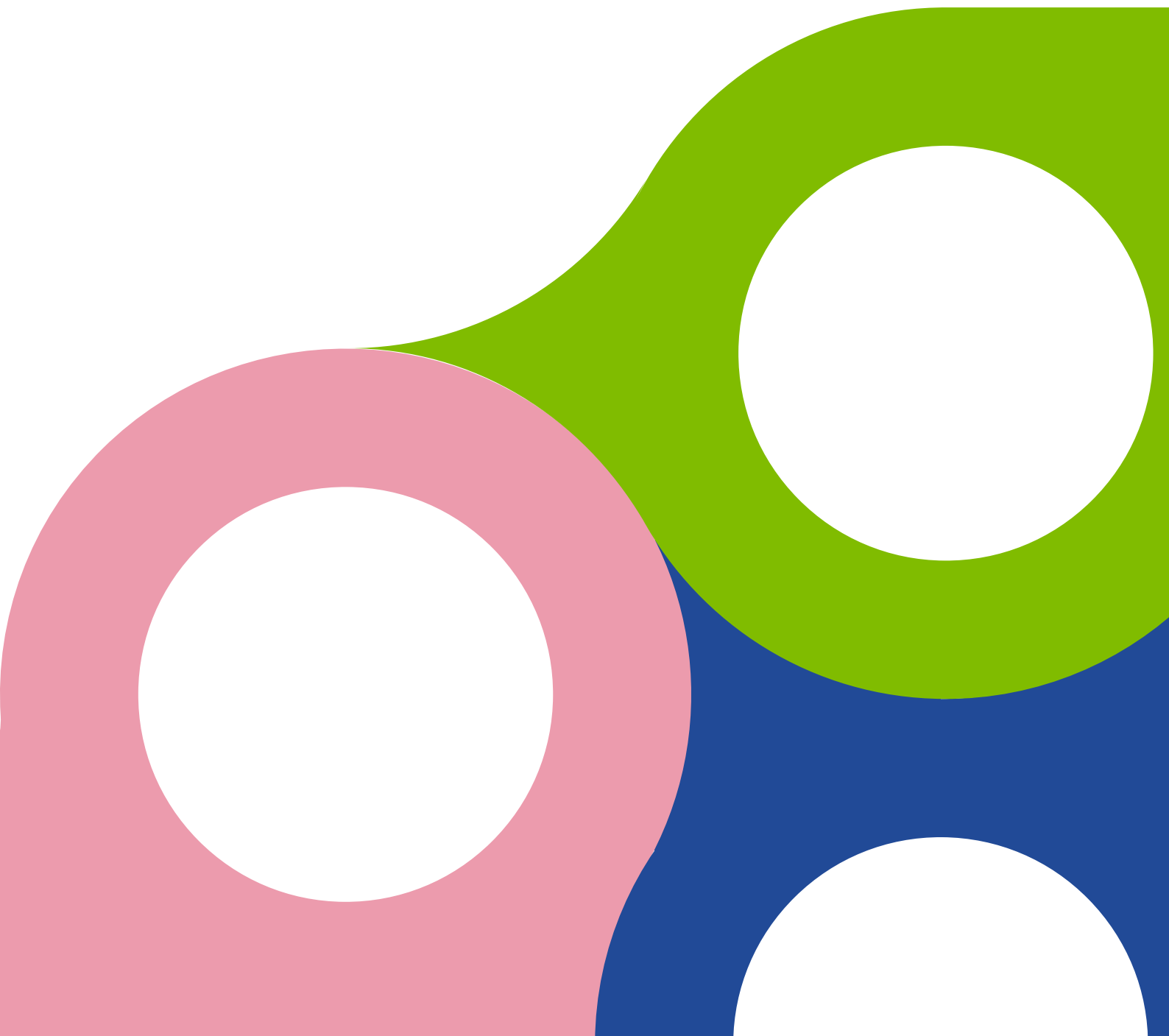


# „GREEN POWER” REPORT



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## Introduction

European documents and educational programs often refer to creativity and critical thinking skills as key competencies necessary for personal development, active citizenship, social integration, and employment. Although several documents may define these concepts slightly differently, there is general agreement on their importance and role in the education and development of young people.

Creativity is often defined as the ability to generate or recognize ideas, alternatives, or possibilities that are useful for problem-solving, communicating with others, and entertainment. In the context of Europe-



an educational programs, creativity is understood as a key competency that enables young people to think in innovative ways, find novel solutions, and adapt to changing circumstances. Critical thinking skills relate to the ability to think logically, analyze, and evaluate arguments and evidence. They also involve the capacity to identify errors in reasoning, argumentation, and thought processes. In European policy documents and educational programs, critical thinking skills are seen as essential for personal development, education, active participation in democratic society, and the labor market.

In 2018, the European Union updated the European Key Competence Framework, recognizing creativity and critical thinking as two of the eight key competencies needed by every citizen for personal fulfillment, development, social integration, and employment. This framework emphasizes that creativity and critical thinking are crucial for innovation and social and economic development in Europe. European documents and programs view creativity and critical thinking as foundational for adapting to a rapidly changing world, innovation, and active participation in social and professional life. These definitions highlight the ability to think outside conventional frameworks, critically analyze information, and create new solutions and ideas. Young people not only experience the unfair impact of the climate crisis, which they



did not cause, but they are also often the ones calling for and creating climate action. According to the OECD, the consequences of the climate crisis are global, complex, and connected to critical impacts across various areas. Young people need not only a detailed understanding of the science behind climate change and its consequences but also high levels of creativity and critical thinking skills to apply this knowledge in generating and evaluating ideas for mitigation, adaptation, and action. Creativity and critical thinking are extremely important skills in complex, globalized, and increasingly digital economies and societies. These two competencies are crucial for innovation, adaptation, and effective problem-solving, which are important in every industry and at every level of employment.



# Programs Supporting the Development of Young People

In Europe, there are many programs supporting the development of young people, particularly in enhancing creativity and critical thinking skills. These initiatives are often supported by EU institutions, non-governmental organizations, and the private sector.

1. **Erasmus+** is the flagship EU program for education, training, youth, and sport. It provides young people with opportunities to study abroad, undertake internships, and participate in youth exchanges and volunteer projects that promote the development of soft skills, including creativity and critical thinking.
2. **The European Solidarity Corps** is an EU initiative that enables young people aged 18 to 30 to participate in volunteer or solidarity projects across Europe. These projects often focus on social and environmental challenges, fostering creativity and critical thinking among participants.
3. **Youthpass** is a tool for recognizing non-formal and informal learning in projects carried out under the Erasmus+: Youth in Action program. It allows young people to document and reflect on the skills they have acquired, including creativity and critical thinking.
4. **EIT Climate-KIC Young Innovators** is a program of the European Institute of Innovation and Technology (EIT) focusing on education in innovation and entrepreneurship for young people, with an emphasis on climate change challenges and sustainable development.
5. **The European Youth Foundation (EYF)** funds youth projects that promote democracy, human rights, intercultural cooperation, and the development of young people's skills, including creativity and critical thinking.
6. **E-learning Platforms:** There are many European e-learning platforms offering courses and educational materials that help develop various skills. Platforms such as Coursera, EdX, and FutureLearn offer courses in creativity, innovation, critical thinking, and more, often in partnership with renowned European universities.

These programs aim not only to develop specific skills but also to promote openness, tolerance, and intercultural understanding among young Europeans.



# The importance of creativity

Creativity is the driving force behind innovation and development. It is crucial for developing unique green ideas that can lead to eco-friendly innovations and production. In the face of rapid technological changes and the continuous need for process optimization, organizations increasingly rely on the creative skills of their employees to create new products, services, or methods that distinguish the company from its competitors. Creativity enables companies to stay ahead of market changes by presenting unique solutions that better meet customer needs and are more environmentally sustainable. For instance, in sectors such as green technologies, creativity allows for the design of products that better utilize natural resources and minimize negative environmental impact.

## Creativity is important for:

### Problem Solving

**Innovative Solutions:** Creativity allows individuals and organizations to generate novel solutions to complex problems. It aids in out-of-the-box thinking and finding effective ways to overcome challenges.

**Adaptability:** Creative thinking enables people to adjust to changing circumstances and find flexible solutions in uncertain or dynamic environments.

### Personal Development

**Self-Expression:** Creativity provides a means for self-expression, allowing individuals to convey their thoughts, feelings, and ideas in unique and authentic ways.

**Mental Well-being:** Engaging in creative activities can reduce stress, improve mood, and enhance overall mental health. It offers an outlet for relaxation and emotional release.

### Economic Growth and Innovation

**Competitive Advantage:** Organizations that foster creativity are often more innovative, leading to new products, services, and processes that can provide a competitive edge in the market.

**Economic Development:** Creative industries such as technology, entertainment, and design contribute significantly to economic growth and job creation.

### Cultural and Social Impact



**Cultural Enrichment:** Creativity leads to the creation of art, music, literature, and other cultural artifacts that enrich society and preserve cultural heritage.

**Social Change:** Creative thinking can drive social change by challenging the status quo and proposing new ways to address social issues such as inequality, environmental sustainability, and human rights.

### Workplace Efficiency and Satisfaction

**Enhanced Processes:** Creative thinking can streamline processes, making them more efficient and effective, leading to cost savings and better resource utilization.

**Employee Engagement:** Workplaces that encourage creativity typically experience higher employee engagement and satisfaction. It makes work more interesting and fulfilling, leading to increased productivity and retention.

### Technological Advancement

**Innovation:** Creativity is fundamental to technological progress. It drives the development of new technologies and the refinement of existing ones, advancing fields such as medicine, engineering, and information technology.

**Problem Identification:** Creative individuals can identify potential issues with current technologies and envision innovative ways to address them.

Creative thinking is a dynamic and non-linear process involving the generation of new ideas, approaches, and solutions. The process of creative thinking includes the following stages:

#### Preparation

**Gather Information:** Research and collect relevant data, knowledge, and resources related to the problem or challenge.

**Understand the Problem:** Clearly define the problem or goal. Ask questions to understand all aspects and dimensions of the issue.

#### Incubation

**Take a Break:** Step away from actively thinking about the problem. Engage in unrelated activities to allow your subconscious to process the information.

**Relax and Reflect:** Let your mind wander and relax. This stage helps in making connections that are not immediately obvious.



## Insight

**Aha Moment:** This is when a new idea or solution suddenly becomes clear. It often results from the subconscious connecting various pieces of information. **Record Ideas:** Immediately write down or note these insights, as they can be fleeting.

## Evaluation

**Feasibility Assessment:** Critically evaluate the new idea or solution. Consider its feasibility, potential impact, and any possible challenges.

**Seek Feedback:** Share the idea with trusted colleagues or mentors to obtain constructive feedback and different perspectives.

## Development

**Refine the Idea:** Develop and refine the idea. This may include creating prototypes, detailed plans, or simulations.

**Address Weaknesses:** Identify any flaws or weaknesses in the idea and work on improving them.

## Implementation

**Action Plan:** Create a detailed action plan for implementing the idea. Outline the steps, required resources, and timelines.

**Execute:** Put the plan into action, monitoring progress and making necessary adjustments.

## Review

**Analyze Results:** Evaluate the outcomes of the implemented idea. Determine if it effectively addressed the initial problem.

**Learn and Iterate:** Reflect on what worked well and what didn't. Use these insights to further refine the idea or inform future creative processes.

## Techniques for Developing Creative Thinking:

**Brainstorming:** Involves generating a large number of ideas in a group without immediate judgment. Later, these ideas are refined and evaluated.

**Mind Mapping:** Visualizes connections between ideas using diagrams or mind maps.

**SCAMPER:** A technique that encourages thinking about how to Substitute, Combine, Adapt, Modify, Put to another use, Eliminate, or Reverse aspects of an existing situation or product.





Role Playing: Involves trying on different perspectives to gain new

Lateral thinking: based on questioning assumptions and thinking about problems in an unconventional way.

As a result of expert meetings and exchange of experiences, the partners created a mind map structure that covers key areas related to the creativity of young people:

As a result of the work, the partners have added an additional element on green creativity to the mind map to highlight how the creativity of the young generation can be

a key element in achieving sustainable development, both at the local and global level. This also shows that creativity is not

limited to traditionally perceived artistic or technological fields, but is essential in every aspect of combating

environmental and social challenges.



# The Importance of Critical Thinking

Critical Thinking is the ability to think logically, allowing for an independent evaluation of information, arguments, and claims to make informed decisions or form well-considered conclusions. It is a key skill that facilitates a deeper understanding of issues, occurrences, and relationships between different elements. The process of critical thinking involves:

1. **Analysis:** This is the process of breaking down a complex problem into smaller, more manageable parts to make it easier to understand. In the context of critical thinking, analysis allows for the identification of key elements of arguments, recognition of their structure, and understanding of the relationships between them. A critical thinker examines various aspects of a topic by asking questions such as:
  - What are the main arguments and claims?
  - What information is presented as support for these arguments?
  - Are there other data or evidence that might affect the understanding of the issue?
2. **Evaluation:** This is the process of assessing the credibility and value of the information and arguments presented in a discussion or analysis. Critical thinking requires evaluating the sources of information, recognizing bias, false premises, and logical errors. Key questions to consider during evaluation include:
  - Are the sources of information reliable and objective?
  - Are the arguments supported by appropriate evidence?
  - What alternative interpretations of this data might exist?
3. **Synthesis:** In the context of critical thinking, synthesis involves integrating various pieces of information and perspectives to formulate a coherent conclusion or new perspective. This process combines diverse elements into a logical whole, potentially leading to new insights or understanding. During synthesis, a critical thinker might create new connections, notice previously overlooked relationships, or develop innovative solutions. Helpful questions in the synthesis process include:
  - How can these pieces of information be combined to better understand the issue?
  - What conclusions emerge from the combination of these data?



- What new approach might be proposed based on this analysis?

Critical thinking is a dynamic process requiring ongoing contemplation, questioning, and re-evaluation. It is essential in education, professional work, and daily life as it enables informed and thoughtful decision-making. Developing this skill is crucial for effectively handling challenges in the modern world.

Critical Thinking is especially valuable for young people entering adulthood filled with complex decisions, external influences, and challenges. Understanding why critical thinking is essential can be viewed through several lenses: decision-making, resistance to manipulation, and understanding complex problems.

