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the European Union

Green Camp

Project Code: 2024-1-IT02-KA220-SCH-000253862



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JOINT REPORT WP2

Research and content creation

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1. Abstract

The WP2 joint report is the first significant stage of the Green Camp project. The work done focused on the comparative analysis of three national contexts (Italy, Romania and Poland) with the aim of building a solid, useful and shared basis for developing an educational model on education for sustainability. Attention was paid to what already exists in schools, works, involves: educational gardens, recycling workshops, paths on conscious consumption, collaborations with local realities. But also, to what is missing: clear tools, accessible content, structured connections between school, environment and citizenship.

The path took shape starting from the three national reports produced by the partners, which collected data, experiences and materials representative of their school system. These documents have been read and compared with the aim of bringing out not only the differences, but above all the points of contact: the need for simple and adaptable materials, the difficulty of integrating these topics into the curriculum, the need to involve even students who are less sensitive or distant from these issues. The comparative reading was supported by thematic tables and SWOT analysis and returned a clear operational map on which to build the common model.

This gave rise to the Green Camp model. It consists of six thematic modules aimed at students between 8 and 13 years old, designed to combine theory and practice, digital tools and experiential activities. Each module includes three online teaching units, a quiz, a practical activity and extra in-depth materials. The contents will be developed by the partners according to a shared structure and made available on an accessible and traceable digital platform, which can be flexibly integrated into the school program.

The report documents the entire process: the criteria adopted, the working methodology, the choices made. It proposes a concrete and realistic vision on how sustainability can enter schools not as an additional theme, but as part of a transversal, adaptable, lasting path. The next step will be the creation of educational content, entrusted to the partners, who will give shape and voice to the model, following what is defined in these pages.

Green Camp is not a ready-made solution, but a solid and coherent proposal that stems from concrete needs and translates into a shared vision, capable of making sustainability a living and daily part of the European school.



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2. Introduction and methodology

For the research phase, a flexible but shared methodological approach was adopted so as to combine scientific rigor with the experiential dimension. The strategies adopted for data collection and analysis of good practices in the field of environmental and food sustainability education will be illustrated below. Particular attention was paid to the selection of practices that not only meet the specific educational objectives of the Green Camp project, but that can also serve as an example for other similar initiatives.

2.1 The context of the Green Camp project

Green Camp is an Erasmus+ project that addresses the issues of environmental and food education in a practical and operational way, with the aim of providing schools with concrete tools to work on sustainability. Although these topics are increasingly present in the public debate, they do not always find space in school curricula in a structured way that is truly connected to the daily life of students.

The project is aimed in particular at primary and secondary schools, proposing activities that combine theory and practice, digital and manual skills, contact with nature and the use of technological tools. The heart of the approach is the integration between educational modules, field experiences (such as school gardens and composting workshops), digital materials and accessible educational resources.

Green Camp is coordinated by the Capofarfa Farm (Italy) and sees the participation of CONIL Kids Club (Romania) and Garden Lab (Poland). The three partners work together to create a transferable educational model, based on good practices already existing in their respective countries and on new content developed collaboratively.

2.2 Objectives of WP2

Work Package 2 – Research and Content Creation is dedicated to the phase of analysis and collection of materials that will form the basis for the creation of the educational content of the project. Specific objectives include:

- carry out in-depth research on issues related to environmental sustainability, food, organic farming and conscious consumption practices;
- identify good practices already in use in schools and successful local initiatives;



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- develop interactive teaching units and training materials, accessible and suitable for different learning styles;
- promote inclusivity and equity through content suitable for students with different levels of age, ability and cultural background;
- provide a scientific and up-to-date basis for the development of educational tools to be used in subsequent work packages.

To identify the most significant good practices, the partnership adopted clear and participatory criteria, which made it possible to select effective, transferable and well-documented initiatives:

- **Pedagogical innovation:** practices that introduce new teaching methods, capable of actively involving students;
- **Measurable impact:** initiatives with concrete results in terms of skills and behavioural change;
- **Scalability and replicability:** experiences that can be easily adapted to different school and cultural contexts;
- **Community involvement:** activities that network schools, families and local actors;
- **Digital integration:** effective use of online tools and educational technologies;
- **Sustainable and inclusive approach:** attention to the environment, but also to accessibility for all.

The selection process followed four phases:

1. initial mapping of relevant practices in the three partner countries;
2. application of selection criteria;
3. comparative analysis to identify common strategies and differences;
4. final validation with the support of sustainability and teaching experts.

The result has been collected in three national reports that form the basis of this **Joint Report**, with the aim of summarizing the common elements and national peculiarities, guiding the development phase of the teaching materials, the platform and the operating manual provided for in the following WPs.



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2.3 Methodology

The partners conducted a desk analysis in their respective countries, collecting regulations, school initiatives, teaching practices, digital tools and local projects related to sustainability. Starting from these data, a qualitative comparison was carried out, to highlight convergences, distinctive elements and replicable good practices.

During this first phase of the project, the three partners collaborated in the implementation of the activities envisaged in WP2, in particular in the drafting of national research reports.

- Capofarfa (Italy), as coordinator of the project, took care of the general coordination of the WP2 activities, ensuring methodological consistency between the different reports and preparing the common index for the elaboration of national documents. It has also started the collection and analysis of Italian good practices, with particular attention to the issues of organic farming and environmental education.
- Conil Kids Club (Romania) conducted the data collection in its national context, identifying educational practices and local initiatives related to sustainability, with a specific focus on inclusion and involvement of school communities.
- Garden Lab (Poland) has carried out research work focused on the regulatory framework and active school practices in Poland, in particular with respect to environmental education, land use and conscious consumption, contributing to the reflection on European reference models.

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Each partner then produced a national report based on the shared index, contributing to the construction of the Joint Report with data, experiences and reflections useful for the subsequent design phase of the educational materials.

