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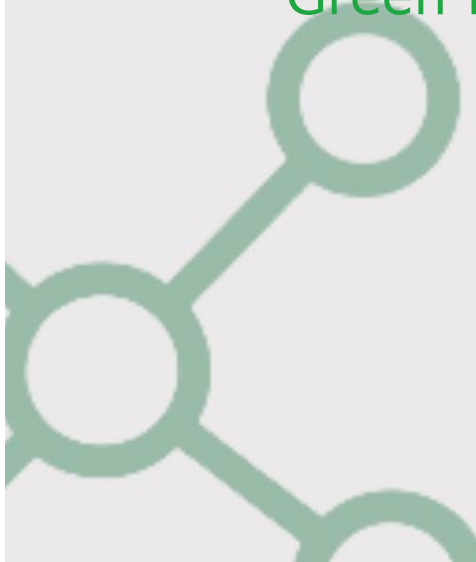
MV International

A NETWORK OF 45
MEMBERS FROM ALL
OVER THE WORLD



ECHO GREEN SKILLS GUIDE

Green Echo - Workshops for Youth for
Sustainability



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Guide purpose

A practical youth-work resource for turning sustainability education into youth-led local environmental action. It is designed for facilitators, youth organisations and partner organisations that want to run participatory Green Echo workshops and adapt the model to their own communities.



1. Purpose and context

1.1 Green Echo within MV International 2026 Operating Grant

Green Echo is the sustainability strand of the ECHO pillar, part of MV International 2026 Operating Grant and is implemented under "Green Echo" Annual Workshops for Youth for Sustainability. This is designed to engage young people in climate action through education and hands-on local initiatives. Participants explore sustainability challenges and co-design eco-actions addressing issues such as recycling, biodiversity and energy use.

The phase contributes directly to the green transition, climate action and youth-led initiatives. Its intended learning effect is not limited to environmental awareness: Green Echo aims to develop practical green skills and environmental citizenship so that young people can identify local challenges, collaborate with others and move from ideas to feasible community action.

1.2 What this Skills Guide aims to support

The guide provides the first common methodological foundation for Green Echo workshops in 2026. It translates sustainability into a reusable facilitation model, a competency framework and a first set of activities that can be tested, adapted and improved through implementation.

- Support the delivery of two Green Echo workshops involving at least 60 young people in total.
- Guide participants from sustainability learning to the co-design and implementation of at least two local eco-actions.
- Provide practical activities linked to recycling and circular practices, biodiversity, energy use and local environmental challenges.
- Create a common structure that can be adapted by youth organisations across different countries and local contexts.
- Generate learning evidence, participant feedback and practical examples.



1.3 Target groups and users

The primary participants are young people aged 18-30, with an explicit inclusion focus on young people with fewer opportunities. The guide should also be usable by youth workers, educators, facilitators, civil society organisations and MVI network members that support youth participation and sustainability activities.

Facilitation principle

Young people should not be treated only as recipients of environmental information. The Green Echo model positions them as co-researchers, co-designers and local actors who can shape and test responses to environmental challenges.



2. Strategic and project alignment

This guide combines operational requirements with methods and lessons drawn from the linked CERV ENABLE and Erasmus+ YOUTH Roots projects. The three sources contribute complementary elements: climate and environmental citizenship, participatory youth engagement, non-formal education, practical tools, local initiative design and a test-feedback-improve cycle.

Source	Relevant elements	How Green Echo uses them
MVI / Green Echo	Youth climate action; green skills; environmental citizenship; local eco-actions; two workshops; transferable guide.	Defines the purpose, target and expected annual results of this guide.
CERV ENABLE	Meaningful youth participation in climate action; participatory action research; youth involvement framework; climate education; policy dialogue; inclusion.	Informs the rights-based, participatory and action-oriented methodology.
Erasmus+ YOUTH Roots	Non-formal learning; interactive handbook and worksheets; sustainable practices; community engagement; stakeholder mapping; training, coaching and feedback.	Informs the practical workshop architecture, reusable tools and test-revise cycle.