1. **Decision-Making:** Critical thinking allows young people to make thoughtful and well-reasoned decisions. Instead of relying on impulses or unverified information, critical thinking encourages analyzing available data, considering different options, and predicting potential outcomes. This leads to more informed decisions and reduces susceptibility to errors, which is vital in many aspects of life—from education to career choices and personal finances.
2. **Resistance to Manipulation:** In times when young people are constantly exposed to a flood of information, which often contains misinformation or manipulation, critical thinking helps them identify the credibility of sources, analyze the intentions of information providers, and distinguish facts from opinions. This skill is particularly important in the age of social media and proliferating conspiracy theories. By developing critical thinking, young people become less susceptible to manipulation and more resilient to attempts to influence their decisions and beliefs by others or organizations.
3. **Understanding Complex Problems:** The modern world is characterized by complex problems, such as climate change, social inequalities, and international conflicts. Critical thinking is necessary to adequately understand and address these issues. It allows for breaking down complicated issues into more understandable parts, identifying causal relationships, and constructing solutions based on logical reasoning and data. This enables young individuals to not only better understand the world they live in but also actively and effectively participate in shaping it.

Critical thinking is fundamental for developing independent, informed, and active citizens capable of wisely directing their own lives and acting responsibly in society. For young people facing choices that shape their future, this skill is absolutely essential.



Effective Critical Thinking Requires a Set of Skills, including:

4. Asking the Right Questions: Asking the right questions is the foundation of critical thinking. This skill allows for deeper exploration of a topic, identifying gaps in information, and understanding context and possible consequences. Good questions should be:

Open-ended: Questions that promote discussion and require more detailed answers than just „yes” or „no”.

Focused: Concentrated on a specific aspect of the problem, allowing for a more precise understanding.

Critical: Questions that require analysis, comparison, and evaluation of different perspectives or solutions.

Logical Analysis of Arguments: Logical analysis is the ability to assess arguments for their coherence, structure, and factual basis. It involves distinguishing facts from opinions and identifying logical errors and biases. This includes:

Recognizing logical fallacies (e.g., false cause, straw man, ad hominem): These can mislead and weaken arguments.

Evaluating the credibility of sources: Checking whether the sources of information are reliable, current, and neutral.

Comparing arguments: Weighing different perspectives and counterarguments to assess which side is more convincing.

5. Effective Problem-Solving: Problem-solving is the skill of identifying key aspects of a problem, generating solutions, assessing their effectiveness, and implementing the best option. It requires:

Identifying the problem: Understanding what the source of the problem is and its main features.

Developing strategies: Creating an action plan that considers available resources and constraints.

Generating alternatives: Using creative thinking to come up with different possible solutions.

Evaluating solutions: Analyzing the potential impacts of each solution in the short and long term.

Implementing and assessing results: Implementing the chosen solution and monitoring its effects to evaluate whether the problem has been effectively solved.



6. Reflection: A key skill in critical thinking is reflection, the ability to think about one's own conclusions, evaluate the effectiveness of one's thinking, and correct errors if necessary. Reflection allows for continuous improvement of the thinking process by analyzing what was successful and what could be done better.

These skills create a solid foundation for anyone wanting to effectively apply critical thinking in their daily and professional lives.

Developing Critical Thinking Skills in Young People is crucial both in educational contexts and everyday life situations. Supporting tools and methods include:

Formal Education:

- **Debates and Classroom Discussions:**

Organizing debates on various topics allows students to analyze issues from different perspectives, formulate arguments, and defend their positions. This effectively develops analytical skills as well as the ability to listen and respond to others' arguments.

- **Case Studies:**

Analyzing real-life case studies helps students apply theory in practice. Solving real-world problems through critical thinking is an excellent way to develop this skill.

- **Simulations and Strategic Games:**

Games like chess or business simulations require planning, anticipating opponents' moves, and adapting strategies in response to changing circumstances, which fosters critical thinking.

- **Research Assignments and Projects:**

Tasks that require independent research, data analysis, and drawing conclusions promote the development of critical thinking skills. Group projects also teach collaboration and communication.

### **In Daily Practice:**

- **Reflective Journals:**

Keeping a journal where young people can analyze their experiences, decisions, and feelings helps develop reflective and self-assessment skills.

Reading Comprehension and Text Analysis:

Encouraging reading a variety of materials (books, articles, essays) and critically analyzing them can enhance the ability to evaluate arguments



and understand complex content.

- **Critical Media Analysis:**

Teaching young people to critically approach media content prepares them to identify bias, false information, and manipulation.

Board Games and Logical Puzzles:

Games such as „Catan”, „Carcassonne”, or logic puzzles like Sudoku or mathematical riddles can develop analytical and strategic thinking skills.

Family Debates and Discussions:

Regular discussions on various topics at home can encourage forming and arguing one’s opinions, as well as listening to and understanding others’ perspectives.

Implementing these methods and tools in the educational and daily lives of young people can significantly contribute to the development of their critical thinking skills, which is crucial for their future success in both professional and personal life.

Critical thinking is the ability to think logically, analyze facts, and assess their relevance and credibility in the context of a given problem. It is invaluable in an environment where employees must continuously evaluate changing information, make thoughtful decisions, and solve complex problems. In an information era where access to data is almost limitless, critical thinking is essential for selecting and interpreting information in a way that supports purposeful action and avoids errors resulting from misinformation or manipulation.

Critical thinking can help young people become more responsible and actively participate in creating a sustainable world. Specifically, developing critical thinking will help them move beyond passive understanding of sustainability concepts. It will aid in developing skills for reflection and evaluation of theories and assumptions.

In a global context, where companies operate in diverse markets, critical thinking helps understand and effectively respond to complex economic, social, and cultural challenges. Employees who can critically assess situations are better able to adapt company strategies to local conditions, anticipate potential issues, and propose solutions that minimize risk.



# The Complementary Nature of Creativity and Critical Thinking

Creativity and critical thinking are skills that complement each other. Creativity enables the generation of innovative ideas, while critical thinking allows for their evaluation and effective, responsible implementation. Employees who possess both the ability to generate creative ideas and critically assess them are incredibly valuable to any organization because they can transform innovative concepts into real, functional solutions.

As a result, developing these skills among employees is a strategic investment that yields long-term benefits such as improved adaptability, increased competitiveness, and enhanced capacity for innovation, ultimately leading to greater value and sustainability for the company in the market.

Additionally, the transition to a low-emission economy will increase demand for certain tasks while reducing the demand for others. It will also lead to changes in tasks within existing roles and create new professions with new skill profiles or qualifications. Thus, the greening of the economy will drive changes in the demand for specific skills in the labor market, known as the demand for „green skills.”

The United Nations Industrial Development Organization (UNIDO) holds that to effectively perform duties related to so-called green jobs, soft skills such as creativity and critical thinking—referred to as „future skills”—will be essential.



## „Future Skills” - Green Jobs

The topic of future skills in the context of green jobs is highly relevant and significant given global ecological trends and the increasing awareness of the need for environmental protection. With the shift towards a sustainable economy, new professions are emerging, and existing ones are evolving, requiring workers to adapt and develop new skills. Below are key skills that will be important in the context of green jobs and the new career opportunities this change is opening.

### Key Future Skills in Green Jobs

- **Understanding Sustainable Development:** Workers need to understand what sustainable development means, its pillars (economic, environmental, social), and how these principles can be implemented practically at various levels of activity.
- **Innovation and Creativity:** Developing new solutions and products that minimize environmental impact requires a creative approach to problem-solving and thinking outside traditional frameworks.
- **Critical Thinking:** The ability to analyze and evaluate information from various sources is crucial for effectively responding to changing environmental and regulatory conditions.
- **Sustainable Project Management:** Knowledge of tools and methods for managing projects with an emphasis on energy efficiency, waste minimization, and resource maximization.
- **Technical Skills Specific to the Industry:** Depending on the sector, technical skills may include designing and installing renewable energy systems, clean transport technologies, natural resource management, or biological agriculture techniques.
- **Communication and Collaboration:** Effective communication and collaboration with others, both within and outside the organization, to achieve sustainable goals.

The Green General Skill Indicator developed by UNIDO identifies four groups of professional tasks that are particularly important for green jobs:

- **Engineering and Technical Skills:** Hard skills related to designing, constructing, and evaluating technologies, typically handled by engineers and technicians. This expertise is needed for green buildings, renewable energy design, and R&D projects focused on energy savings.
- **Scientific Skills:** Competencies derived from broad knowledge resources essential for innovative activities, such as physics and biology. These





skills are highly sought after across value chains and in public utility sectors providing basic services like water, sewage, and electricity.

- **Operational Management Skills:** Know-how related to organizational changes needed to support green activities and an integrated view of the company through life cycle management, lean production, and collaboration with external actors, including customers.
- **Monitoring Skills:** Technical and legal aspects of business activities that fundamentally differ from engineering or scientific competencies. They involve skills necessary for assessing compliance with technical criteria and legal standards.

### New Career Opportunities

- **Renewable Energy Specialists:** Designers, installers, and technicians for systems such as photovoltaics, wind, or geothermal energy.
- **Sustainability Analysts:** Experts analyzing the environmental impact of business activities and developing strategies to minimize this impact.
- **Eco-design Engineers:** Specialists designing products and services sustainably, focusing on efficiency, recycling, and waste minimization.
- **CSR (Corporate Social Responsibility) Specialists:** Individuals responsible for implementing and overseeing corporate social responsibility strategies, including environmental aspects.
- **Urban Planning and Spatial Planning with a Focus on Sustainability:** Planners and landscape architects focused on creating sustainable, eco-friendly urban spaces.

There is no single widely accepted definition of green jobs. Various definitions refer to different aspects of the green economy:

- **International Labour Organization:** Green jobs are those that contribute to protecting or restoring the environment, whether in traditional sectors like manufacturing and construction or in new emerging green



sectors such as renewable energy and energy efficiency.

- United Nations Environment Programme (UNEP): Green jobs are positions in agriculture, manufacturing, construction, installation and maintenance, as well as in scientific, administrative, and service activities that significantly contribute to preserving or restoring environmental quality.
- Organisation for Economic Co-operation and Development (OECD): Activities that involve the production of goods and services to measure, prevent, reduce, minimize, and correct environmental damage to water, air, and soil, as well as issues related to waste, noise, and ecosystems. This includes technologies, products, and services that reduce environmental risk and minimize pollution and resource use.

Combining these definitions, green jobs contribute to a sustainable environment by:

- Protecting or restoring ecosystems and biodiversity
- Reducing resource consumption and inefficiencies
- Decarbonizing the economy
- Minimizing or eliminating all forms of waste and pollution

In this context, green jobs encompass roles that produce goods or provide services beneficial to the environment, such as green buildings or clean transport, or roles that contribute to more environmentally friendly processes, such as reducing water consumption or improving recycling systems, while generating and supporting human well-being.

An important aspect of this definition is that green jobs must also be free from discrimination. Decent work must provide equal opportunities for men and women to obtain productive employment under conditions of freedom, equality, security, and human dignity.

In summary, green jobs are positions in green enterprises that significantly contribute to maintaining or restoring environmental quality and avoiding future damage to Earth's ecosystems while generating and supporting human well-being.

### Critical Thinking and Creativity in Future Jobs

Critical thinking and creativity are extremely important in future professions, especially in the context of the green transition. Developing and applying these skills allows for more effective and innovative approaches to environmental protection and sustainable development.



## Solving Complex Problems

The green transition involves complex challenges such as changing energy consumption patterns, reducing greenhouse gas emissions, and ensuring sustainable development. Critical thinking is essential for analyzing these issues from various perspectives, evaluating diverse data, and creating effective strategies. This enables decision-making based on solid analytical foundations, which is crucial in the transition process.

### Examples of Careers:

- **Sustainability Expert:** Professionals developing strategies for organizations to minimize negative environmental impacts and maximize operational efficiency.
- **Urban Planner/Spatial Planner:** Specialists planning cities and regions with consideration for sustainable development, natural resource management, and urban infrastructure.
- **Environmental Change Analyst:** Individuals analyzing data related to climate change, environmental pollution, or energy efficiency to develop effective strategies and solutions.

## Innovation and Development of New Technologies

- Creativity is the driving force behind innovation, which fuels the development of new technologies and solutions within the green transition. Creative thinking enables the invention of novel solutions, such as sustainable building materials, energy-efficient technologies, or innovative recycling methods. Creativity allows for breaking away from traditional frameworks and exploring new possibilities, which is essential for finding effective responses to ecological challenges.

### Examples of Careers:

- **Renewable Energy Engineer:** Professionals designing and implementing technologies using solar, wind, hydro, or other renewable energy sources.
- **Eco-materials Designer:** Specialists creating new, sustainable materials that can replace traditional products with a larger carbon footprint.
- **Environmental Biotechnology Engineer:** Individuals working on developing biological technologies such as bioenergy or biodegradable materials that support sustainable development.

## Adaptation to Rapidly Changing Realities

- The green transition requires flexibility and adaptation to a dynamically



changing environment. Critical thinking helps anticipate changes and respond appropriately, while creativity enables finding new paths and solutions in crisis situations or new challenges. These skills are crucial in future professions where continuous development and change are the norm.

### Examples of Careers:

- **Climate Adaptation Specialist:** Experts developing adaptive strategies for cities, regions, or businesses in response to climate change.
- **Environmental Risk Manager:** Professionals assessing and managing risks related to environmental changes affecting business operations.
- **Water Resources Planner:** Specialists managing water resources and planning for droughts and floods in the context of climate change.

### Effective Communication and Collaboration

- In the green transition, effective communication of ideas and collaboration between different sectors and disciplines is crucial. Critical thinking is needed to analyze and present information in a way that is understandable to all stakeholders, while creativity enables the creation of convincing and innovative methods of communication.

### Examples of Careers:

- **Environmental Communication Specialist:** Individuals responsible for informing the public and stakeholders about environmental initiatives, sustainability principles, and eco-friendly actions.
- **Sustainable Project Coordinator:** Professionals managing projects related to the green transition, collaborating with various teams and stakeholders.
- **Environmental Negotiator:** Experts conducting international or local negotiations on environmental regulations, standards, and agreements related to environmental protection.

### Ethical and Sustainable Decision-Making

- Critical thinking allows for a deeper understanding of the ethical implications of various actions and technologies, which is important in the context of sustainable development. This enables making decisions that are not only effective but also socially and environmentally responsible.

### Examples of Careers:

- **Environmental Ethics Advisor:** Specialists evaluating corporate actions for their impact on the environment and local communities, ensuring



that these actions align with ethical principles.