To ensure consistency and comparability between the results produced in the different countries, the partners worked from the beginning on the national reports following the index shared by the coordinator. This index has made it possible to maintain a common structure, facilitating subsequent comparative analysis and the collection of transferable elements for future educational planning.

While there is no formal reporting evaluation system, a quality-oriented approach has been adopted, taking into account aspects such as:

- the completeness and adherence to the shared index;
- the relevance of documented sources and practices;
- the clarity of the analyses and operational proposals;
- the potential contribution of the contents to the development of the tools envisaged in subsequent Work Packages.



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These criteria served as a guide, which helped guide the partners in the writing phase and ensure a comparable basis for the preparation of the Joint Report.



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3. Overview of national reports

The three national reports represent the first shared result of the Green Camp project. Through a work of analysis of the school context and collection of good practices, each partner has documented how the issues of environmental sustainability, nutrition and conscious consumption are addressed in their own reality. The results, although different, offer concrete ideas for building the educational model of the project.

3.1 Italy

The Italian report, produced by Capofarfa, shows that there are already many activities related to sustainability in Italian schools, even if they are often developed independently and without a unified frame of reference. Educational gardens are among the most present experiences, used both to work on environmental issues and to address nutrition in an educational key. Alongside these, there are also workshops on food waste, recycling activities, paths on labels and origin of products and initiatives promoted in collaboration with realities such as Slow Food or local authorities.

The report also recalls the national regulatory context, in particular the Ministry of Education's **ReGeneration School** strategy , which promotes education for sustainability in a systemic key and the **School Plan 4.0**, which supports the innovation of teaching spaces and methodologies with a focus also on environmental issues.

In several cases, projects involve multiple classes, different disciplines and sometimes even families. However, most of these experiences remain confined to extracurricular spaces or temporary projects, without being fully integrated into the ordinary teaching programming.

Digital is present, but still uneven. Some schools use educational apps or environmental monitoring tools, others participate in collaborative platforms or online games on sustainability issues, but there is a lack of a shared strategy to enhance these tools.

Some useful elements for the Green Camp model emerge from the report:

- schools are already active and interested in these issues, but they work in a fragmented way;
- there are many good practices, including award-winning paths such as the **Green Canteen** or projects such as **Orto in Condotta**, but they are not always made visible or shared between institutions;
- the connection with the curriculum is often weak, even if the potential is high;



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- Concrete support, including digital support, is needed to help teachers transform isolated activities into continuous and coherent paths.

3.2 Romania

The Romanian report, produced by Conil Kids Club, shows that many schools in Romania are active on sustainability issues, albeit in the absence of a structured national framework. Much of the activity stems from local initiatives, in collaboration with NGOs and international projects. Some recurring examples concern urban gardens, ecological days, recycling workshops and outdoor activities, often included in active citizenship and inclusion projects.

Among the documented practices, there are activities promoted by organizations such as WWF Romania and Viitor Plus, or initiatives such as the “Eat Responsibly” program, which has involved numerous schools in paths on the origin of food, waste reduction and conscious consumption. The report also highlights interdisciplinary educational experiences that link science, art and technology and that foster work based on skills.

Many of the projects have a strong experiential and participatory component. They also often involve families and the community, especially in outdoor activities and hands-on workshops. There are also initiatives aimed at students with special educational needs, with a particular focus on inclusion.

The use of digital technology is present in some experiences, for example through the use of educational apps, tools for environmental monitoring and multimedia materials created by the students themselves. However, even in this case there is a lack of systematic integration with the school curriculum.

Some useful elements for the Green Camp model emerge from the report:

- the experiences are numerous, concrete and well documented, but often isolated;
- the role of NGOs is central in supporting schools and teachers with tools and content;
- the proposed activities are easily replicable and adapt well to different contexts;
- the need to link these initiatives to a more stable and continuous educational design is evident.



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3.3 Poland

The Polish report, produced by Garden Lab, focuses mainly on the analysis of the regulatory and institutional framework relating to environmental education. Sustainability is included in school curricula as a Transversal theme, but the actual implementation is left to the autonomy of schools. The document analyzes curricular references and public policies, highlighting a certain distance between system indications and daily school practice.

Among the experiences collected are school gardens, composting activities, waste reduction paths, visits to organic farms and initiatives related to biodiversity. Some of these activities are carried out in collaboration with local authorities or associations, but are rarely integrated in a stable way into the training plan.

Digital is recognized as a possible ally in sustainability education, but the effective use of technological tools still appears limited. Some schools experiment with educational platforms and interactive tools, but there is a lack of shared orientation.

Some useful elements for the Green Camp model emerge from the report:

- the regulatory context is favourable, but tools are needed to help schools translate the guidelines into concrete activities;
- there are good practices, but they are often not valued or shared between institutions;
- Existing environmental activities could be strengthened if linked to digital and interdisciplinary pathways;
- It is important to work on the integration between local initiatives and formalized educational objectives.



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4. Comparative analysis

This part of the report compares the results of the three national reports. The goal is to understand what emerges in the different contexts on the central themes of Green Camp, identify common elements, differences and ideas that can be used to build a shared educational model.

The discussion is organized by themes:

- environmental sustainability;
- school horticulture and nutrition;
- responsible consumption;
- use of technologies;
- student participation.

For each theme, Transversalevidence, examples, recurring points and useful indications are reported. In the final part there are summary tables and a SWOT analysis of the three national approaches.

4.1 Education for sustainability

All three reports confirm that environmental education is a theme present in school discourse, but not yet fully integrated into daily teaching practice. The main differences concern the level of structuring, the type of activities carried out and the role that the school system attributes to these issues.

In **Italy**, the topic is included in national strategic documents, such as the “ReGeneration School” strategy, which promotes education for ecological transition through interdisciplinary projects, care of school spaces and collaboration with the territory. However, the concrete implementation often depends on the initiative of individual schools. Environment-related activities are widespread, but often remain extracurricular or linked to external projects (NOPs, regional calls, Erasmus+). Work is being done on separate collection, waste, biodiversity, energy consumption and waste. Many schools carry out valid projects but without a real connection to the educational objectives. The teachers involved are often motivated, but not always supported by specific training.

