participants to look after one another and to voice their needs and there were reflection circles for expressing needs in a safe environment facilitated by experienced youth leaders.On the first day the safe policy hase been introduced to everyone in the plenary.

#### 2.3. Results

**What were the results and impact of your project?**

Delivered results of the project, as stated in the project, are realization of 7 days long training on interdisciplinary ecology approach related EU Green Deal topics and issues. Along that, the project has delivered a handbook on DEEP-T experience which summarizes all the activities realized during the training.

Except formal project results, our project has done much more in the reality. We think we have achieved to create an inclusive horizontal education space for the participants and we have succeded to motivate and engage participants to be an active part of the joint learning process. Thanks to certain pedagogical and didactical tools, and engaged facilitation by the project coordinators, we have created a stimulating atmosphere for the participants to express their ideas and views in order to systematically think about EU Green Deal challenges and possible solutions.

In addition to that, as a part of educational co-creation process, we have guided the participants in the last 2 days to create their own projects inspired by the training lecture they have been participating on, or on some issues they are more familiar with. This way, we have stimulated participants to transform ideas from the theoretical part to the practical level, in the form of a project, in order to get them acquainted with project structure and logic. For this scope, we have used Erasmus+ application and its parts, and we have guided participants how to formulate project description, objectives, results, impact and dissemination. This process was very succeseful because participants have done a great job. There were many inspiring projects which they could use a framework for their own project applications in their countries and contexts.

In terms of the impact, we think that this project has left a big impact on the participants on two levels. First level is the knowledge and experiences on topics and issues on which we have been working on during the training. It appears that the training programme has been very well structured in terms of the topics and in terms of the pedagogical approach we have decided to use. We are sure that participants, after the training have left with a significantly greater knowledge and understanding on many ecological topics, problems and solutions, which can help them further to engage themselves in creating and developing their own project or to simply disseminate this knowledge in their own contexts and realities.

Second level of the impact in terms of the human relationships which is very much connected to EU citizenship. After the first 2 days, participants have really connected very much among themselves. This aspect has also helped very much to create more engaging working atmosphere during the lectures and workshops. But, the greatest impact of the project in terms of the human connections is the fact that the exchange and sharing among participants has continued even after the training has finished. This proves that the project has managed to create a space for true connection of the participants from the different countries and that the cultural differences were left aside. It was very nice for the project organizers to witness this fantastic cultural melting pot and this is something we believe it has deeply affected all the people who were part of this training.

### 3. Description of the Project

in this section, you are asked to give information about the objectives and topics addressed by your project;//

**Were all original objectives of the project met? How were they reached? Please comment also on any objectives initially pursued but not achieved in the project. Please describe achievements exceeding the initial expectations, if relevant.**

Original objectives of the project was to provide informal grassroots education to young peple on Green Deal as an overarching framework for tackling the climate change and ecological sustainability on the Europan level. Deep-T project has provided to the participants an array of educational activities related to various disciplines that work towards creating solutions for climate change and ecological sustainability. Specifically, the knowledge we have presented to the participants were coming from the field of: permaculture, agroecology, social ecology, zero-waste, deep ecology, performative arts (music and theatre), graffiti and drawing, participatory decision making process. Such an interdisciplinary approach has created an inclusive and holistic space for working on issues related to EU Green Deal topics.

The training programme has lasted for 7 days. First 5 days were composed of learning activities through lectures and discussion. Our approach for the training programme was based on grassroots education concept, which means creating an enabling structure for the knowledge exchange and sharing ideas and views among all the participants. The lecture served as an introduction in the certain topic and experience sharing from the members of the partnership organization. The idea was to engage all the participants in the discussion on the topic and to stimulate them to express their questions, views and remarks. Due to fthe actors such as opening up exercises, peer-to-peer exchange, care work, facilitation of the learning process and generally the non-hierarchical way of learning and sharing, the education activities have been realized in the remarkably intense and engaging discussion. The pedagogical approach “Discover, Engage, Transform” has provided us a great framework for steering the participants to participate fully in the educational activities and to became deeply engaged in the collective process of learning and sharing together. Blending the practical and theoretical educational activities with the performative arts approaches from the music and theatre, but drawing and grafiiti making as well, has really helped us to achieve the transformation of the learning process towards the true collective spirit of participating and sharing the knowledge and experience in the learning community.