- CSR Manager (Corporate Social Responsibility): Individuals responsible for implementing and monitoring corporate social responsibility strategies, including environmental aspects.
- ESG Analyst (Environmental, Social, Governance): Professionals analyzing corporate actions for their sustainability and impact on the environment and communities.

These careers illustrate how critical thinking and creativity are integral to professions in the green economy. Both skills enable professionals to tackle complex environmental challenges, innovate solutions, adapt to changing conditions, and communicate effectively, all of which are vital for advancing the green transition and ensuring a sustainable future.



## EXAMPLES OF TRAINING PROGRAMS:

Workshop Methods with Youth: presentations, discussions, knowledge quizzes, small group work, data analysis, case studies, brainstorming, project work, solution prototyping, debates, decision simulations, scenario analysis, planning workshops, fieldwork, local community engagement activities, evaluation surveys.

### I. Workshop Program: „Creativity in Green Jobs”

**Duration:** 6-8 teaching hours

**Participants:** students or young learners, early-career individuals, novice workers

**Workshop Goal:** The goal of this workshop is to develop creative thinking skills in the context of green jobs, enabling participants to approach environmental problems innovatively and effectively implement new, sustainable solutions in their future careers.

#### Learning Outcomes:

- Enhance abilities for critical and creative thinking.
- Acquire skills in designing and implementing innovative solutions in green jobs.
- Understand the role of creativity in sustainable development and green transformation.
- Develop teamwork skills for innovation in an ecological context.
- Use various creative thinking techniques to generate new, effective solutions.

#### Modular Program:

##### Module 1: Introduction to Creativity in Green Jobs

- Definition of creativity and its significance in green transformation: Discuss the concept of creativity and how it can contribute to innovations in sustainable development.
- Overview of green jobs and the role of creativity in these fields: Present the diversity of green jobs and explain how a creative approach impacts effectiveness in these sectors.
- Case studies where creativity has influenced green transformation:



Showcase specific examples where creativity in green jobs has led to significant environmental benefits.

## Module 2: Creative Thinking Techniques

- Methods and techniques for creative thinking: Explain and discuss various creative thinking methods, such as brainstorming, lateral thinking, SCAMPER.
- Practical workshops: Participants will work in groups, applying the discussed techniques to solve problems related to green transformation.
- Analysis of the effectiveness of different techniques: Discuss the effectiveness of the applied techniques in the context of green jobs.

## Module 3: Designing Innovations in Green Jobs

- Innovation design process: From idea to implementation — stages of creating innovative solutions in green jobs.
- Introduction to sustainable design: Discuss how to design products and services that are not only innovative but also sustainable.
- Practical project task: Participants develop concepts for sustainable products or services that could be introduced to the market.

## Module 4: Creative Collaboration and Communication

- Communication skills: Key skills needed for effective collaboration in teams working on green transformation.
- Building innovative teams in green jobs: Show the importance of understanding the diversity of skills and experiences within a team. Methods and techniques for teamwork that aid communication, conflict resolution, and project management.
- Group project simulation: Practical task where participants must collaboratively solve a problem related to green transformation.



## II. Workshop Program: „Critical Thinking in Green Jobs”

**Duration:** 6-8 teaching hours

**Participants:** students or young learners, early-career individuals, novice workers

**Workshop Goal:** The aim of this workshop is to develop critical thinking skills that will allow participants to more effectively solve problems and make decisions in green jobs, as well as critically evaluate related challenges and opportunities.

### **Learning Outcomes:**

- Develop analytical thinking and situational assessment skills.
- Identify, analyze, and solve problems related to green transformation.
- Understand the impact of critical thinking on effectiveness and innovation in green jobs.
- Increase ability to lead reasoned discussions and defend one’s viewpoints.

### **Modular Program:**

#### **Module 1: Basics of Critical Thinking**

- What is critical thinking and why is it important in green jobs? Participants will learn what critical thinking is and how it impacts decision-making and problem-solving in the context of green jobs. Critical thinking is essential for understanding and responding to complex environmental challenges, enabling the evaluation of information and creating sustainable solutions.
- Cognitive processes involved in critical thinking: analysis, synthesis, evaluation. Discuss cognitive processes that form the basis of critical thinking. Analysis breaks information into parts, synthesis reconstructs it into new wholes, and evaluation supports verification and assessment of different aspects of problems.
- Recognizing and avoiding logical fallacies and cognitive biases. Educate about common logical fallacies and biases that can distort thinking and lead to incorrect conclusions. Participants will learn how to identify and eliminate these cognitive traps.





## Module 2: Critical Thinking in Environmental Problem Analysis

- Methods for analyzing environmental problems: from identification to impact assessment. Present methodologies for analyzing environmental problems, from identifying the issue to assessing the potential impacts of proposed solutions. Participants will learn how to apply these methods to real cases.
- Case studies: analysis of real environmental problems and exploring possible solutions. Work with concrete case studies that illustrate the complexity and interdisciplinary nature of environmental challenges. Participants will analyze real scenarios and seek effective, innovative solutions.
- Tools and techniques supporting critical thinking in green jobs. Present tools and techniques that support critical thinking processes, such as mind maps, cause-and-effect diagrams, and decision analysis tools.

## Module 3: Decision-Making Processes in Green Jobs

- Critical thinking in decision-making processes: evaluating options, risks, and benefits. Detailed discussion on how critical thinking impacts decision-making processes, focusing on evaluating options, risk analysis, and considering benefits. Participants will learn how to make balanced decisions in a complex environment.
- Examples of sustainable decision-making in the green technology sector. Present real-life examples demonstrating how sustainable decision-making affects the green technology sector.
- Workshops: simulation of decision-making processes in teams. Interactive workshops where participants work in groups simulating decision-making processes. These exercises will help understand group dynamics and the impact of critical thinking on decision effectiveness.

## Module 4: Critical Thinking and Communication

- Argumentation and defending one's viewpoints. Develop skills for effective argumentation and defending one's positions, crucial in environmental debates and negotiations.
- Techniques for effective and persuasive communication supported by critical thinking. Teach techniques for effective communication supported by solid critical thinking, enabling participants to present their arguments in a convincing and reasoned manner.

Practical task: presentation of a solution to a chosen environmental problem. Conclude the module with a practical task where participants prepare and present their solutions to a real environmental problem, demonstrating both critical thinking and communication skills.



### III. Workshop Program: „Climate in Our Hands: How Science Influences Environmental Protection Actions”

**Duration:** 6-8 teaching hours

**Participants:** students or young learners, early-career individuals, novice workers

**Workshop Goal:** The goal is to develop creativity and analytical thinking skills among youth through the practical application of scientific knowledge in climate protection efforts. Participants will learn how a scientific approach can contribute to creating effective and innovative ecological solutions.

#### **Learning Outcomes:**

- Understand the fundamental causes of climate change and its impact on the environment.
- Analyze and evaluate different climate protection methods based on scientific evidence.
- Create and propose their own projects or initiatives aimed at reducing CO2 emissions and promoting sustainable development.
- Collaborate effectively in groups on environmental problem-solving.
- Use critical thinking skills to assess the credibility of climate information sources.

#### **Modular Program:**

##### **Module 1: Basics of Climate Change**

- Introduction to global warming and climate change: causes, effects, current research. Participants will gain foundational knowledge about global warming and climate change, including the causes (such as greenhouse gas emissions), effects (such as glacier melting or extreme weather events), and discussion of the latest climate research and data.
- Key concepts: greenhouse effect, Earth’s energy balance, biogeochemical cycles. Introduce participants to key concepts related to climate change, such as the greenhouse effect, how Earth’s energy balance works, and how biogeochemical cycles impact the climate.
- Review of scientific evidence for climate change. Presentation of scientific evidence supporting climate change, including temperature trends, changes in precipitation patterns, and ice core records.



- Discussion on major sources of greenhouse gas emissions. Discussion focusing on identifying major sources of greenhouse gas emissions, such as industry, transportation, agriculture, and energy, and their role in accelerating climate change.

### Module 2: Science in Service of Climate

- Overview of technologies and innovations supporting climate protection (renewable energy, CCS - Carbon Capture and Storage). Participants will learn about modern technologies and innovations that can help combat climate change, including renewable energy (solar, wind) and CCS technologies that capture and store carbon dioxide.
- Role of science in monitoring climate change and assessing human impact on the environment. Discuss how science helps monitor climate change and assess human impact on the environment through satellites, meteorological stations, and other measurement tools.
- Case study: analysis of specific extreme weather events. Analyze case studies of extreme weather events, their relation to climate change, and their impact on local communities and economies.

### Module 3: Critical and Creative Thinking

- How to identify credible sources of climate information? Educate on identifying and using credible climate information sources, such as reports from international scientific and environmental organizations.
- Analysis of misinformation about climate change. Analyze cases of misinformation and myths about climate change, teaching how to effectively debunk false information.
- Creative workshops: „design thinking” in climate protection practice. Workshops where participants use design thinking to develop creative solutions for combating climate change and minimizing its impacts.

### Module 4: Project Workshops - Creating Solutions

- Organizing local initiatives for sustainable development. Work on methods for organizing and conducting local initiatives that promote sustainable development and minimize climate impact.
- Planning and implementing a climate protection project in the local community. Participants will learn how to plan and implement specific climate protection projects in their communities, from conceptualization to execution.
- Group work on projects aimed at reducing CO<sub>2</sub> emissions in the local community. Practical group exercises where participants develop projects focused on reducing CO<sub>2</sub> emissions in their local communities.



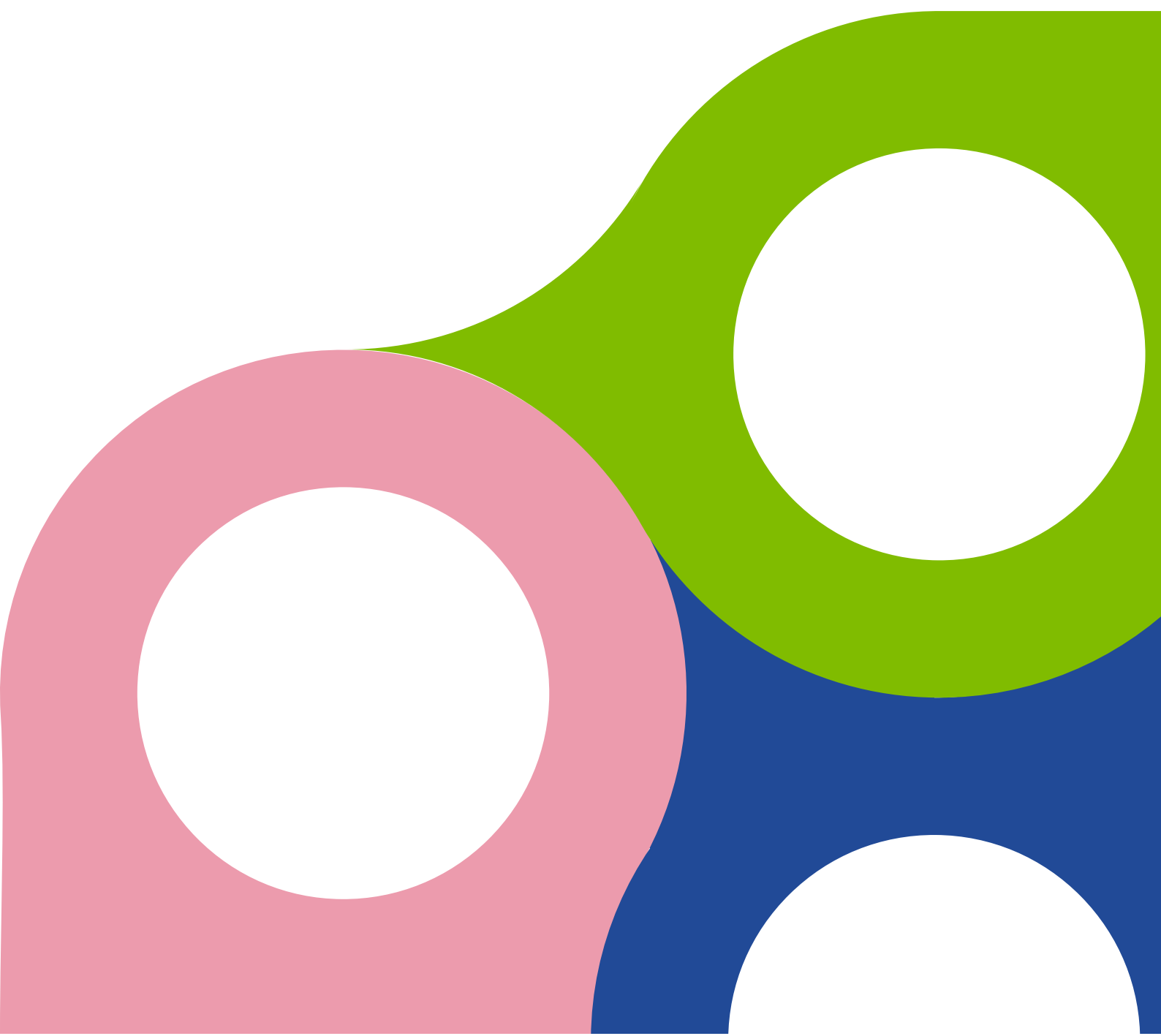
- Presentation of projects and discussion of their potential impact and implementation. Participants will present their projects, discuss potential impact and feasibility, and receive feedback from other participants and facilitators.

**Summary for Each Workshop:** These workshops will provide youth with both theoretical knowledge and practical skills necessary for active participation in climate protection and promoting sustainable development. The workshops focus on two key competencies: creativity and analytical thinking. All workshops should include a concluding session with a discussion on further development opportunities and project implementation. Participants should be asked to evaluate the workshops to provide feedback on their experience and learning outcomes.

Each participant should receive a certificate confirming participation in the workshops.