In **Romania**, activities are more oriented towards practical experience than curriculum. The projects collected in the report show how many schools collaborate with NGOs and foundations to carry out local initiatives, such as green days, cleaning public spaces, small outdoor



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workshops, murals and school gardens. Environmental education is not permanently included in school curricula, but is treated as an optional activity, or included in annual events. In many cases, however, the direct involvement of students and families is evident, with a concrete impact on ecological awareness and a sense of individual responsibility.

In **Poland**, the regulatory framework is more structured: environmental education is part of the core curriculum, treated as a Transversal topic. This means that it can be included in different subjects (science, geography, civic education), but the level of depth depends on the school. There are interesting initiatives, such as workshops on the waste cycle, energy saving projects and biodiversity paths, but often these activities are not formally monitored or evaluated. The report points out that the presence of institutional guidelines does not guarantee, on its own, effective education if not accompanied by teaching tools and training for teachers.

Transversal observations:

- Schools in the three countries are actively working on the issue, but with great variability from one institution to another.
- The link between environmental activities and curriculum remains weak, especially in Romania and Italy.
- The experiences gathered are useful for building a practical basis, but we need a model that helps to link these activities to learning objectives and soft skills.
- In all three cases, environmental education seems to work best when there is community involvement (families, local authorities, associations).

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4.2 School horticulture and sustainable food

This issue represents one of the most concrete and operational areas in the three countries. The use of the garden as an educational tool is present in all the realities analyzed, even if with different approaches and levels of structuring. Alongside horticulture, the theme of sustainable nutrition is dealt with through practical activities, workshops, interdisciplinary courses and extracurricular projects.

In **Italy**, school gardens are widespread, especially in primary schools. They are often linked to food education, active citizenship and conscious consumption projects. Schools use them to work on issues such as seasonality, biodiversity, food origin, food waste. Projects such as *Slow Food's Orto* in Convinia, *Green Canteen* or regional initiatives such as *Cibo Civile* offer already consolidated examples. However, even in this area there is a lack of full integration with the



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curriculum: many activities remain linked to temporary or extracurricular projects and their continuity depends on the motivation of individual teachers or external support.

In **Romania**, the school garden is often a project led by NGOs or local networks. The activities are very oriented towards direct experience and contact with nature, even in urban contexts. Some schools have created small vegetable gardens on terraces or in internal courtyards, with the involvement of families. Sustainable nutrition is also addressed through cooking workshops, information campaigns, games and creative activities. The *Eat Responsible* program, carried out in collaboration with various NGOs, has played an important role in spreading educational practices on healthy and sustainable food. These activities often have a strong educational impact, even if they are almost always outside formal school curricula.

In **Poland**, the theme of the school garden is present in some schools, especially primary and rural schools, but with less diffusion than in Italy and Romania. The most documented activities concern knowledge of the food supply chain, seasonality, composting and the reduction of organic waste. There are also initiatives in collaboration with educational farms and urban gardens. Some projects address the issue of sustainable food in a more theoretical way, through civic education materials and natural sciences. Even in this case, however, integration with the curriculum is limited and the educational use of the garden is not yet systematized.

Transversal observations:

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- The school garden is a very effective and easily adaptable starting point, already tested in all contexts;
- The most successful experiences are those that connect horticulture, cooking, food education and active citizenship;
- The involvement of students in taking care of the garden develops a sense of responsibility and concrete attention to the environment;
- Schools need simple operational tools, technical resources and replicable models, especially to integrate these activities into the school curriculum.

4.3 Responsible consumption and supply chain

The theme of responsible consumption is present in all three contexts, although with different approaches and levels of in-depth analysis. School activities related to this area touch on aspects such as food waste, reading labels, the origin of products, daily purchasing choices and the relationship between consumption and the environment.



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In **Italy**, responsible consumption is often addressed within larger projects related to food or citizenship. The schools work on issues such as waste, seasonality, local food, reading labels and the environmental impact of food choices. Many paths are promoted in collaboration with external bodies, such as social cooperatives, farms, recycling consortia or realities such as Slow Food and Last Minute Market. In some schools, consumption is also treated in an interdisciplinary way, linking science, civics and technology. Even in this area, however, integration into the curriculum remains partial.

In **Romania**, the issue is strongly linked to initiatives promoted by NGOs, in particular through the *Eat Responsible* program. The activities concern the food cycle, sustainable food choices, the environmental impact of industrial production and the role of the consumer. The schools involved organized fair trade markets, packaging workshops, awareness-raising activities and small projects documented with videos, interviews and materials created by the students. The focus is above all on awareness and active participation. However, there is no link with the school curriculum, which remains centered on more traditional content.

In **Poland**, responsible consumption is addressed in a more theoretical way and through civic education or natural sciences. The contents covered include the food supply chain, the environmental impact of imported products, the circular economy and the role of the conscious consumer. The experiences collected speak of lessons, ministerial teaching materials and participation in national campaigns on waste, plastic and sustainable lifestyles. Some schools involve local authorities or environmental associations, but the level of active participation of students is lower than in other contexts.

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Transversal observations:

- Responsible consumption is a Transversal issue that can connect different disciplines and skills, but it is often treated in a fragmented way;
- The most effective experiences involve students in the first person, through practical activities, daily choices and small concrete actions;
- It is useful to build links between horticulture, food and consumption to create more complete pathways;
- Teaching support is needed to help teachers integrate the topic into lessons, including visual, digital and easy-to-access tools.

4.4 Digital technologies and tools

The use of digital technologies in sustainability education is still being developed in the three countries, but it is emerging as an area with great potential. The reports show some variability



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between schools, with some experiences already active and others still in the experimental phase. Digital is used to document activities, create content, communicate externally or propose games and simulations, but it is rarely part of a structured path.