Our expectations for this project were greatly exceeded in terms of the level of the participation and engagement of the participants, but also in the sense of the learning outcomes and empowerment of the participants from the training by itself. Besides that, one of the most important result of our project is the bonding of the participants in an unexpectedly intense way. After the training we have created a Telegram group with all the participants to share and exchange. This group is very much alive in sense of the sharing among the participants. Participants regularly share among themselves various educational resources, but also personal stuff. This group sharing remains active up to this date, which is a proof that the participants during the training have went through deeply immersive learning and sharing process with other participants and the outcome of that is that the participants have remained connected among themselves. This part of the project outcome we didn´t expect at all and this part, along with the learning outcomes, is probably the most meaningful result we have succeded to achieve.

**How did the project partners contribute to the project? What experiences and competencies did they bring in the project?**

All the partners have contributed to the project by bringing and sharing their knowledge and experiences on their work in specific fields. As mentioned before, during the training, the participants had the chance to learn about permaculture and agroecology (Zelena Tranzicija Serbia and Northern Lights Greece) dealing with the sustainable food production systems, zero-waste concept dealing with the waste issues such as recycling/upcycling, composting, smart use of the resources (Zero Waste Žalec), deep ecology and ecological communication and understanding (Zelena Tranzicija Serbia), interdisciplinary art and ecology blending (ATTAEC Spain), collective learning processes facilition and decision making (A11 Kollektiv Germany and Democrazia e Ambiente Italy). For the scope of the learning outcomes, the participants had the chance to learn and engage themselves in a true interdisciplinary way for understanding various issues, challenges and solutions that these disciplines can contribute to the achievement of EU Green Deal plan, or more precisely, how these knowledge can contribute to obtaining the ecological, economic and social justice which is a precondition for the successful realization of the EU Green Deal agenda.

**What were the most relevant topics addressed by your project? (Multiple selection possible)**

The most important topic addressed by our topic is for sure the environments and climate change. This topic was the basis upon we have conceived and planned all the learning activities of our project. In addition to that EU citizenship and democracy was also very important building block as we had participants from various EU countries and Non-Eu as well, and wanted to establish a common ground to link and connect all the country-specific contexts together in one overarching context which creates a bigger picture. We have also dealt very much with the active participation and decision making process in the groups which is a fundamental element of the implementation of democratic processes in the society. We have also dealt very much with the pedagogy and didactics issue. We have decided to implement “Discover, Engage, Transform” pedagogical approach for the facilitation of the learning processes. This approach has proven to be a great tool not just for obtaining learning outcomes, but also a great tool for motivating participants and to establish learning group connection and cohesion

**In case the topics chosen are different from the ones in the application, please explain why.**

**XXX NO COMPULSORY**

**Environment and climate change**

**EU Citizenship, EU awareness and Democracy**

**Pedagogy and didactics**

**Which activities did you carry out in order to assess the extent to which your project has reached its objectives and produced results? How did you measure the level of success?**

As this was a non-academia, grassroots education, we didn´t use formal methods for assessing the project results and achievement objectives such as questionaries, quantitative indicators ecc… What we have used is the feedback from the participants which were part of the discussions after or during the learning activities. Every day, in the morning, before the start of the learning activities, coordinators from the partner organizations had a meeting to assess the learning outcomes from the previous day, and as well, to address the need for changes, adaptation, the participants behaviour as a part of the group and how is that affecting the learning process and any kind of specific comments and remarks relevant for achieving the project objectives.

As mentioned previously, one of our main indicators for the success is the fact that participants have continued to exchange and share learning resources, impressions, remarks, feelings among themselves on the Telegram group. We are very much confident that this achievement is the best way to measure the project results and in general the success of our project.

In addition to this, we are also very happy with the outputs produced as a part of the project. This is related mostly to our Deep-T handbook which is a co-creation process with all the participants and which, in the end, went extraordinary well. The quality of the handbook is beyond what we were thinking it would be possible. There is also a very nice video about the Deep-T project, which provides an nice insight in what was happening during the project. All in all, we are very happy with the results of the project, as the results have surpassed our expectations a way over our imagination.