# GOOD PRACTICES COLLECTED DURING THE PROJECT



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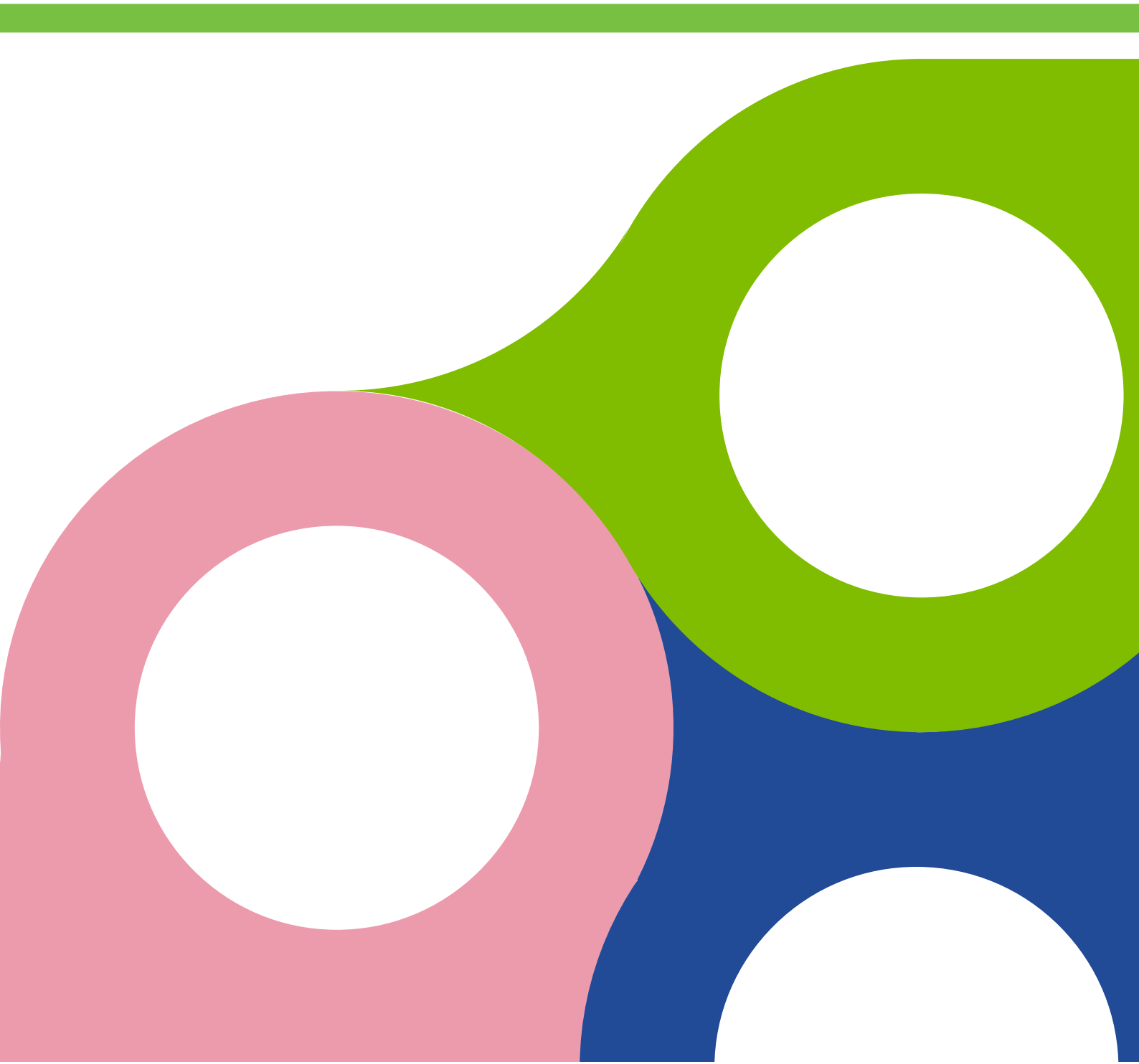


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# The Energy Cooperative Pogórze



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Local Action Group Dunajec-Biała, operating in 4 communes of the Tarnów county, i.e. Ciężkowice, Pleśna, Wojnicz and Zakliczyn, promotes the use of energy from renewable sources, including the creation of an Energy Cooperative called „Pogórze”, thus entering a new stage of building self-sufficiency in energy in the region and reducing CO2 emissions to the atmosphere, including care for the purity and quality of air in the region. The idea of the Energy Cooperative is in line with current trends of the so-called Green Energy.

At the centre of the activities of the Local Action Group Dunajec-Biała is the organisation of awareness-raising events for residents, including young people, of the Pleśna commune, neighbouring communes and the Małopolska region on the harmfulness to their health and the environment of air pollution and the deterioration of its quality as a result of the use of so-called „fossil fuels” while at the same time indicating alternative energy sources for heating buildings or cooking meals.



Source: <https://www.grupa.odrolnika.pl/> (30.04.2024)

Awareness is being raised about the idea of Energy Cooperatives, the use of photovoltaics and heat pumps as part of ongoing activities.

Promotion of the idea of the Energy Cooperative in the LGD Dunajec-Biała area, including renewable energy sources (pho-

tovoltaics, heat pumps) as an alternative to traditional sources of energy, „fossil fuels”, is carried out during events by means of a special Information Point on the Energy Cooperative, presentations and demonstrations of exemplary equipment and installations combined with numerous attractions at the stand in the open space, including a special exhibition consisting of 10 charts showing air pollution caused by the use of traditional sources of energy, the so-called „fossil fuels”. Another important activity is targeting the younger generation on the Internet, including social media, which allows information to reach the widest possible group of people.

Energy cooperatives are being formed in response to the various needs and challenges that can exist in the energy field. Here are some of the main reasons why people, including the younger generations who are open to novelty and new technologies, choose to form this type of cooperative:

- Energy autonomy: Energy cooperatives allow local communities to control their own energy source. They enable them to produce, distribute and manage electricity directly at the local level, increasing their independence from large suppliers and energy networks.
- Sustainable development: Increasing environmental awareness is leading people to look for alternative, greener energy sources. Energy cooperatives often focus on producing energy from renewable sources such as solar, wind or biomass, helping to reduce greenhouse gas emissions and environmental impact.
- Local economic development: The creation of energy cooperatives can stimulate the local economy by creating jobs, investing in energy infrastructure and generating income from local electricity production.
- Reducing energy costs: Through energy cooperatives, community members can



have access to electricity at a lower cost than when using traditional suppliers. The joint production and distribution of energy can result in savings for participants.

- Social participation: Energy cooperatives promote social participation and democratisation of the energy sector. They enable residents to actively participate in decisions about energy production, distribution and use, which promotes greater equity in access to energy resources.

Overall, energy cooperatives respond to the need for local control of energy, environmental care, economic development and social participation, creating an alternative energy model based on the principles of cooperation and sustainability.

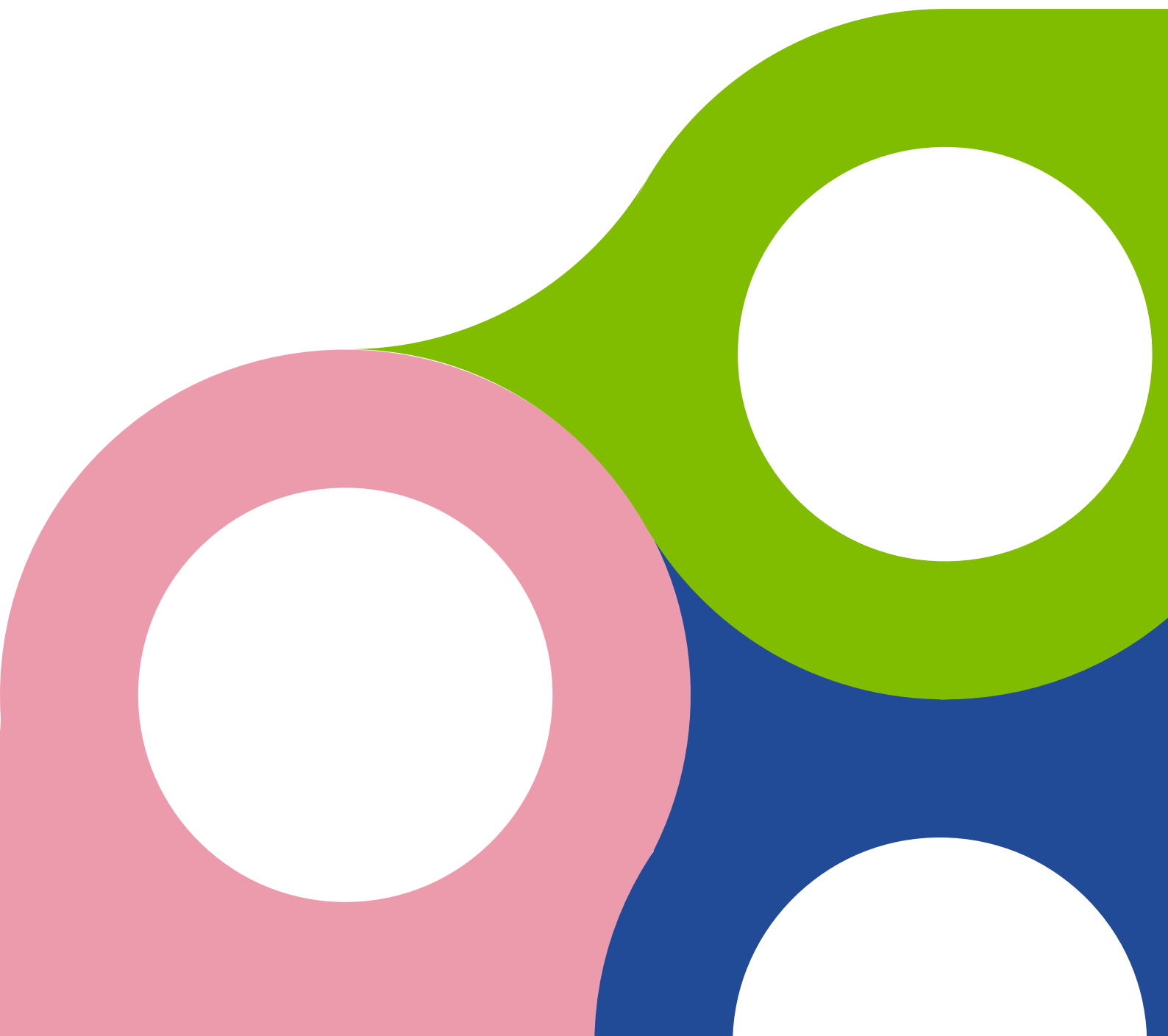
Finally, it is worth emphasising that the effectiveness of these initiatives depends on cooperation between the Local Action Group and local authorities, NGOs, young entrepreneurs and the inhabitants themselves. This proves that by acting together, significant changes for a better future and environment can be achieved. Dunajec-Biała Local Action Group shows that with commitment and the right tools, even a small community can have a big impact on its environment and inspire others.

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# Circular Economy in Parzęczew



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The Parzęczew commune, located in a picturesque part of the Łódź Voivodeship, is entering a new stage of its development with the recovery of city rights for the town of Parzęczew from January 1, 2024. This event is a milestone in the history of the commune, emphasizing its dynamic development and importance in the region.

At the heart of the activities of **the Parzęczew commune** is the implementation of the idea of the Circular Economy

(Circular Economy), which plays a key role in shaping the future of the local community. The Circular Economy, which is a response to contemporary ecological challenges, is based on the principles of sustainable use of resources and waste minimization. In Parzęczewo, this concept is reflected in numerous initiatives and projects that focus on effective management of raw materials, promotion of recycling and support for local ecological initiatives.



**Source:** <https://www.parzczew.pl/akcja-reakcja-podsumowanie/> (22.02.2024)

Investments in renewable energy sources, educational programs promoting ecological habits, and cooperation with entrepreneurs in the field of sustainable production are just some of the activities that Parzęczew undertakes to implement the Circular Economy. Thanks to these activities, the commune becomes a role model in the field of sustainable development, showing that care for the natural environment can go hand in hand with urban development.

One of the clear examples of the implementation of the circular economy idea is the “**Akcja Reakcja**” initiative. As part of this campaign, commune residents are encouraged to clean their village and properly segregate waste. Moreover, “**Akcja Reakcja**” is a response to the challenges resulting from excessive waste production.

There are more activities to protect the environment. The commune is one of 34 partners of the **FRONTSHIP** research and development project, implemented under the European Union program for scientific research and innovation - **Horizon 2020**. Its participants work on new, ecological technologies for the economy that use raw materials from waste such as plastics, food, wood, as well as process water and sewage. The project implements a circular economy model with a closed loop, in which waste will not be thrown away, but used many times. The municipality's involvement in the project includes con-

sultations with residents, providing data and formulating proposals for solutions on a local, regional and national scale.

New technologies also come with support for environmental protection and waste management activities. **The EcoHarmonogram** application, popular among commune residents, allows you to post announcements about exchanging or giving away unnecessary items and giving them a **"second life"** in the neighborhood. This solution not only helps keep homes tidy, but also actively supports the idea of sustainable resource management and waste minimization.



## Harmonogram odbioru odpadów w Twoim telefonie



pobierz tutaj



**Source:** <https://www.parzczew.pl/harmonogram-odbioru-smieci-odpadow-komunalnych/> (22.04.2024)

At the same time, village meetings are organized under the **"Action - exhibition"** initiative, encouraging the exchange of things. Both initiatives are an important tool in promoting ecological values, shaping a conscious approach to waste management and promoting the **"zero waste"** philosophy.

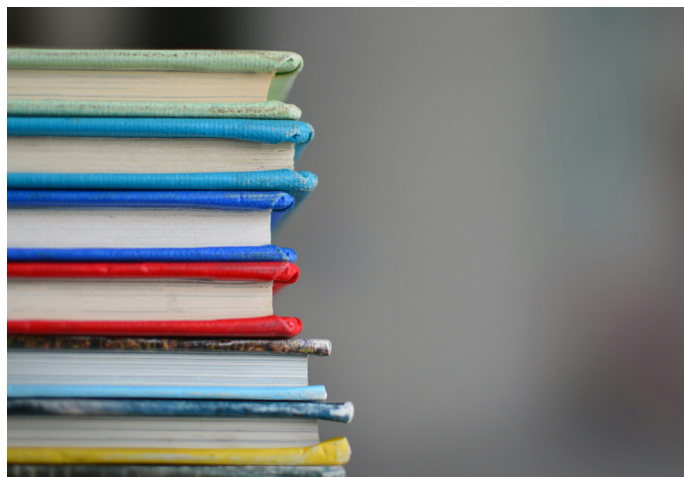
Although the amount of waste increases due to the development of the commune and the influx of residents, the commune continues to put energy into promoting the circular economy and selective collection. A Closed-Circuit Economy strategy is being created, the implementation of which will have a holistic impact on reducing the amount of waste generated and processing it into raw materials that will be repeatedly used in the economy.

Additionally, **the Parzczew commune** plans to support educational activities aimed at residents by organizing workshops and information meetings on ecology. The newly opened Regional Development Center (RCR) and members of the Ekohoryzont Association will be involved in educational initiatives. The aim of these initiatives is to increase ecological awareness and promote the active participation of the local community in environmental protection activities. By organizing workshops, educational meetings and information campaigns, **the Parzczew commune** is actively involved in the process of building ecological awareness, pointing out how small changes in everyday habits can have a big impact on the condition of the environment.