In **Italy**, some schools use digital tools to tell and share the activities carried out: blogs, videos, multimedia presentations, interactive maps and school newspapers. There are also more technical activities, such as monitoring energy consumption, using sensors or observing biodiversity with citizen science apps. Some examples reported in the report include the use of GreenApes, AWorld, Planet Clara, or educational platforms such as WeSchool, EduGreen and hybrid learning environments. However, these experiences remain isolated and depend on the interest of individual teachers. There is still no systematic use of digital technology to support environmental education, nor training courses dedicated to teachers.

In **Romania**, digital technologies are mainly used for the documentation and communication of activities. Students produce videos, podcasts, presentations and small reports related to environmental activities, especially in the context of projects managed by NGOs or European networks. Some examples include the use of mapping apps, food tracking tools (such as food trackers) or digital learning environments in extracurricular education centers. However, there is a lack of a connection with the curriculum and digital is not yet integrated into the teaching design.

In **Poland**, the use of technologies is recognised as strategic in national documents, but in practice it is still limited. Schools that use digital tools mainly use them for multimedia lessons or to participate in national campaigns on recycling and sustainability. Some institutes experiment with digital educational platforms, online quizzes, educational games or the use of augmented reality to explore natural environments, but these are still uncommon experiences. The report highlights the need to support teachers with ready-to-use materials and specific training.

Transversal observations:

- Digital is used creatively, but often as a “lateral” support to activities, not as part of the educational path;
- The digital content produced by schools is often interesting, but struggles to leave the local context or to be shared;
- We need a simple and accessible platform to collect and make available digital resources, educational tools and replicable models;
- Teacher training on these topics is still limited and should be strengthened, including through short courses, practical examples and shared learning environments.



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4.5 Active participation and role of students

The direct involvement of students is a central aspect for Green Camp and recurs, in different forms, in all the experiences analyzed. In the three contexts, participation is expressed above all through practical activities, workshops, shared responsibilities and small projects. In general, however, the active role of students is stronger where activities are self-organized or included in extracurricular initiatives.

In **Italy**, students are often involved in the care of vegetable gardens, in the design of awareness-raising activities and in the documentation of experiences. In some schools, “green committees” or working groups are created that manage separate waste collection, internal communication campaigns or environmental monitoring. Participation is experienced as a concrete form of active citizenship, but it depends a lot on the orientation of the school and the support received from teachers. Where there is a lack of time and resources, the risk is that students remain passive users and not protagonists.

In **Romania**, the involvement is often more visible. Many environmental projects involve manual, artistic and creative activities that put students at the center: garden care, construction of green spaces, creation of posters, videos, podcasts, games, shows and public presentations. In some cases, advocacy activities, interviews with local producers and the creation of materials for families are planned. This experiential approach greatly enhances transversal skills, even if the link with the educational objectives remains secondary.

In **Poland**, the active participation of students is less widespread, but still present in some realities. The reports speak of team activities during school events (ecological weeks, festivals), fundraisers for environmental initiatives, symbolic management of the garden or plastic-free days. Some schools have introduced forms of environmental monitoring managed by students, but without a clear decision-making or planning role. In general, the approach remains more traditional and less oriented towards student autonomy.

Transversal observations:

- Participation works best when students are put in a position to act, propose and build, not just to execute;
- Practical activities, especially outdoors or related to communication, increase engagement and motivation;
- The educational potential of participation is high, but a dedicated space is needed in educational planning;
- To be effective, participation must be linked to transversal skills: problem solving, collaboration, communication, critical thinking.



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4.6 Thematic summary compared

Theme	Italy	Romania	Poland
Environmental education	Present in the guidelines (e.g. School ReGeneration), but discontinuous application. Linked to local projects and networks.	Not permanently included in the programs. Hands-on activities with NGOs and local communities.	Planned as a transversal theme. Activities present but variable between schools.
School horticulture	Widespread especially in primary school. Connected to food activities and citizenship.	Present in urban contexts and linked to local initiatives. Strong creative component.	Present in part, especially in rural schools. Less widespread and less structured.
Nutrition education and consumption	Topics covered: waste, labels, local food. Collaboration with external bodies.	Focus on the environmental impact of food, sustainable production and communication.	Circular economy, critical consumption, treated in a more theoretical and fragmented way.
Use of technologies	Digital tools present but used unevenly. Examples: Apps, blogs, citizen science.	Creative use to tell the story of activities (videos, podcasts, presentations).	Technologies that are not widespread in practice. Some experience with platforms and augmented reality.
Student participation	Active participation but not always formalized. Green groups, vegetable gardens, countryside.	High engagement. Practical, expressive and communicative projects.	More symbolic participation. Some collective activities, but with limited roles.
Curriculum link	Partial and uneven. The activities are often extracurricular.	Absent or weak. Activities remain isolated from the school curriculum.	Formally envisaged, but without clear teaching tools for implementation.
Actors involved	Schools, motivated teachers, local authorities, associations.	NGOs, school communities, families, local authorities.	Schools, local authorities, public bodies, but with less openness to the outside world.



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4.7 SWOT analysis of the three national approaches

To get a more practical look at the three contexts, below are three SWOT analyses, one for each country. They serve to highlight what works, what is missing, where there is room for development and what aspects could represent a limit. It is a useful way to summarize the evidence that has emerged and to orient the work on the Green Camp model more clearly.

Italy:

Strengths	Weaknesses
• Numerous and widespread experiences, especially in primary schools. • Presence of already active national networks and projects (e.g. Slow Food). • Openness to collaboration with external bodies and territories. • Teachers motivated on these issues in many schools.	• Activities that are often extracurricular and disconnected from the curriculum. • Lack of continuity and systematization. • Digital is used in an uneven and unstructured way. • Dependence on local initiatives or individual teachers.
Opportunities	Threats
• Progressive inclusion of sustainability in ministerial documents. • Great availability of materials, experiences and replicable projects. • Potential to link sustainability and soft skills.	• Overload of teachers and resistance to innovation. • Risk of fragmentation between schools, territories and school levels. • Difficulty in assessing and monitoring environmental activities.