### 4. Implementation of the Project

#### 4.1. Project Management

**How were quality and management issues (e.g. setting up of agreements with partners, learning agreements with participants, etc.) addressed and by whom?**

Project management tasks were clearly defined from the beginning and project task were divided among the partners according to their competences and level of necessary engagement. Democrazia e Ambiente Udine as a project lead has set up agreement with the partners on their specific task in the management of the project before the training in Fagagna and during the training in Fagagna. These activities were followed and monitored on the weekly meetings 2 months before the training took the place. All the partners have responsibly done their part of the project management, on their national level (selecting and preparing the participants) and activities during the training.

Democrazia e Ambiente was the responsible for the project management in terms of organization and logistical aspects related to preparing the venue or the training and acquiring all the necessary assests for the implementation of the training.

During the training itself, all the project management issues that have arisen, such as unexpected costs, lack of the equipment ecc. all the organizations have worked together to find a solution. General financial monitoring was done by Democrazia and Ambiente in a fully transparent process between all the partners.

#### 4.2. Practical Arrangements

**How did the project address practical and logistical matters (e.g. travel, accommodation, insurance, safety and protection of participants, visa, mentoring and support, preparatory meetings with partners etc.)?**

**XXX**

All of our 6 partner organisations have experience in organising Youth Exchange and Training Activities funded by the Erasmus + program. In 2018 members of the consortiums have collaborated in the DEA project and already have the knowledge, know-how and the solidarity and trust between them to host a new Youth Exchange.

Democrazia e Ambiente Udine took the lead on venue and food logistics, thanks to their knowledge of the host region and their contacts on the terrain. Federico Venturini is the person who initiated this project and he was the main coordinator in preparation, implementation and follow up of the project.

This project will work towards being a carbon neutral, low carbon experience.

We intended to minimise both consumption and energy usage, and promote low carbon travel choices. Second, we have decided to buy only seasonal, organic local products for our meals prepared in the house as fruits and vegetables. Participants were involved in the process of decision making the second day of our workshop.

A Safer space policy (see file attached) will be in place throughout all the project in order to create an open and welcoming environment.

Activity 1. Advance planning visit

Two people from each partner group will attend the advance planning visit.

Participants were two people from each participating country, a youth leader and an organisation representative.

In order to keep a low carbon activity the most of the people travelled by land to reach the venue.

Participants from Greece travelled by plane as the travel time was greater than the meeting time. Travelling expenses were fully reimbursed to all participants. We pay a lot of attention to creating a low carbon activity. Most of the participants travelled by land to reach Fagagna.

The accommodation of participants was in the hotel “……” located a walking distance from “Damatra”. The meals were provided by the hotel based on our inquiries for plant based vegan and vegetarian food. The program consisted of general assembly, check-in and check-out rounds, emotional expression, group work, presentation and review of the upcoming work. Special attention has been given to the representation of all genders.

The training venue was in line with our vision and objectives of the project. The accommodation was comfortable covering our needs providing a place to sleep and eat for all the participants. Although, most of us thought that was not in conjunction with our community building attitudes and visioning of the project.

Activity 2: Week long training

The training venue was again the facilities of Damatra organisation in Fagagna Italy, as the common experience that we had from the Activity 1 was very positive for both parties.

Before the activity selected candidates received a detailed Information Package including practical arrangement and educational framework.

Hosting Venue was arranged in collaboration with Fagagna Municipality. The project was accommodated in a two floor house owned by the local Christian church. The house is located 20 metres from the entrance of the training venue, make it very easy and safe for participants to move between one location to the other without any risky avenue crossing and without losing time for transportation.

The building was recently refurbished by the municipality . The space is big and we used it for both sleeping/eating and some activities (inside/outside). There will be a male a female dormitory and a non binary dormitory. There was also a spacious terrace and gardens to host our outdoor activities. There was also a small equipped kitchen that participants could use to prepare their breakfast.

Lunch and dinner was prepared by the restaurant “” again located in the same neigboorhood just on the corner between Damatra and the Church house. The food supplier was informed about all the standards that we need our food to have and agreed upon that. Members of the core group were transporting containers with the food in the Church house. As the weather allows us to eat outside, we have prepared a big dining table on the terrace that we could all eat together.