Finally, it is worth noting that the effectiveness of initiatives is the result of cooperation between local authorities and non-



-governmental organizations, enterprises and residents themselves. This is proof that by working together we can achieve significant changes for a better future and the environment. **The Parzęczew commune** shows that with commitment and appropriate tools, even a small community can have a great impact on its surroundings and be an inspiration for others.



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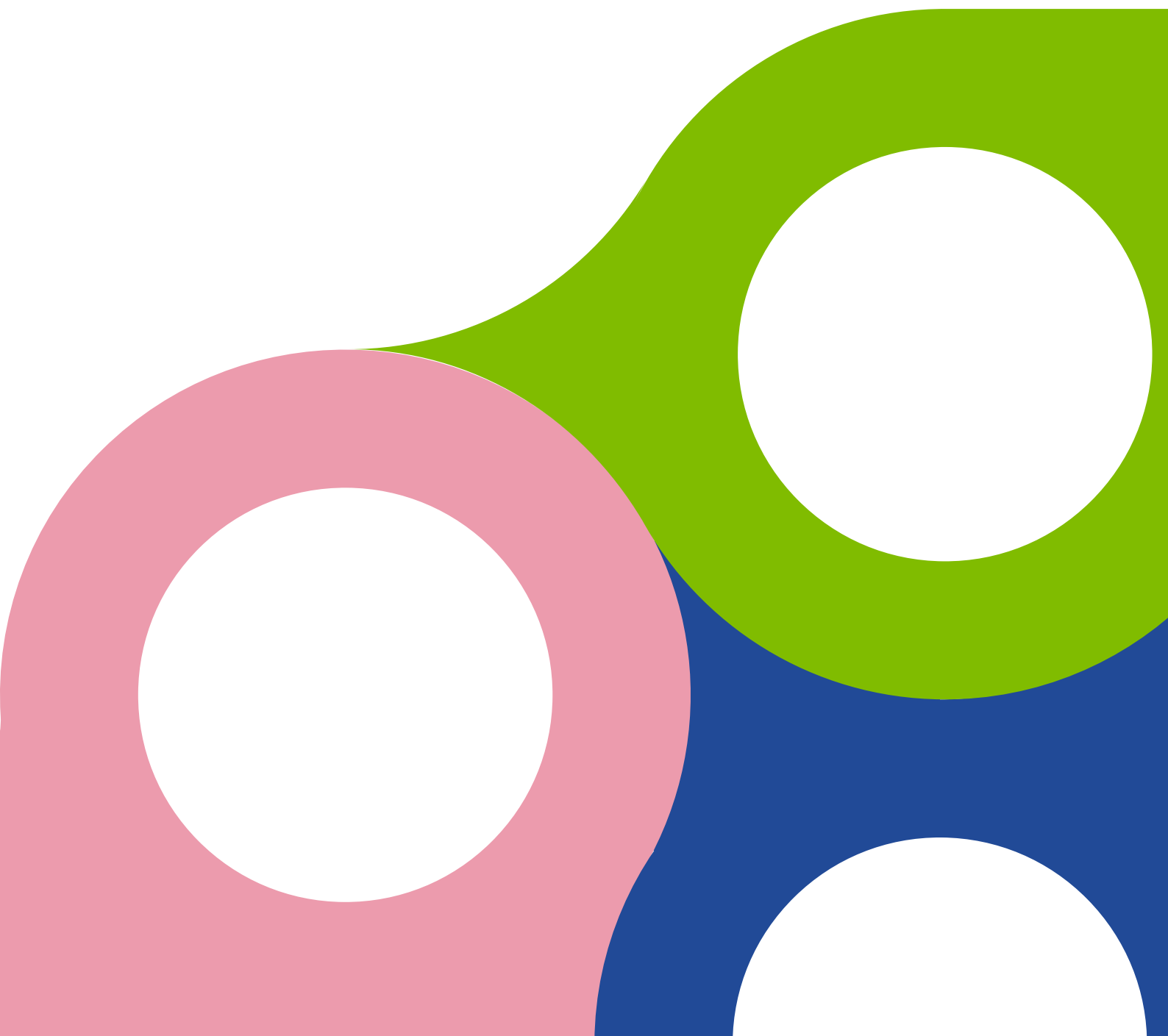
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# Green school in Finland



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As one of the pioneers in environmental protection and sustainable development, Finland plays an important role in promoting environmental education in schools. As part of its extensive environmental activities, the **Eco-Schools** programme, plays a key role in fostering environmentally friendly attitudes among students and school communities. The transparency of the programme, the focus on practical activities and the principle of learning by doing and gaining experience make 'Eco-Schools' an important element in environmental education and the promotion of sustainable lifestyles among Finland's younger generation.

The 'Green School' project (Green Flag-<https://vihrealippu.fi/en/>) in Finland is part of the international 'Eco-Schools' programme, which is the world's largest sustainable education programme in the education sector. In Finland, the programme has been running for more than 20 years and more than 350 schools currently participate. "Green School" inspires children to make a difference and raise environmental awareness. The programme is inclusive, combines learning with practical experiences and enriches the school environment, motivating students to get involved in solving environmental problems. "Green School" is an environmental education and sustainability project that aims to involve students, teachers and local communities in environmental protection and the promotion of sustainable lifestyles. This project can be implemented in schools at different levels of education, from primary schools to secondary schools. The Green School project also aims to inspire young people to take concrete action to protect the environment. Pupils learn responsibility for their environment, develop critical thinking and teamwork skills, and learn about the practical aspects of sustainable living. The **Eco-Schools** programme includes a seven-step system that focuses on engaging students in environmental action. These

steps include, but are not limited to, forming an environmental team, conducting an environmental audit, planning and implementing environmental activities, monitoring and evaluating progress, and informing and involving the school and local community. The process ends with the development of a green flag, symbolising the school's commitment to sustainability.

Schools undertake a wide variety of activities as part of the **Eco-Schools** program-



me to promote environmental awareness and practical environmental action.

These activities include, among other things, the regular organisation of educational workshops and lessons that focus on topics related to the environment, recycling, sustainable consumption, renewable energy and climate change. The cyclical organisation of a 'Green Week', during which schools engage in a variety of activities such as green space clean-ups, upcycling workshops or presentations on sustainable transport. In addition, the establishment and maintenance of school gardens, which serve not only as a place for recreation, but also as an educational space where students can gain knowled-



ge about organic farming, biodiversity and the importance of local food production. Introduce a recycling programme at the school, which includes a waste separation and composting system, as well as education about recycling and waste minimisation. An additional aim is to establish partnerships with local environmental organisations, town halls and companies to jointly implement environmental projects and educational campaigns. These activities are an integral part of the schools' involvement in the **Eco-Schools** programme, shaping pro-environmental attitudes among students and school communities and contributing to the creation of a more sustainable environment.

One of the programmes implemented as part of the **Eco-Schools** is the

“Green Flag”. This is an important initiative that supports schools and educational establishments in promoting sustainability and green practices. Through their participation in the programme, participants receive a certificate that confirms their commitment to a greener future. In addition, the Green Flag programme provides participants with comprehensive educational materials covering a variety of environmental issues. This provides them with knowledge and practical tips to help them act towards sustainability. Participants in the programme receive expert support and inspirational tools at their disposal to help them achieve their environmental education goals. The programme's activities foster community building and positive change in both the school and the local environment. Joining the Green Flag programme gives participants the opportunity to participate in an international network of **Eco-Schools**, enabling them to exchange experiences and collaborate with other schools around the world. Receiving a Green Flag is not only a recognition of the actions taken by participants, but also an acknowledgement of their contribution to building a more



sustainable future and developing green social attitudes.

The **Eco-Schools** initiative plays a key role in promoting environmental awareness and sustainable practices in schools across the country. It is managed by the Finnish Association for Nature Conservation (FANC). “**Eco-Schools**” dovetails with the country's strong commitment to environmental protection and sustainable development.

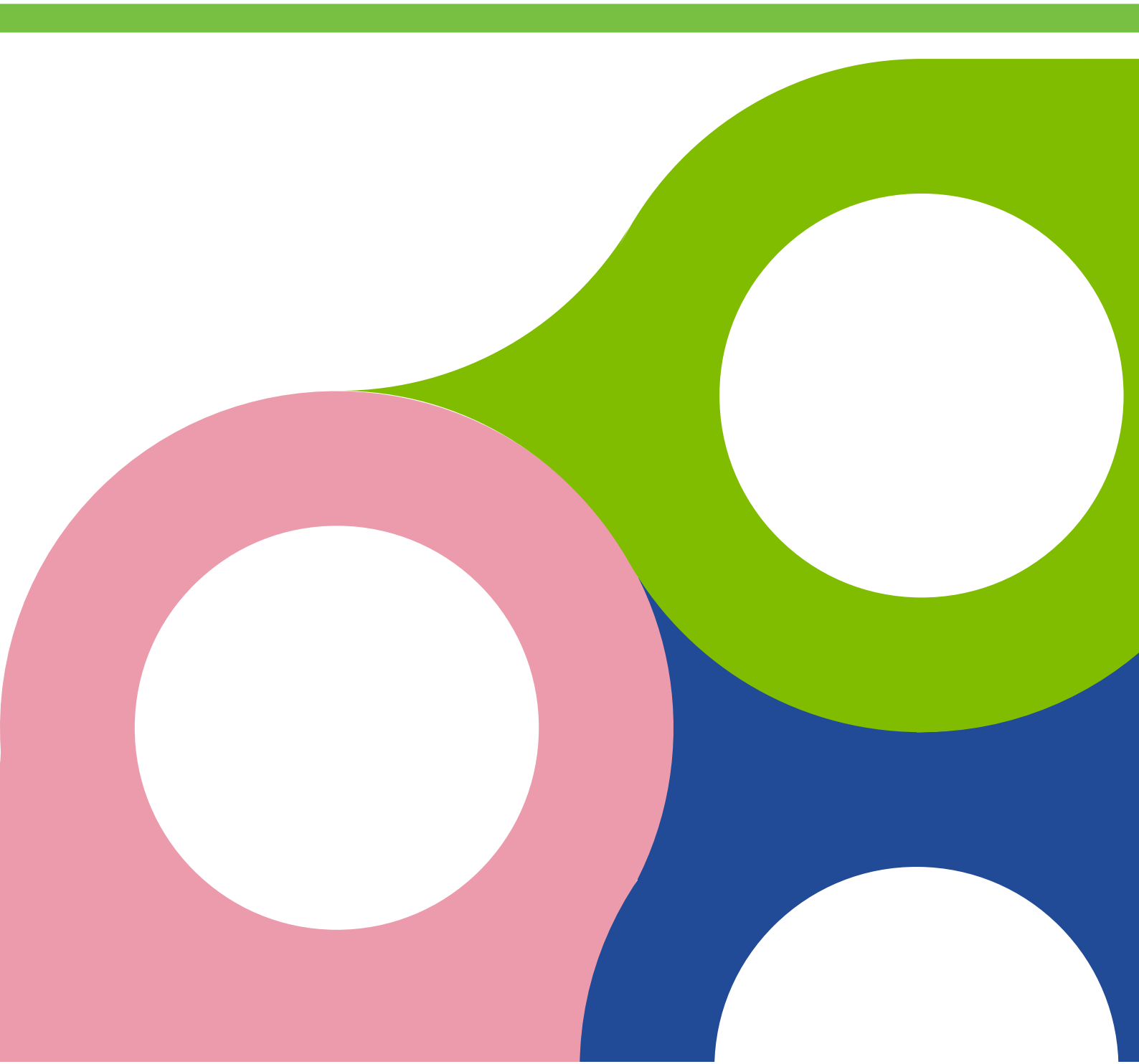
**Source:** [https://vihrealippu.fi/wp-content/uploads/2018/03/Gron\\_flagg-esite2018-netti.pdf](https://vihrealippu.fi/wp-content/uploads/2018/03/Gron_flagg-esite2018-netti.pdf) (09.02.2024)

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# Green urban space - CopenHill



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**CopenHill**, also known as Amager Bakke, is an innovative urban complex in Copenhagen that is an inspiring example of sustainable use of urban space. This unique project integrates the functions of a waste power plant with recreational opportunities, offering residents and visitors a unique experience. It is a building that features a ski slope, a climbing wall and a running trail on its roof.

The story of the creation of **CopenHill** is a significant example of an innovative approach to urban planning and sustainable urban development. The project aimed to show how industrial infrastructure can coexist harmoniously with urban life and recreation.

Almost a decade ago, the Bjarke Ingels Group (BIG) presented a design for a waste-to-energy power plant that was intended to be a modern symbol of the integration of energy functions with recreational opportunities. The idea, called Amager Bakke, emerged from a long-term plan to create an infrastructure that combines energy purposes with attractive public space. It is part of the city's initiative to pursue a transformation towards sustainability and carbon neutrality.

Initially reported by ArchDaily in 2011, the project involved the use of cutting-edge technology and crowdfunding through Kickstarter. But the story went back even further, to 2002, when Bjarke Ingels' company, then known as PLOT, proposed placing a ski slope above the city's largest department store. Although this idea was not realised, it became the nucleus of a future project that eventually won an international competition in 2011 to build a waste-to-energy plant. Over the years, **CopenHill** has transformed itself, changing names and developing its capabilities until it has become a symbol of an innovative approach to urban energy and public space. Today, **CopenHill** not only provides energy, but also inspires sustainability efforts, showing how creative solutions can integrate into urban life.