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Romania:

Strengths	Weaknesses
• Strong experiential and creative component of the activities.	• Absence of a national educational strategy on sustainability.



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• Broad involvement of students, families and communities. • Strong partnerships with NGOs and local networks. • Use of digital as a tool for storytelling and participation.	• Activities disconnected from the official training objectives. • Poor institutional and training support for teachers. • Activities often limited to individual events or external projects.
Opportunities	Threats
• Great openness of schools to experiment with new projects. • Students' interest in practical and inclusive approaches. • Possibility of gradually inserting the topics into the curriculum.	• Risk of over-dependence on external actors (NGOs, foundations, etc.). • Lack of tools to capitalize and disseminate good practices. • Discontinuity between extracurricular activities and formal teaching.

Poland:

Strengths	Weaknesses
• Institutional recognition of environmental education. • Presence of formal curricular references. • Some experiences related to circular economy and citizenship. • Initiatives linked to local and rural reality.	• Uneven implementation at school level. • Low integration of practical activities into the teaching plan. • Poor use of innovative technologies and methodologies. • Student participation still undervalued.
Opportunities	Threats
• Potential to link formal content and environmental activities. • National push on methodological and digital innovation. • Growing interest in environmental issues among young people.	• Still very transmissive school approach. • Poor sharing of good practices at the level of the school network. • There is a risk that environmental education will remain an “additional task”.



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5. Recommendations for the construction of the Green Camp model

In the three contexts analysed, schools show interest in sustainability issues, but still struggle to integrate them in a structured way into daily teaching. There are numerous active projects ranging from school gardens to recycling, from food education to ecological citizenship, but in most cases, these are activities outside the curriculum, linked to calls, local networks or the personal motivation of some teachers.

The most effective practices, those that really manage to involve students, teachers and territories, have several elements in common: they work on clear and shared objectives, they are based on direct and concrete experiences, they use simple but well-designed materials, they involve external realities and provide moments of restitution or comparison. In some cases they are also accompanied by digital tools, but their use still remains marginal and poorly structured.

From the evidence collected, it is clear that many schools have already experimented with interesting solutions, but they need greater continuity, simple operational supports, tools that facilitate planning and evaluation and above all a common reference framework. The Green Camp model was created to meet these needs, enhancing what already exists and helping schools to make these experiences more accessible, replicable and linked to educational objectives.

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What follows is not a format to be applied rigidly, but an open proposal, built on the basis of the real needs that emerged in the three contexts and the practices that have proven to be more solid and effective.

5.1 Key elements of the Green Camp model

From the experiences observed, several elements emerge that are repeated in the most effective projects, those that manage to involve students, teachers and school communities in a lasting way. These are simple but concrete characteristics that can represent the starting point for a sustainable and adaptable educational model.

One of the first aspects that strikes you is the centrality of practical activities. When students are personally involved, through vegetable gardens, workshops, small experiments, outdoor outings or projects with a visible impact, participation increases, as well as understanding of the topics addressed. These activities, in addition to developing knowledge, allow you to work on transversal skills, such as collaboration, responsibility or critical thinking.



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Another element that often comes back is the availability of teaching materials designed to simplify the work of teachers and make the path more accessible. Cards, kits, notebooks, thematic maps, calendars or simple digital tools help to give structure and continuity to the project, preventing everything from falling back on the goodwill of the individual teacher.

In many successful experiences there is also an openness to the territory. When schools work together with associations, farms, local authorities or environmental cooperatives, the activities acquire value and concreteness. These collaborations not only offer resources and expertise, but also strengthen students' sense of belonging and help create lasting bonds between school and community.

For the primary group, but not only, the introduction of playful or narrative elements also works well: guide characters, educational games, missions to be accomplished, challenges between classes or symbolic prizes. This type of approach facilitates participation, increases motivation and can make even complex concepts more accessible, keeping attention alive.

The most solid experiences are also those that include moments of synthesis and sharing. Giving back days, small events, internal presentations or openings to families help to give visibility to the work done and strengthen the sense of the path. We don't need something big, but we need it to be recognized, told, valued.

Another important aspect is flexibility. Schools have very different resources, times and needs. For this reason, the Green Camp model will have to provide modular activities, which can be adopted in part or in full, adapting to real conditions. It is this ability to adapt that makes a project sustainable over time.

Finally, in the experiences that work best, there is always a form, even a simple one, of self-reflection, re-elaboration and monitoring. These are not great tools, but ways to understand what is happening: observations, evidence collection, feedback from students and teachers. This allows us to improve over time and build a model that evolves with experience.

In summary, the Green Camp model should enhance:

- concrete and participatory activities;
- simple and reusable teaching materials;
- openness to the territory and external collaborations;
- playful and creative approaches, especially in primary school;
- moments of synthesis and visibility of the work carried out;
- a modular structure that can be adapted to different school contexts;
- tools for self-reflection, monitoring and continuous improvement, even informal.



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5.2 Proposal of the Green Camp model

Building on the findings from the research phase, we propose an initial structured outline of the Green Camp educational model, which will be validated and developed in detail during WP2. The model, which will be implemented by September 2025, includes the following tools:

1. an e-learning course for primary and lower secondary school boys and girls with six modules including 3 teaching units each,
2. evaluation quizzes at the end of each module,
3. in-depth materials (videos, guides, infographics, diagrams, images, texts),
4. experiential activities to be carried out in the classroom, outdoors or in the territory,
5. a useful sheet to guide reflection and the sharing of considerations on the topics addressed;
6. a practical guide that teachers can use to integrate sustainability into everyday teaching (which will be written from January to April 2026).