About the security of the participants, Damatra offered insurance for all the members of the DEEP-T participants for the days of the training. Advice about the European Insurance Card has been given to all participants in advance although it was not required. During the first day of the project we informed tha participants of the safe space policy and a code of conduct to create a safe physical, mental and emotional place for everyone.

Special attention was given to the prevention of infectious diseases as covid - 19. Simple measures like washing hands frequently and properly, use of mask,

We have followed all the rules provided by the Italian Ministry of Health during the period of our training.

#### 4.3. Preparation and support of Participants

**What kind of preparation was offered to the participants (e.g. task-related, intercultural, linguistic, risk prevention etc.)? Who provided such preparatory activities?**

Preparation was done in 2 turns. First turn of the preparation was done prior to the training and it has consisted of meeting the project organizers with the selected participants from their countries to introduce them better with the scope of the project, travel and logistical aspects and all other relevant aspects necessary to get participants prepared for the training as much as possible. In this turn, prior to the training, we have also organized a joint meeting of project partners with all the participants from the partner countries to meet and to get to know each other.

The day after the arrival of the participants, we have presented and explained to the participants the “Safe Space” policy which was basically a set of suggestions on how to feel comfortable and welcoming for the 7 days in the common space working together. We have also made a round of inquiry of the participants to better understand their needs or concerns they might have. This activities were provided by the project partner coordinators, along with the 1 designated national coordinator from the participants group.

In terms of the risk prevention and to keep everything under control, the project coordinators had meeting every morning before the start of the daily programme activities. These meeting served to address any issues appeared the previous day, and also to have a regular check up on how is, in general terms, everything proceeding, from the quality of the programme up to food preparation.

**Please detail how monitoring and/or support of participants were carried out during and after the main activity.**

This part relies very much on our “Safe Space” policy. We have really tried to provide a safe and comfortable environment for the participants to get the most out of the training, both in educational sense and in terms of the general emotional and psychological wellbeing. The project coordinators, along with the coordinators from the participants group, have had a regular daily exchange to be up to date with all the issues that have been raised, starting from the food, non-binary toilets issue, up to the issue noise in the late evening hours created by some participants.

In order to keep address and resolve such issues, before the learning activities, we would raise these issues and discuss on them with the participants and the implications of such a behaviour. Although issues have appeared, which was expected in some sense, we have managed always to get to the resolution of the problem. These issues were also a part of the learning process on how to share and exchange for 7 days in the big and diverse group of people.

#### 4.4. Monitoring and Evaluation

**How was the monitoring of the project carried out and by whom?**

Monitoring activities were performed every day on the regular meetings before the start of the daily programme activities. Everything from the previous day was revised, from the learning activities, feedback of the participants, issues which have arisen, behaviour of the certain participants, logistical aspects for the implementation of certain activity which have demanded different space or assets. All of this was monitored and revised every day prior to the official agenda of the day

**Please describe any problems or difficulties you encountered during the project and the solutions applied.**

There were two problems we have encountered during the project. One problem was related to the issue of non-binary toilets which has been perceived as a problem for the part of the trans-gender participants. This issue was raised and discussed upon the very first day when the affected participants complained about this issue. The resolution was simple. We have decided that everybody will use all the toilets without making division between man and women toilets.

The other problem which has appeared was that a group of participants was partying late in the evening which was bothering some other participants and they couldn´t sleep because noise. As in prior case, we have raised this issue collectively and discussed about it. This problem was slightly more complicated as it took a couple of days to get the understanding and compromise between participants what is acceptable in terms of the noise after 22.00 or 23,00. But, this also a very common situation when you are dealing with a big and diverse group of people, but in the end we have managed to find a compromise which was acceptable for all the participants

### 5. Activities

Please attach, in the section "Annexes" of this form, a detailed timetable of each of the implemented activities.

**Please describe how the planned activities were organised. What were the working methods used? How did you cooperate and communicate with your project partners and other relevant stakeholders? Please also indicate and explain the reasons for eventual changes between the activities you planned at application stage and those finally realised.**

**XXX**

DEEP-T main activity was a 7 day residential workshop aiming to provide informal education to young people on the European Green Deal as an overarching framework to deal with climate change and other relevant ecological and social topics and issues. Our approach uses the primary pedagogical tools of *ecological literacy* and *social ecology*. *Social ecology* offers a theoretical framework to redesign the interaction between humans, environment, and the living world in order. *Ecological literacy* through the lenses of social ecology means understanding economic, political and ecological processes as interconnected aspects and dynamics.