**Source:** <https://www.copenhill.dk/en/activities/loeb-hike-traening> (09.02.2024)

**CopenHill** wyróżnia się przede wszystkim swoim charakterystycznym elementem - sztucznym stokiem narciarskim, który góruje nad kompleksem. To wyjątkowe połączenie funkcji elektrowni przetwarzającej odpady z miejscem rekreacyjnym sprawia, że **CopenHill** przyciąga uwagę mieszkańców i turystów. Jako elektrownia odpadów, **CopenHill** stanowi doskonały przykład zastosowania zrównoważonych praktyk energetycznych. Odpady są wykorzystywane jako surowiec do produkcji energii elektrycznej i ciepłej, co zmniejsza negatywny wpływ na środowisko. Dodatkowo, proces spalania odpadów jest ściśle monitorowany i kontrolowany, aby ograniczyć emisję szkodliwych substancji. Jednak to nie wszystko, co ma do zaoferowania **CopenHill**. Jego otwarta dla publiczności część rekreacyjna przyciąga licznych odwiedzających. Sztuczny stok narciarski umożliwia uprawianie sportów zimowych przez cały rok, co stanowi atrakcyjną alternatywę dla tradycyjnych ośrodków narciarskich. W **CopenHill** poza stokiem narciarskim dostępne są liczne możliwości aktywnego spędzania czasu, w tym bieganie po trasie "**CopenHill** Track". Regularnie organizowane są konkursy na najszybsze pokonanie szczytu. Trasy różnią się długością i stopniem trudności, umożliwiając każdemu wypróbowanie biegania w górach na różnych poziomach nachylenia. Nie tylko jedna droga prowadzi na szczyt **CopenHill**. Ścieżki i klatki schodowe oferują różnorodne trasy, począwszy od tych

najkrótszej, mających około 450 metrów. Wędrówki po szczytach są możliwe zarówno korzystając ze ścieżek, jak i schodów po obu stronach stoku narciarskiego. Można cieszyć się pięknymi widokami, organizować pikniki w otoczeniu naturalnej zieleni, a także podziwiać panoramę Kopenhagi z wysokości 85 metrów.

**CopenHill** is open to the public during operating hours, which means you can use the ski track, running paths, staircases and lift free of charge. You can also combine hiking with a 78-metre street workout using various fitness equipment such as pull-up racks and arm walks. Yoga classes and other forms of physical activity with a relaxing view are also organised on designated dates. In addition, there are other attractions within the complex,

such as a climbing wall and toboggan run, making **CopenHill** an ideal destination for those looking for an active holiday.

All in all, **CopenHill** is a unique example of combining innovative energy with recreational use of urban space. With its unique approach to the development of the waste power plant site, this attraction not only offers a productive form of recycling, but also provides residents and tourists with a rich variety of recreational activities. **CopenHill** is becoming not only a symbol of sustainability, but also a place that integrates the community and encourages an active lifestyle, serving as an inspiration to other cities seeking to harness the potential of urban spaces to promote health and environmental protection.

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# Register of Electronics 'Repairers' from the Netherlands



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**The Nationaal Repareteursregister of Electronics in the Netherlands** (Nationaal Repareteursregister) is an innovative project that aims to promote electronics repair and refurbishment as part of a circular economy strategy. The project makes it easier for consumers and (retail) professionals to find professional and qualified independent repairers and electronics refurbishment companies operating in their area. The initiative responds to the growing need to manage electronic waste sustainably and to promote the longevity of products through repair and refurbishment instead of disposal.

The project's website ([www.nationaalrepareteursregister.nl](http://www.nationaalrepareteursregister.nl)) offers a list of registered repairers and additional resources to support the idea of repairing and refurbishing electronic equipment in the spirit of a circular economy. The website serves as a platform to help consumers find professional repair services in their area.

**The National Register of Electronics Repairers** project was launched as a response to the growing need to promote the sustainable management of electronic waste and to extend the life of electronic products through repair and refurbishment. It is an initiative designed to make it easier for consumers and industry professionals to find professional and qualified independent repairers and electronics refurbishment companies operating in their local area. By promoting a culture of repair, the project contributes to reducing waste, conserving natural resources and reducing CO2 emissions associated with the production of new devices.

**The National Electronics Repairers Register** also supports the development of the repair market by helping small and medium-sized enterprises to grow their business and promote their services. This is an important step towards building a more sustainable economy that focuses on extending the life of products and minimising waste.

### **Why the Idea:**

The idea for this project stems from the global trend of interest in the closed loop economy and the need to reduce electronic waste. The growing environmental problems associated with the production and disposal of electronic equipment have led consumers, businesses and public institutions to look for ways to increase the longevity of electronic devices.

### **Since When It Works:**

The exact date of the project's launch is not given in the available materials, but initiatives promoting the repair and refurbishment of electronic equipment have been gaining popularity for several years, especially in the context of growing environmental and economic awareness.



## Results:

### The initiative contributes to:

Reducing electronic waste: By promoting repair and refurbishment, the need to manufacture new devices is reduced, resulting in a reduction in waste.

Resource savings: Repairing devices instead of replacing them with new ones saves natural resources and energy needed to produce new products.

Development of the local economy: The project supports local repair and refurbishment businesses, promoting local services and skills.

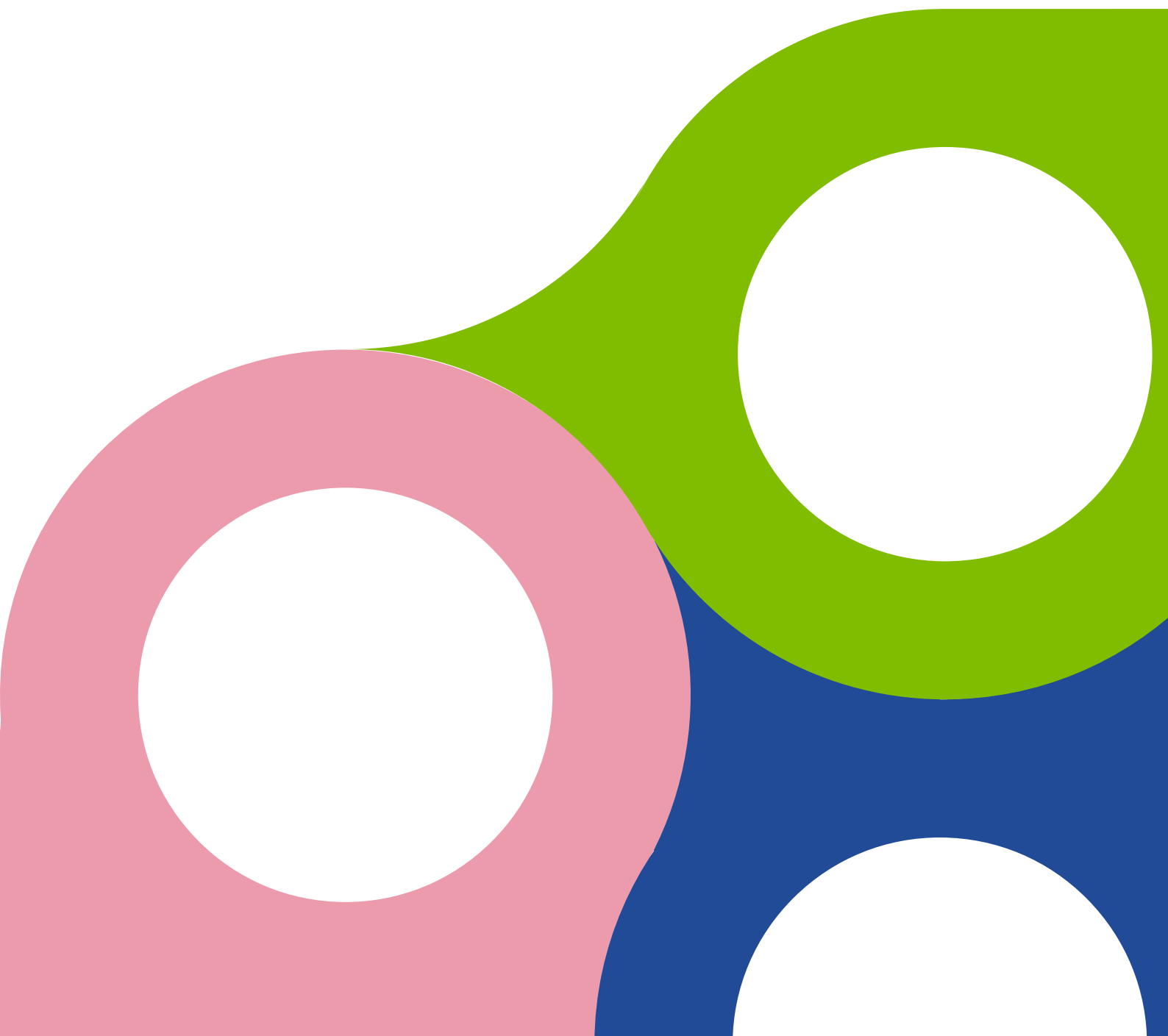
Raising environmental awareness: The initiative educates the public about the importance of product longevity and the need to change consumer habits to more sustainable ones.

The National Register of Electronics Repairers project fits in with wider global and European strategies to promote the circular economy and sustainable development, exemplifying a practical approach to achieving these goals.



# Community Gardens

## in Katowice “Make Your Own Garden Beds”



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The “ **Make Your Own Garden Beds** “ project is an initiative addressed to the inhabitants of Katowice, aimed at creating community gardens in various districts of the city. The idea of the project is based on the involvement of the local community in joint activities aimed at developing unused areas or urban spaces for plant cultivation and mutual meetings, thanks to which neighborly relations become even more significant for the local community.

In Katowice, in four different districts, community gardens appeared as part of the “ **Make Your Own Garden Beds** “ campaign. These spaces, created on the initiative of the residents themselves, were built and planted by the local community, and will now be under their care. The Mayor of Katowice, Marcin Krupa, emphasized that residents had already been involved in activities for the city’s biodiversity. The “ **Make Your Own Garden Beds** “ project is in line with this sustainable development policy, recognizing the great potential of urban gardening in integrating local communities. Community gardens are not only spaces for growing plants, but also places for relaxation, meetings, education and cultural events. They are becoming more and more popular, which prompts the creation of more urban farms in different parts of the city. These initiatives promote a circular economy by using rainwater, the so-called rainwater, composting and growing edible plants. In Katowice, community gardens were created in selected areas that were selected in an open recruitment process for the project.



**Source** :<https://katoobywatel.katowice.eu/nasze-akcje/zrobmy-sobie-grzadki-w-katowicach/> (09.02.2024)

The process of creating community gardens was conducted by experts from the “Miastoogród” group from the Bobrowe Żeremia Foundation, who have experience in similar activities. As part of the project, plant boxes made of prefabricated elements were installed in selected locations. Residents, together with members of the Foundation, were involved in the construction of flower beds and acquired basic knowledge of gardening, learning about the proper selection of plants, creating breeding conditions for birds and insects, and effective water management. Each garden was also equipped with elements of small wooden architecture, such as benches, pergolas and composters. As part of the “starter package”, residents received materials for building flower beds, soil and seedlings of selected plants, including edible plants, herbs and flowering perennials. Additionally, they were provided with sets of basic garden tools. “Miastoogród” also plans to create a do-it-yourself guide to encourage Katowice residents to set up similar gardens on their own. The role of building neighborly relations and the readiness to provide advice and support in implementing green initiatives are also emphasized. The availability of financial support through mechanisms such as the Local Initiative or the Citizens’

Budget is also pointed out, as well as the importance of involving the local community in the process of creating a garden, because people are the heart of every project.

Recruitment of project participants began at the beginning of 2021, and work on subsequent gardens took place during the summer. To join the project, a minimum of five people were required to sign up and undertake not only to set up a garden, but also to take care of it regularly, including watering and caring for the plants in the following years. The area of the gardens could be up to 20 square meters, and an important condition was that the area intended for the garden was publicly available as urban land. The implementation of the project was financed by the prize obtained in the international Transformative Action Award 2020 competition, awarded to the city for the KATOobywatel project.

The “ **Make Your Own Garden Beds** ” project in Katowice is not only an innovative

social project, but also an inspiring example of effective involvement of residents in the creation of green urban spaces. By creating community gardens, residents not only transformed unused areas into friendly and aesthetic places, but also strengthened social bonds, integrating and cooperating within the local community. During the project, participants had the opportunity not only to engage in practical gardening work, but also to gain knowledge in the field of gardening and ecology. Thanks to this, the project has become an educational platform, contributing to raising ecological awareness among residents. As a result, community gardens not only decorate the urban space of Katowice, but above all serve the local community as places for meetings, exchange of experiences, recreational activities and education. The “ **Make Your Own Garden Beds** ” project is a clear example of effective social participation and sustainable development, which can be an inspiration for other cities and communities in Poland and around the world.

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# Young generations in building a circular economy



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The World Economic Forum (WEF) draws attention to the key role that YOUNG generations play in the transition towards a circular economy. This role is multidimensional and encompasses various aspects of young people's activities in society and the economy.

### Young Consumers

As consumers, young people are showing new expectations of products and services, preferring those that are sustainable and environmentally friendly. Their consumer choices are increasingly driven by environmental awareness and a desire to minimise their negative impact on the environment. This generation is looking for recycled, easily repairable or reusable products, forcing manufacturers to rethink their production processes and adapt their offerings to market expectations. Young consumers are also more inclined to support local businesses and social initiatives, fostering the development of a circular economy.

### Innovative Entrepreneurs

The young generation is also a source of innovation, as young entrepreneurs and start-ups are more aware of the limitations of the current economic model and are looking for new sustainable solutions. Examples include developing technologies that enable more efficient use of resources, creating sharing platforms that reduce the need for ownership and promoting services instead of products, which reduces waste production and raw material consumption. These innovations are not only changing the way businesses are run, but also how society approaches consumption and production.

### Education and Awareness

The World Economic Forum also emphasises the importance of education and awareness-raising among young people about the circular economy and sustainability. Through educational programmes,

workshops and awareness campaigns, young people can better understand the challenges and opportunities of a green transition, prompting them to actively participate in the change both as consumers and entrepreneurs.

### Challenges and Opportunities

The transformation to a circular economy is a complex process, requiring changes in many areas, from product design to production systems to business models and consumer behaviour. The younger generations, with their energy, creativity and readiness to act, are not only beneficiaries of these changes, but also catalysts for them. Their commitment and initiatives can accelerate the transition to a more sustainable future, showing that a different economy - a more circular and sustainable one - is possible.



One initiative that supports Europe's transition to a more sustainable and circular economic model is the European Circular Economy Stakeholder Platform (ECESP). This platform acts as a hub to bring together a diverse group of stakeholders, including businesses, NGOs, academic institutions and government bodies, who are committed to promoting and implementing the principles of the circular economy.

One of the key activities organised by ECESP is the **#EUCircularTalks** events. These are a series of discussions and meetings aimed at sharing knowledge, experiences and best practices related to the circular economy. These events provide a platform for representatives from different sectors to share ideas, innovations and challenges related to the transformation towards a more sustainable development.

## Purpose of #EUCircularTalks:

The main objective of **#EUCircularTalks** is to highlight the role and INVOLVEMENT of YOUNG PEOPLE in the transition to a circular economy. Recognising that the younger generations will be key agents of change in the future, these events focus on identifying areas where youth can have a significant impact and promoting youth-led initiatives and projects.