The goal is to offer a coherent, accessible and engaging educational path, capable of introducing the themes of sustainability, organic farming, conscious consumption and active citizenship in an integrated way, through digital content and concrete actions related to the students' experience.

Model Structure

The course will be hosted within the Green Camp platform and organized according to a modular structure:

- **6 thematic modules**, each assigned to a partner on the basis of specific experience and skills;
- **3 teaching units per module**, presented in the form of PowerPoint presentations and transformed by Capofarfa into traceable SCORM packages, which can be used directly online within the platform;
- **1 final quiz per module**, consisting of 6 closed-ended questions (only one correct option out of three);
- **1 associated practical activity per module**, in PDF format. The aim of the activities is to translate the concepts learned in the teaching units into concrete activities to be carried out in the classroom, at home or outdoors (possibly to be documented with videos);



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- **2-3 optional follow-up materials per module**, at the discretion of the partners (e.g. infographics, videos, PDF sheets).

All materials will be designed to be modular and adaptable to different school levels, with clear language and replicable activities with limited resources. It is important to ensure that the materials are consistent with the content of the teaching units and suitable for the level of the target group (8-13 years).

This is followed by a detailed proposal for the structure of the course with assignment for content creation, associated competence, objectives, topics and suggestions regarding the in-depth documents and activities.

MODULE 1 – SUSTAINABILITY AND BIODIVERSITY

Assigned to: Garden Lab

Transversal competence: critical and systemic thinking

Objectives of the module: To introduce the basic concepts of environmental sustainability and biodiversity in a simple but effective way, helping children and young people to understand their meaning, importance and implications in daily life and in the relationship with the territory.

Teaching units (SCORM)

1. What is sustainability
2. Biodiversity: why is it important?
3. Everything is connected: nature as a system

Final Quiz

6 multiple-choice questions with three answer options, only one correct answer.

Extra materials (optional but recommended)

- Infographic: “The different types of ecosystems” or “The types of biodiversity”
- Short video: “Biodiversity in everyday life” or “Biodiversity in simple words”
- “Child-friendly SDGs” sheet

Related practical activity (Toolkit)

Visit to an educational farm with “ecosystem hunting” (PDF guide card with stops, guided observations and small challenges, such as finding three different plants, identifying and describing a pollinating insect, etc.)



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MODULE 2 – GARDENING AND SEASONALITY

Assigned to: Capofarfa

Transversalexpertise: Responsibility and initiative

Objectives of the module: to introduce the basic concepts related to seasonality and plant growth, through gardening as an educational practice. The module offers fundamental theoretical notions on the functioning of the plant world and proposes gardening as a tool to develop a sense of responsibility, observation and environmental awareness.

Teaching units (SCORM)

1. The seasons and cycles of nature
2. Gardening and sustainability at school: why and how
3. The Value of Caring: Observing and Documenting Growth

Final Quiz

6 multiple choice questions with three answer options, only one of which is the correct one.

Extra materials (optional but recommended)

- Mini-calendar of blooms or seasonal sowing
- Infographic: “From seed to harvest” or “The parts of a plant and their role”
- Video “How to make an educational flowerbed” or “How to grow a potted plant”

Related practical activity (Toolkit)

Gardening activities at school. Sowing or caring for potted plants or small flower beds, even if only with simulated design (PDF guide card with phases, materials and guided observations).

MODULE 3 – CONSCIOUS EATING

Assigned to: Capofarfa

Transversal competence: Personal/social awareness and well-being

Module objectives: To help students reflect on what they eat, where the food comes from, what effects it has on the body and the environment and how they can make more informed and sustainable choices in their daily lives.

Teaching units (SCORM)

1. The food supply chain and its environmental impact Reading what we eat
2. Reading what we eat
3. Food, culture and identity

Final Quiz



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6 multiple choice questions with three answer options, only one of which is the correct one.

Extra materials (optional but recommended)

- Sustainable (collaborative) classroom cookbook or how to read a label card
- Game “Conscious Spending” (Printable)
- Infographic “The ecological footprint of food” or “The journey of a food”

Related practical activity (Toolkit)

Education to sustainable snack/lunch. Reflection and monitoring of what you eat at school with the creation of a “snack diary” for a week and final discussion in class with the invitation to propose more sustainable alternatives (PDF guide sheet)

MODULE 4 – WASTE, RECYCLING AND COMPOSTING

Assigned to: Garden Lab

Transversal competence: Problem solving and creativity

Objectives of the module: to provide students with a clear vision of the waste cycle, reduction and recovery strategies and the role of composting as a concrete example of circular economy and respect for the environment.

Teaching units (SCORM)

1. Waste: what it is, why we produce so much of it and what happens to it
2. Reduce, reuse and recycle
3. Composting and the circular economy

Final Quiz

6 multiple choice questions with 3 answer options, only one of which is correct.

Extra materials (optional but recommended)

- Video tutorial “Building a simple composter” or “the journey of a banana peel”
- “Composting Guide” or “The Waste Cycle” tab
- Gallery of ideas for creative reuse

Related practical activity (Toolkit)

Composting at school and reuse laboratory. Create a composter with simple reused materials (bottles, containers), to observe the decomposition process (PDF guide card with phases, observations and monitoring diary)

MODULE 5 – ENERGY AND NATURAL RESOURCES



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Assigned to: Conil

Cross-Functional Competence: Digital Competence and Environmental Awareness

Module objectives: to help students understand where the energy we use comes from, what the planet's main natural resources are and how our daily choices can contribute to reducing waste.

Teaching units (SCORM)

1. What is energy and where does it come from
2. Earth's resources: precious but limited
3. Virtuous behaviour to reduce consumption and “zero-impact classroom”

Final Quiz

6 multiple choice questions with 3 answer options, one of which is correct.