The educational approach of the activity was divided in 4 phases:

1) **discovering**: the activities under this group focus on understanding key concepts such as the various crises, the EU Green deal, getting to know each other and the place where we’ll live.

2) **engaging**: this phase is all about experiencing; be it through visiting of the local grassroots projects, or the collective elaboration of the learned concepts.

3) **transforming:** it’s about taking acquired tools and connections and using them to create something, in our case new projects to further our ecological and social values.

4) **evaluation:** means activities to critically assess what worked, what didn’t, dealing with conflict.

The daily schedule of the seminar was based on this approach. The first 5 days of the activity were oriented in Discovering and Engaging, contained mainly from presentations, workshops, talking circles, experiential learning exercises and hands-on activities. The last two days were focused on the transformation phase where participants in small groups had the opportunity to design their own project using the experience and tools provided during the first days. In the last day of the course, there were also evaluation activities including presentation of the designed project, recognising the YouthPass competences and creating a final evaluation cycle.

The daily schedule had two morning and two afternoon sessions. Each partner organisation was responsible to lead certain learning sessions based on their topics of interest.

Topics of the workshops were: Consensus decision making, Introduction to the EU Green Deal, Whole Systems Approach to Sustainability, Introduction to permaculture, Zero Waste Cities, Zero Waste Living, Agroecology and food production and Art for Social Change.

Various non-formal education techniques and practices were used among others as lecture, discussion, Q&A, presentation, structured group discussion, in pairs reflection, participatory design, interactive discussions, simulation games, work on the ground, theatre improvisation.

During the daily schedule there were included slots for assembly, reflection and evaluation. For the evaluation the methods used were: go-rounds, harvesting, summarising and synthesising, small groups work, energizers, group discussions, evaluation tools, feedback stations, individual reflection, debriefing in pairs or small groups, guided questioning and emotions sharing.

For the engagement with the local community, on the 5th day of the event there were two visits outside the training venue. In the morning there was a visit in the museum of Agricultural life “Cjase Cocèl”. In the afternoon Damatra in collaboration with an agency of professional nature guides, offered a walking tour to a high in biodiversity meadow ecosystem “Prati Stabili” in the area around Fagagna.

### 6. Participants' Profile

**Please describe the background and profile of the participants that have been involved in the project and how these participants were selected.**

**What were the barriers faced by the participants with fewer opportunities involved in the project?**

**If any, please outline the special/additional measures (special activity plans, accompanying persons, reinforced mentorship etc.) you put in place to cater for the specific needs of the participants with fewer opportunities and/or to support their participation.**

**XXX**

### 7. Learning Outcomes and Impact

#### 7.1. Learning Outcomes

**Please describe, for each activity implemented, which competences (i.e. knowledge, skills and attitudes/behaviours) were acquired/improved by participants in your project? Were these in line with what you had planned? If not, please explain.**

**If available, you can use the results of the participants' reports as basis for your description.**

Zelena Tranzicija – Agroeocology session

Agroecology is a scientific discipline and social movement for the transformation of our currently unsustainable food production systems towards sustainable and resilient food production systems.

On this activity realized by Zelena Tranzicija, participants have had a chance to introduce themselves with the agroecology, it´s mission, values and fields in which agroecology is working on. By having the chance to learn about agroeocology, participants have acquired deeper understanding how the industrial food production systems is creating ecological consequences towards environment, how is creating economic injustice towards small producers of food and how the industrial food production is controlling the market and consumers choices and level of awareness. On the other hand, participants also had the chance to get acquainted how agroecology is working on solutions for the mitigation of the climate change done by industrial agriculture and how agroecology works on improving and regenerating ecosystems in which the agricultural production takes place

The knowledge on agroecology which has been acquired by the participants can serve them to better understand the connection between agriculture and food production and how they are connected to climate change and environmental consequences. Furthermore, this knowledge can serve to the participants to improve their food consumption habits by eating loca organicl food, which supports local economy and small farmers in the market.