### KEY AREAS OF YOUTH ACTIVISM:



Various topics are discussed during #EUCircularTalks, which can include sustainable consumption and production, recycling and waste management innovations, closed-loop design, and the development of green technologies and solutions. Young people are encouraged to actively participate in the discussions, present their own projects and share ideas on how they can contribute to building a sustainable future. Young people are involved in #EUCircularTalks as key participants and contributors to discussions on the circular economy. Their role, benefits of participation and learning at these events can be defined in the following categories:

### The role of young people

Young people act as innovators and change agents, sharing their ideas, projects and initiatives that are in line with the principles of the circular economy.

They take active part in discussions, panels and workshops, where they can express their opinions, ask questions and exchange experiences with experts and other participants.

They act as ambassadors of ecological awareness in their communities, promoting the ideas of sustainable development and circular economy.

Benefits of participating in #EUCircularTalks for the young generation

They learn about key circular economy principles and practices, including how to minimize waste, use resources efficiently and promote sustainability.

They develop the critical thinking, problem-solving and creativity skills that are necessary to rethink and transform current production and consumption models.

They gain knowledge about sustainable development, its impact on the environment and society, and the role they can play in promoting green initiatives.



#EUCircularTalks offer networking and collaboration opportunities between young people, experts, businesses and organizations operating in the circular economy.

Young people can strengthen their voice and influence in shaping policies and initiatives related to sustainable development and the circular economy.

Participating in #EUCircularTalks enables personal and professional development, opening the way to a career in fields related to sustainability and ecology.

On June 3, 2023, one of the #EUCircularTalks meetings organized by the European Circular Economy Stakeholders Platform (ECESP) and Generation Climate Europe (GCE) took place, focused on youth involvement in the circular economy. The event highlighted the role of young people as consumers with changing expectations towards sustainable development and as innovators, ready to rethink production and consumption habits.

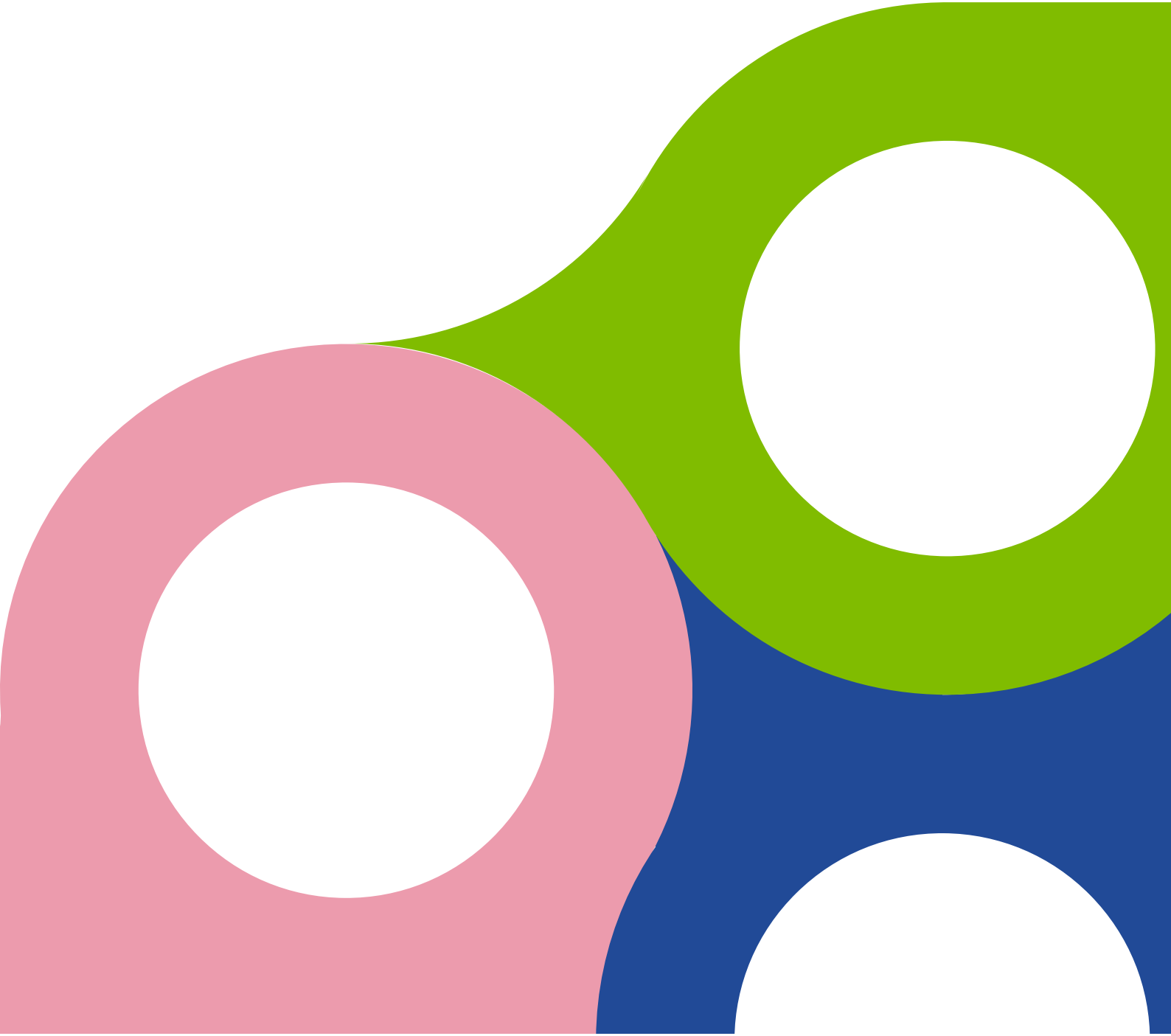
Youth were engaged in several ways, reflecting the two-fold purpose of the event: first, to highlight their commitment and call to action in the circular economy through the projects and initiatives they developed. Secondly, identifying key areas where young people can actively contribute to the transition to a circular economy in Europe.

The meeting began with a welcome by the moderator and introductory remarks from key figures, including representatives of the European Parliament and the European Economic and Social Committee. This was followed by an introductory session and panel discussion with experts from the European Commission, start-up founders and academic researchers who shared their experiences and perspectives on the circular economy. The event also included parallel workshops in which young Europeans involved in the circular economy co-led discussions on four priority sectors: textiles, digitalization, food and energy. Each workshop focused on a specific aspect of the circular economy and offered young people the opportunity to share their ideas and discuss ways to promote changes in the production and consumption of digital devices, manage food waste and food safety, and encourage sustainable energy use and production.

#EUCircularTalks meetings show how important a role young people play in promoting and implementing circular economy principles, both as consumers and future leaders and innovators. #EUCircularTalks provide a platform where young people not only learn and develop, but also have a real impact on promoting and shaping the future of the circular economy.



# Creativity and critical thinking in green projects



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Non-formal education, through its flexibility and ability to adapt to the individual needs and interests of participants, is a valuable complement to traditional education, enabling young people to develop key competences necessary in today's dynamically changing world. Creativity and critical thinking competencies are particularly important in the context of a rapidly changing world of work, where traditional approaches are not always able to provide young people with the tools necessary to solve contemporary problems.

Recommended forms of non-formal education for young people to strengthen their creativity and critical thinking skills:

### 1. Workshops and group projects focusing on problem solving

Organizing workshops and group projects that focus on solving real social or environmental problems can greatly contribute to the development of creativity and critical thinking. An example is the participation of young people in projects related to the circular economy, where participants develop innovative ideas for reducing waste or reusing materials.

The "Once upon a Tree" project is an interdisciplinary project for young people that aims to provide cultural, artistic, ecological and anti-discrimination education. The main goal of the project is to stimulate the creativity of participants and draw attention to the value of trees and the importance of ecology by creating educational artistic projects. Thanks to the participation of Polish and foreign artists, instructors and educators, participants will have the opportunity to create projects inspired by the function and symbolism of trees. The project consists of three parts: "Roots", "Stem" and "Branches". In the "Roots" phase, creative online meetings take place, during which participants gain knowledge about ecology and the role of trees in the ecosystem, as well as generate ideas for their own artistic projects. The "Stem" phase assumes the implementation of these projects, while the "Branches" phase

presents the results and effects of the project.

**Source:** <https://feri.org.pl/projekty/bylo-sobie-drzewo/>

### 2. Mentoring and coaching programs

Mentoring programs in which experienced professionals share their knowledge and experience with young people can significantly enrich the educational process. Mentoring and coaching help young people develop critical thinking skills by teaching them how to approach problems from different perspectives and find creative solutions.

In 2015–2018, the Ministers of Education from Austria, Luxembourg, Portugal and Slovenia jointly carried out the "Youth Start Entrepreneurial Challenges" project. Its goal was to develop a flexible, innovative entrepreneurship program that could be easily transferred and adapted, and to evaluate its impact on students. Based on the research results, the educational authorities of these countries plan to implement activities in the field of entrepreneurial education. The program focuses on stimulating imagination, innovation and problem-solving skills, preparing participants for their future professional careers and running their own companies. As part of the program, students take part in a variety of entrepreneurship challenges and projects supervised by experienced business mentors and teachers. Mentors help young people develop business ideas, create action plans and implement projects. Through regular meetings and advisory sessions, participants have the opportunity to develop practical skills, learn the principles of market functioning and develop creativity and innovation. In addition, the "YouthStart Entrepreneurial Challenges" program also includes coaching sessions that aim to support participants in the development of soft skills such as communication, time management, building relationships and coping with stress and pressure. Thanks to their involvement in the program, young people can not only



develop their entrepreneurial skills, but also gain valuable experience and build relationships with professionals from various fields.

**Source:** <http://youthstart.eu/en/about/>

### 3. Media and information education

In the era of widespread digitization and the presence of social media, media and information education becomes necessary to develop critical thinking skills. Educational programs teaching how to critically evaluate information, recognize fake news and use the media responsibly contribute to strengthening key competencies for functioning in the modern world.

An example of an initiative in the field of media and information education for young people is the “Mediawijsheid” project implemented in the Netherlands.



This project focuses on developing digital and media skills in young people, including young children, to enable them to use media more effectively and critically analyze media content. As part of the program, participants take part in various workshops, trainings and events aimed at increasing their awareness of the functioning of the media, information manipulation and responsible use of the Internet. Activities undertaken as part of Mediawijsheid aim to equip participants with the skills to assess the credibility of information sources, identify false content and build a healthy distance from social media. Additionally, the Mediawijsheid project also engages teachers and parents, providing them with educational tools and materials so that together they can support young people in developing media competences. Thanks to their involvement in the Mediawijsheid program, young people have the opportunity to develop the skills necessary to use the media effectively and actively participate in social life.

**Source:** <https://www.mediawijsheid.nl/>

### 4. Social initiatives and volunteering

Involving young people in social initiatives and volunteering is an excellent way to develop creativity, empathy and critical thinking skills. Working for local communities or participating in international projects allows young people to better understand the complexity of contemporary social and environmental challenges.

A perfect example is the “Erasmus+ Youth” program, which enables young people aged 13 to 30 to participate in a variety of educational, training and volunteering activities. The aim of these activities is to support the personal, cultural and professional development of young people, promoting values such as solidarity, social activity, tolerance and understanding of other cultures and traditions. The “Erasmus+ Youth” program gives young pe-



ople the opportunity to meet new people, acquire new skills, broaden their horizons and experience living and working in an international environment. The “Erasmus+ Youth” program focuses on promoting values such as tolerance, solidarity, active citizenship and intercultural development. Thanks to participation in the program, young people have the opportunity to broaden their horizons, acquire new skills and build international relationships.

**Source:** <https://erasmus-plus.ec.europa.eu/opportunities/opportunities-for-individuals/youth-exchanges>

## 5. Games and simulations

The use of educational games and simulations is an innovative approach to teaching that can effectively develop creativity and critical thinking skills. Games designed with education in mind can simulate various scenarios and problems, requiring participants to think strategically and creatively approach solutions.

The Grydaktyka project, run by the Media School Foundation, is an excellent example of innovative educational practice that meets contemporary challenges in the field of teaching. This project uses computer games as a tool to engage students and make the learning process more attractive and effective. The central element of Grydaktyka are various workshops and lessons that not only integrate elements of video games, but also develop key skills and competences in students. For example, participants can take part in the workshop “Time travel. Tadeusz Soplica in the 21st century”, where virtual reality allows you to find patriotic elements in modern interiors. It is not only enjoyable entertainment, but also an effective tool for learning history and developing visual analysis skills. However, the Grydaktyka project is not limited to only one field. Another example is the “Savoir vivre then and now” workshop, which combines elements of etiquette with the simulation of social behavior in The Sims. Thanks to this approach, students not only learn the rules of good manners, but also have the opportunity to develop interpersonal and language skills. Additionally, Grydaktyka provides support for teachers through demonstration lessons and teaching materials. Thanks to this, the project not only influences the development of students, but also supports the professional development of teaching staff.

**Source:** <https://grydaktyka.pl/>

## 6. E-learning platforms and online courses

The availability of online courses and e-learning platforms allows young people to acquire knowledge and skills in almost any area of interest. These courses often offer interactive materials that stimulate creative thinking and teach you to critically evaluate the information you learn.

One example of an e-learning platform and online courses for young people is “Khan Academy”. It is an online platform where you will find free videos, exercises and online lessons in various fields, such as mathematics, natural sciences and economics. At Khan Academy, students can learn at their own pace and according to their own schedule, using available materials tailored to their level. It’s like having a personal teacher who adapts to your needs and helps you understand difficult concepts. For teachers, Khan Academy offers tools to track student progress and adapt materials to the needs of the classroom. Thanks to this, they can create lessons adapted to the level of their students and monitor their development. Khan Academy is a great example of an e-learning platform that provides valuable educational resources for young people,





enabling distance learning in an accessible and interactive way.

**Source:** <https://pl.khanacademy.org/>

Creativity and critical thinking skills are extremely valuable resources that can significantly enrich green projects, especially those implemented with the participation of young people. Their use can not only increase the effectiveness of these projects, but also contribute to the development of young people.

The way creativity and critical thinking enhance the implementation of green projects or initiatives:

### 1. Stimulating innovation

Creative thinking workshops - organizing brainstorming sessions during which young people can freely express their ideas regarding green initiatives. Techniques such as design thinking can be used here to encourage participants to innovatively solve environmental problems.