Extra materials (optional but recommended)

- Infographic “Energy sources: which ones do we use the most?”
- Map of school consumption
- Green Energy and Sustainable Schools Videos

Related practical activity (Toolkit)

“Zero impact class” project. Research on sustainable behaviour, development of a presentation or poster to propose ideas to the school and presentation in the classroom (PDF guide sheet with observation grid and questions)

MODULE 6 – ACTIVE CITIZENSHIP AND PARTICIPATION

Assigned to: Conil

Transversalexpertise: Civic participation and collaboration

Objectives of the module: to make students understand what it means to be active citizens, how they can participate in the life of the school and the community and why every individual gesture can contribute to collective change.

Teaching units (SCORM)

1. What it means to be a citizen and belong to a community
2. Active participation and collaboration
3. From ideas to actions: valuing everyone's ideas to make small changes

Final Quiz

6 multiple choice questions with 3 answer options, one of which is the correct one.

Extra materials (optional but recommended)

- Diary “7 days to change something” (printable)



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- Guidelines for designing a local initiative
- Infographic “The 10 actions of a responsible class”
- Videos with testimonials of good practices

Related practical activity (Toolkit)

Good habit to adopt with family or friends. Each student chooses a small sustainable action to practice for a week with friends or family. Keeps a diary and shares it in class (PDF guide card with suggestions, daily grid and food for thought)

FINAL ACTIVITY – PROJECT WORK

Assigned to: Capofarfa

Format: Guided PDF + Video Documentation (optional but recommended)

Objectives of the activity:

- Encourage the active and creative reworking of the contents addressed in the six modules,
- develop collaboration, synthesis and communication skills
- To promote personal and collective reflection on the training experience,
- Enhance the work done in the classroom,
- Document students' perceptions of model experimentation.

At the end of the course, a guided project work will be proposed, by Capofarfa, designed to be carried out in class in a collaborative form. It will be provided in PDF format and structured as a path of guided reflection on the contents addressed, with activities of synthesis, comparison and documentation. The file will consist of guided sections organized in a simple but complete way. Each section includes short, open, flexible activities, which each teacher can adapt to their group of students.

Contents:

What have we learned?

→ Summary sheet with guided questions to rethink the six modules together: keywords, images, important concepts.

Our Green Camp: what has changed in our classroom?

→ Space to tell a real or symbolic change that has taken place thanks to the project.

A promise for the future

→ Each group or student presents a concrete action that they commit to continue in daily life.

Our voice for the planet



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→ The children think of a message, even in the form of a story, to share with the school and families.

Experience Feedback

→ Final section for teachers and students: what worked, what can be improved, what will remain.

Teachers are invited to photograph and film short clips of the group work or the presentation of the project in class. The videos, if authorized, can be used in **the final documentary of the Green Camp project** (it is not mandatory to film the faces).

Example of how the form will appear in your platform:

| Module 1: Sustainability and Biodiversity
(Brief introduction to the module)



Unit 1: What is sustainability



Unit 2: Biodiversity in nearby environments



Unit 3: Connections in Living Systems



Quiz 1



Extra materials



Activity 1



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5.3 Editorial guidelines for the creation of educational content

Each module of the course aims to introduce children and young people to a key topic of sustainability, through simple, understandable, engaging content, with concrete examples suitable for the age group (8-13 years).

It is suggested to use clear and direct language with short sentences, positive and engaging tone. Avoid technicalities or definitions that are too scholastic; When a concept is difficult, explain it with examples or pictures. Avoid childish tones: it is a project for children, but with seriousness and respect for their intelligence.

Directions:

➔ TEACHING UNITS (PowerPoint format)

Each module includes 3 teaching units to be created in PowerPoint presentation format, which will then be converted by Capofarfa's technicians into SCORM packages for uploading to the platform.

Recommended structure (5-7 slides):

- Introduction
- Simple presentation of concepts (3-4 slides)
- Concrete examples and food for thought
- Eventual final summary with 2-3 keywords to remember

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➔ QUIZ (Word or PDF format)

At the end of each module there is a quiz consisting of 6 multiple-choice questions, with 3 answer options (only one correct). The questions must be formulated in a simple way and consistent with the contents of the units, avoiding complex formulations.

Directions:

- 2 questions for each module unit
- Accessible language, suitable for the age of the students
- Short texts for questions and answers

➔ PRACTICAL ACTIVITY (Word or printable PDF format)

Each module includes a class-based worksheet, designed to translate the concepts learned into concrete actions.

Board Structure:



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- Activity title
- Learning objectives
- Suggested duration
- Materials Needed
- Detailed operational steps
- Final Questions for Reflection
- If necessary, attach cards and grids useful for carrying out the activity

To ensure consistency with the project, we recommend that you follow the proposed activity in the template structure. Each activity has been designed to meet the needs of the target, maintain consistency with the theoretical contents and reflect the guidelines approved in the design phase.

The activities can be documented with photos or videos, useful for the production of the final documentary of the project.

➔ **ADDITIONAL MATERIALS (optional, but recommended):**

Each partner can add 2-3 additional materials per module, useful for integrating or deepening Examples:

- Short explainer mini-videos
- Thematic infographics
- In-depth PDF with data, examples, real stories
- Visual cards or additional activities to use in the classroom

As for the visual style for slides and materials, prefer the use of clear, colorful and meaningful images, always suitable for the age of the students. You can insert icons, arrows, short captions to accompany the concepts and it is advisable to avoid too long blocks of text in the slides.

Capofarfa will be responsible for:

- Convert PowerPoint materials into trackable SCORM packages,
- Digitization of content,
- Upload to the project's e-learning platform.

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6. Guidelines for using the model in schools

The Green Camp model has been designed to be easily adopted by schools of different types, with different degrees of familiarity with sustainability education. The entire system, from the modular structure to the materials made available, aims to offer a clear and complete path, but at the same time open, adaptable, capable of integrating into everyday teaching without distorting it. In this section we do not propose a “guide for use”, but some operational reflections on how the model can find space in the real school, the one made up of tight deadlines, variable resources and often very heterogeneous classes.