**Have all the participants received formal recognition for having taken part in the activities?**

**YES – we need to mention the Youthpass (Christos)**

**If any, please describe, for each activity, the methods used to support reflection and documentation of the learning outcomes (e.g. through reflections, meetings, monitoring of learning outcomes)?**

As mentioned before, we didn´t use any academic methods to document the learning outcomes of the participants. Our approach was horizontal and open learning space based on the exchange among participants and educators. In that sense, we have relied on the feedback of the participants which occurred during the discussion during and after each learning session. Along that, the educators have had every morning a meeting before the learning session to exchange and evaluate the progress of the participants learning outcomes.

### 8. Impact

**Please describe any further impact on the participants, participating organisations, target groups and other relevant stakeholders.**

This project has impacted both educators/organizers and participants in terms of the deep and constructive learning processes which occurred during the whole 7 days of the training. It has moved up our expectations on the notion of what can be achieved when working with the youth in the enabling environment while taking effort and care for them to feel welcome and invited to participate in the joint co-creation of learning process and human bonding

This as a result has created a strong base for the next project through which we can explore and go deeper with this learning format. Based on experiences from this project, we believe that the next project can open the space to really co-create a learning environment with the participants and to use the skills, knowledge and experiences of both educators and participants to create a deeply immersive and engaging learning methodology for the youthwork.

**To what extent have the participating organisations increased their capacity to co-operate at European/international level?**

Based on the objectives that we set for the DEEP-T Project, we were aiming to enable young people, especially those with fewer opportunities, to participate and organise relevant educational events promoting EU Citizenship, EU awareness and democracy and environment and climate change. We are also aiming to engage refugees and immigrants in the European educational context by involving them in our residential training activity.

We perceive that this Youth Exchange was beneficiary for all our partner organisations to cooperate at a European level. As each one of our patterns had different qualities and capacities to share.

On the EU level, our project established a good practice model for youth inclusion and education in the related topics. The practices and experiences gathered by the participants during the project have been accumulated in our creative intellectual outputs and the use of this high quality material can be used by our organisations and other civil society organisations to use them in designing other educational activities for social change. This project is designed to inspire and engage youth on the subjects that matter and which are important for the development of positive values and solutions which will contribute to successful achievement of the EU Green Deal goals.

The dissemination of the results of the training on the internet and in the networks of

participants and organizations resulted in a scaling-up of expected impacts from local and regional level to national and European level.

Both the organisations and the participants increased our capacity of cooperating at a European/International level, reinforcing our competences of the Erasmus+ programme and recognising them through the process of YouthPass certificate.

Non Hierarchical

The Deep Commons Conference

start changing

Eco Creative Cultures

**Please describe the wider impact of the project at local, regional, national, European and/or international levels.**

**XXX**

### 9. Dissemination of Project Results

**Which results of your project were worth sharing? Please provide concrete examples.**

Results worth of sharing are for sure “DEEP-T” handbook we have created together with the participants which can be used as a guide for other organizations on how to create an meaningful and enabling learning environment. There is also a inspirational video which highlights certain moments from the training which is worth sharing as an example what participants can create when they are guided and motivated adequately

**Please describe the activities carried out to share the results of your project inside and outside participating organisations. What were the target groups of your dissemination activities?**

For the dissemination, we have used our organizational social media channels. Some organizations have promoted and talked about the results of this project on their local level meetings and workshops as a good practice example.

Federico mention the DEEP Commons on which you have presented the DEEP-T

**If relevant, please describe the activities carried out to promote the Erasmus+ Programme and ensure visibility of the programme. What were the target groups, frequency of those activities?**

**XXX**

**If applicable, please give examples of how the participants have shared their experience with peers within or outside your organisation.**

**XXX**

**If applicable, please give examples of how the organisations have shared their experience with other organisations.**

**XXX**

### 10. Future Plans and Suggestions

**Do you intend to continue cooperating with your partners in future projects?**

**Yes**

**Please explain how.**

**XXX**

**Please provide any further comments you might wish to make to the National Agency or the European Commission on the management and implementation of Erasmus+ projects under the Key Action "Learning Mobility of Individuals".**

**XXX**

### 11. Budget

**Please describe for each activity type the nature of the costs incurred.**

**XXX**