### 2. Development of critical thinking skills

Case studies - conducting case studies related to ecology and sustainability that will encourage young people to analyze, evaluate and propose alternative solutions to existing problems.



### 3. Research projects

Encouraging research - enabling young people to conduct their own research on sustainable development, renewable energy sources or other relevant green topics. This can be done through school projects, science competitions or collaborations with local universities and research centers.

### 4. Social and educational campaigns

Creating campaigns - engaging young people in the design and implementation of educational and social campaigns promoting sustainable behavior and environmental protection. Here, young people can use their communication skills and creativity to reach a wider audience.

### 5. Technology and media

Use of digital media - encouraging young people to use modern tools and media platforms to promote green projects and share knowledge and experiences with peers from different parts of the world. This may include creating blogs, vlogs, mobile applications or educational games.

### 6. Cross-sector cooperation

Building partnerships - supporting young people in establishing cooperation between various sectors, such as local communities, business, public administration and non-governmental organizations, which can lead to the creation of interdisciplinary green projects.

### 7. Feedback and reflection

Reflection sessions - regular meetings enabling participants of green projects to exchange opinions, thoughts and assess progress, which develops the ability to critically evaluate their own actions and the effects of group work.

Using youth's creativity and critical thinking skills in green projects not only contributes to achieving ecological goals, but also supports the personal development of participants, preparing them for future professional and life challenges.



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# Green Parking and Ecotourism in the Tarnów region



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Tarnowska Organizacja Turystyczna, operating within the Tarnów subregion covering the city of Tarnów and the Brzesko, Dąbrowa, and Tarnów counties, is developing „ecotourism,” thereby entering a new phase of region promotion. This form of tourism aligns with current travel trends in an environmentally friendly manner.

At the heart of the activities of Tarnowska Organizacja Turystyczna is the creation of awareness among residents, including the young generation, and the image of the region as open to tourists seeking places with this type of offer. Activities include culinary workshops for the catering industry and lectures/meetings in schools for children. Among the topics discussed are the prevention of food waste in catering facilities and the creation of attitudes of eco-travelling and eco-tourism habits. According to FAO data, approximately 1/3 of food is wasted worldwide and 5 million tonnes in Poland.

Over the last few years, we have seen increasing production of rubbish, food waste, lack of environmentally friendly tourism, low popularity of ecotourism facilities and industries and a growing number of tourists interested in ecotourism. This form of tourism is becoming more and more common among foreign tourists; on the other hand, the younger generations need to be made aware of environmentally friendly travel.

Therefore, Tarnowska Organizacja Turystyczna sees a need to disseminate knowledge on the subject through culinary workshops (for the industry) and lectures/meetings for children.

Source: <https://www.lot.tarnow.pl/>  
(30.04.2024)

Participants in the workshops are provided with knowledge on how to combat food waste in the kitchen (creative use of unused products). Children attending lectures/meetings at schools are introduced to knowledge about ecotourism, including information on how to be an ecotourist



and travel in a way that does not harm the



natural environment. This will raise awareness of ecotourism and draw attention of the participants to new trends in tourism, including ecotourism.

As a result of the task, the following is taking place:

- Building and creating environmental awareness and developing correct environmental attitudes (in tourism),
- Promoting a circular economy and the prevention of waste (in tourism by managing leftover food and travel in a waste-free manner, including using e.g. your own crockery to buy drinks) - Wasting food also has a negative impact on the environment, including soil degradation, littering and global warming,
- Selective collection/recycling and treatment of waste (in tourism, on tourist routes),
- Education and promotion of Zero Waste (in tourism, in terms of not generating food and other waste such as product packaging).

There are more measures to protect the environment. Tarnowska Organizacja Turystyczna, together with its members including Communes such as Pleśna, is developing a network of so-called Green Car Parks, which are being built with the support of funds from European Union rural development programmes. The partners are creating places where tourists can leave their cars and switch to ecological means of transport such as bicycles, electric bicycles, melexes, etc., and travel emission-free around the Podgórze.

At the same time, a social media and Internet campaign is being run, as well as the development of a tourist offer and designation of places such as hotels, catering facilities, bicycle and canoe rentals, etc., which fit in with ecotourism trends. Both initiatives are an important tool in promoting ecological values, shaping a conscious approach to eco-tourism and promoting the „zero waste” philosophy.

Although, due to the development of tourism in the Podgórze and the arrival of tourists who can potentially cause an increase in waste, occupied car parks, traffic jams and related emissions, Tarnowska Organizacja Turystyczna continues its efforts to promote tourism within a circular economy and selective waste collection.

In addition, Tarnowska Organizacja Turystyczna plans to develop a support system for educational activities aimed at local residents by organising workshops and information meetings on ecotourism. These initiatives will involve Centrum Produktu Lokalnego (CPL) operating in the Pleśna commune and the local tourism operator INSTYTUT MIEJSC Sp. z o.o.. The aim of these activities is to raise the environmental awareness of residents and tourists visiting the region and to shape the image of the region as a suitable place for ecotourism. It is also important to develop a comprehensive ecotourism offer. By organising workshops in schools and for adults, educational meetings and information campaigns, Tarnowska Organizacja Turystyczna is actively involved in the process of building ecological awareness, demonstrating that even small changes in everyday habits can have a significant impact on the state of the environment.

To conclude, it is worth emphasising that the effectiveness of these initiatives depends on the cooperation between Tarnowska Organizacja Turystyczna and local authorities, NGOs, businesses and residents themselves. This proves that by working together, significant changes for a better future and environment can be achieved. Tarnowska Organizacja Turystyczna shows that with commitment and the right tools, even a small community can have a big impact on its surroundings and inspire others.

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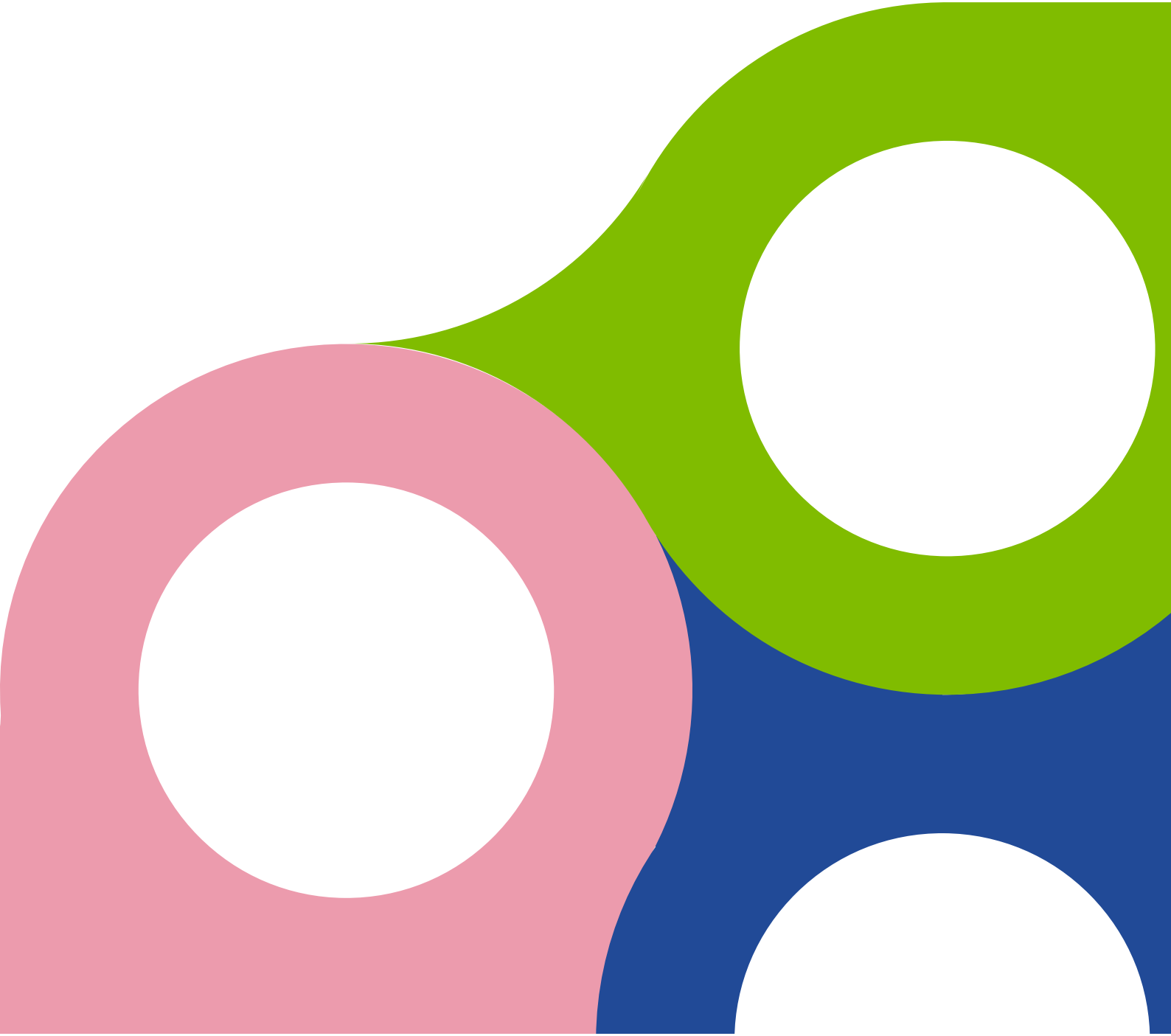
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# Creativity and ability to cook Zero-waste



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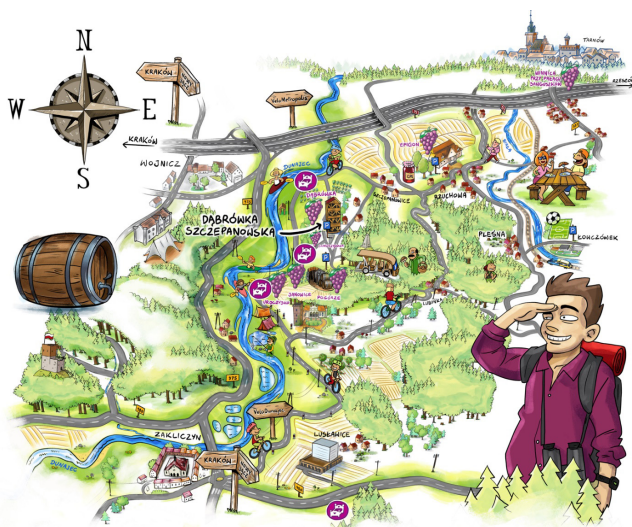


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The association GRUPA ODROLNIKA, founded spontaneously by a group of young people from High School No. 2 in Tarnów and operating nationwide, popularises the use of local products in home cooking and counteracts food waste through ZERO-WASTE cooking, thus entering a new stage of building food self-sufficiency in the region. In addition, it counteracts food waste, takes care of the region's environment through its purchases and thus supports local farmers running small family farms in an environmentally friendly way.

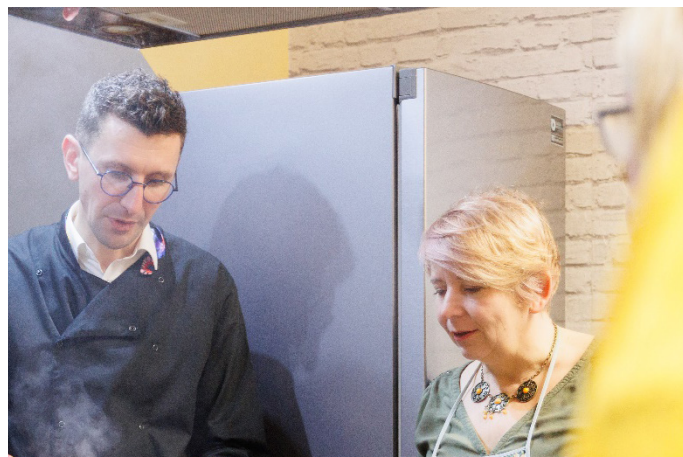
At the heart of the ODROLNIKA GROUP Association's activities is the development of a special map to promote local shopping, the organisation of cooking workshops and an event called „Doroczne Święto Dyni (Annual Pumpkin Festival)”, which raises awareness - among local residents, including young people - to prevent food waste and reduce the production of rubbish (packaging) for the environment.



Source: <https://www.grupa.odrolnika.pl/> (30.04.2024)

Awareness is being raised among the local population, including the younger generation, about local products, the short journey of food from field to table, the reduction of mainly plastic packaging associated with the packaging and transport of food over long distances, etc.

The promotion of creativity in the kitchen, including mainly the ability to cook in the Zero-waste style using waste and energy from renewable sources such as photovoltaics is implemented during cooking workshops. It is also important to target the younger generation on the Internet, including social media, in order to reach the widest possible audience.



Source: <https://www.grupa.odrolnika.pl/> (30.04.2024)

Zero-waste cooking for the younger generation can be both educational and fun. Here are some of the ideas being implemented:

**Education on ingredients:** Starting with the basics, young people are shown what ingredients can be used in the kitchen instead of throwing them in the bin. They are taught how to use entire vegetables, including stems, peels and leftovers, to create tasty dishes.

**Creative recipes:** Preparing simple and creative recipes that use entire ingredients, minimising waste. For example, instead of throwing away potato peelings, they can be baked to make crispy chips.

**Practical skills:** Practical skills are taught to young people, such as storing food in a way that prevents food waste, for example using food storage containers, wax foil instead of aluminium foil or paper to wrap food.



**Conscious shopping:** Drawing attention to the importance of conscious shopping and meal planning to avoid over-buying and wasting food reminds young people of the value of seasonal and local produce and the benefits of buying produce in bulk.

**Use of entire products:** The use of whole products such as eggs, flour, milk or meat is encouraged and can be used in a variety of recipes, preventing the waste.

**Food processing:** It is shown how leftover food can be transformed into new meals, e.g. by cooking delicious broths from vegetable pulp or preparing aromatic broths from leftover roast chicken.

Preparing the younger generation for zero-waste cooking can be exciting and beneficial for both them and the environment. It is worth showing them that even small actions can have a big impact on reducing food waste and promoting a sustainable lifestyle.

Finally, it is worth emphasising that the effectiveness of these initiatives depends on the cooperation between the ODROLNIKA GROUP Association, local authorities, the local community, NGOs and farmers. This proves that by acting together we can achieve significant changes for a better future and environment. The ODROLNIKA GROUP shows that with commitment and the right tools, even a small community can have a big impact on its surroundings and inspire others.

### **Bibliography:**

<https://www.grupa.odrolnika.pl/>



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