From the beginning, it was clear that the model had to work even in the absence of ideal conditions. The goal is therefore not to impose a new school project, but to provide a ready, readable and useful tool, which teachers can use as a resource, independently choosing which modules to activate, in what order and with what level of depth. Flexibility is not a compromise, but an intentional choice: it allows each school to move at its own pace, enhancing what it already does and opening up new possibilities.



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The course can be tackled in its entirety (as will be done in the experimentation phase), as a continuous teaching experience over several months, or for individual modules, perhaps linked to specific moments of the school year (Environment Week, World Recycling Day, etc.). The theoretical contents in SCORM format, the quizzes, the practical activities and the support materials are designed to work autonomously. Each module has its own internal coherence and can be treated as an interdisciplinary mini-unit.

6.1 The role of the teacher

The role of the teacher remains central. Green Camp does not automate learning: it proposes materials, but it is up to the teacher to decide how to propose them, at what pace, in which teaching space. The approach is that of collaboration: materials provide a common basis, but leave room for customization, adaptations, integrations. For this reason, it is also possible to work in a teaching team, involving several disciplines and different figures (science, art, technology, civic education teachers, but also educators and external operators, if present). Once the structure has been created and the contents have been created, the success of the model depends, as always, on who brings them to the classroom, on how they manage to make them alive and close to the students.

The proposed experience can also dialogue well with other projects already underway in the school: civic education courses, existing school gardens, activities with local associations, PCTO or environmental education courses already active. There is no “right way” to adopt Green Camp: the model can be started in a classroom, extended to the entire complex, integrated into an institute project or used to activate new laboratories.

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6.2 Documenting the experience

One aspect that deserves attention is the possibility of documenting the experience to collect feedback and create a replicable good practice. The final project work is designed as a final moment of reflection and restitution, but it can also be an opportunity for visibility for the work done, towards the school community and beyond. In the same way, the activities can give good ideas for sustainable practices that can be replicated by other students. Schools will be able to choose whether to make short videos, collect testimonies, exhibit materials created in class: not as an obligation, but as a possibility to give value and continuity to the experience. The material collected will contribute to the final documentary envisaged by the project, but also be useful for returning the path on the occasion of open days, meetings with families, local events.



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7. Conclusions and recommendations

The path described in this report has made it possible to move from the analysis of educational needs, existing practices and priorities that emerged in the three national contexts, to the definition of a coherent, accessible and ready-to-develop educational model. The Green Camp proposal takes shape as an operational tool capable of supporting the daily work of teachers and schools, promoting sustainability education capable of combining theoretical content, digital tools, teaching practices and active participation.

At this point, the project enters a delicate but interesting phase: the production of the actual educational content, starting from the shared structure of the six modules. It is the moment in which the model becomes living matter, where the materials begin to take shape and dialogue directly with the concrete needs of the classes.

The creation of the contents represents a new phase of pedagogical planning. Each partner will be asked to build the teaching units, activities, quizzes and in-depth materials related to the assigned modules, leveraging their thematic and methodological skills. This will require attention to consistency with the model, but also creative freedom and the ability to translate complex concepts into tools suitable for the 8-13-year-old target.

The work will be supported by the guidelines shared in this report, editable templates and a constant channel of discussion between partners. The quality of the materials will depend on their clarity, effectiveness and ability to activate questions, reflections, small changes in behaviour in students.

To better address this phase, we propose some operational recommendations:

- Respect the agreed modular structure, with 3 PowerPoint teaching units for each module, each centered on a single key concept. It is important that the slides are synthetic, visual and consistent with the training narrative defined in the report. Avoid long texts.
- Use the **language** and **tone** envisaged for the 8-13-year-old target, as defined in the guidelines: simple but not simplified, inclusive, concrete, with examples close to the everyday life of the children.
- Stick to the specific **themes** and **objectives** of the assigned module, avoiding overlapping with other modules. Each unit must contribute to the progressive construction of the key competence linked to the module (e.g. active citizenship, environmental awareness, critical thinking, etc.).



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- Maintain **consistency** between content and activities: practical activities must not be generic, but designed to be a natural continuation of the learning of the teaching units. Deliveries must be achievable, with realistic times and simple materials.
- Always provide a well-calibrated final quiz, with questions aligned with the contents of the units, clearly formulated and with plausible answers. Each module will have exactly 6 questions.
- Carefully evaluate the **extra materials** to be proposed: infographics, cards or videos must be functional, not redundant. Better a few well-made materials, which lighten and enrich the experience, rather than irrelevant attachments.
- Share pre-release versions of content with the workgroup before finalization. The **comparison** between partners will be essential to ensure homogeneity and quality and to resolve any inconsistencies or redundancies in advance.
- Use the **templates** and graphic **indications** provided to ensure consistency between materials. The creation of templates and conversion to SCORM will be handled by Capofarfa, as it is important that the files are well structured from the start.

The common goal is to build a learning environment that is accessible, engaging and formative, capable of speaking to children and concretely supporting the work of teachers. A model that does not simplify environmental problems, but makes them understandable, close, accessible. A model that does not give ready-made answers, but stimulates the collective search for solutions.

The work done so far has provided a solid foundation. The task of the Green Camp partnership now is to transform that base into content capable of educating, inspiring and lasting over time.



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8. Sources

The sources of this report are the **three national reports produced by the project partners**: Capofarfa for Italy, Conil Kids Club for Romania and Garden Lab for Poland. As part of WP2 of this project, everyone collected data, examples and reflections related to their school context, providing a concrete basis for building the common model.

Constant reference was also made to the **application form of the Green Camp project** (project code: 2024-1-IT02-KA220-SCH-000253862), useful for maintaining consistency with the initial objectives, the distribution of tasks and the expected results.