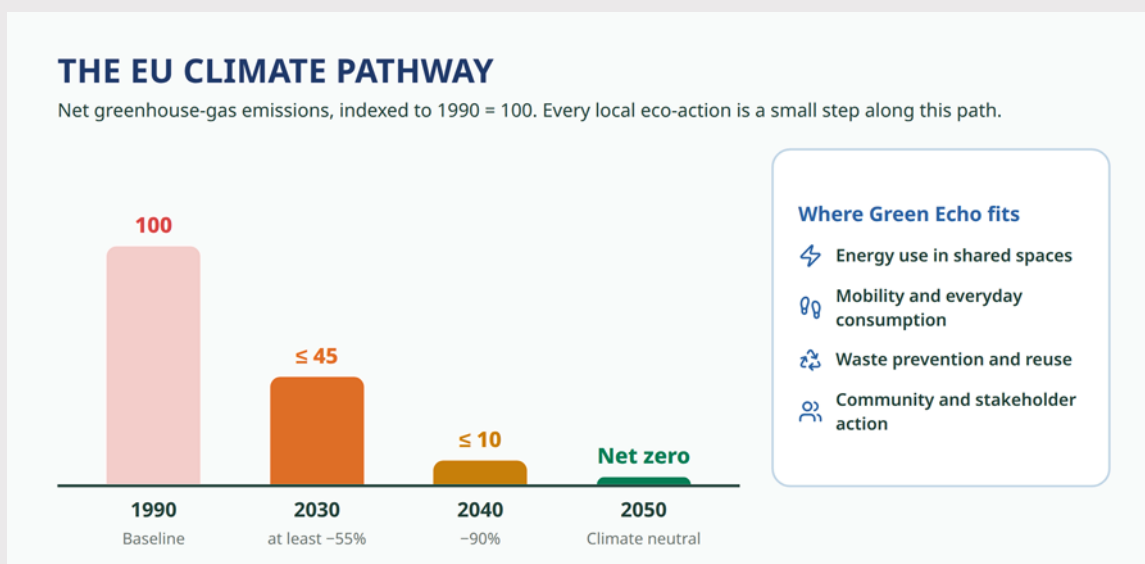
2.1 Shared principles

- Youth participation should be meaningful: participants influence the issue selection, proposed response, action design and reflection process.
- Learning should be experiential: concepts are connected to observation, local evidence, practical tasks and action.
- Inclusion is a design requirement: activities should allow different forms of participation and avoid assuming the same knowledge, confidence or resources among all participants.
- Local relevance increases ownership: workshops begin with environmental issues that participants can see, experience or investigate in their community.
- Skills are strengthened through application: young people use collaboration, planning, communication and problem-solving skills while designing an eco-action.

- Resources should be transferable: tools use simple instructions, adaptable materials and a clear facilitation sequence so they can be replicated in different countries.

2.2 EU green transition and climate action priorities

Green Echo translates EU green-transition priorities into youth-work practice. Rather than treating EU policy as background information, the workshop model uses it as a practical orientation for local observation, competence development, co-design and youth-led action. The priorities below provide the main policy frame for the 2026 guide.



EU priority	Policy anchor	Implication for Green Echo
Climate neutrality and emissions reduction	European Climate Law / EU climate targets	Connect local energy, mobility, consumption and community actions to the EU pathway of at least -55% net GHG emissions by 2030, -90% by 2040 (compared with 1990), and climate neutrality by 2050.
Climate adaptation and resilience	EU Adaptation Strategy	Help young people identify local climate risks and practical resilience responses, using local evidence, stakeholder dialogue and, where relevant, nature-based solutions.
Circular economy and resource efficiency	8th Environment Action Programme to 2030	Prioritise prevention, reuse, repair and resource efficiency before recycling alone; examine how local systems and consumption patterns generate waste.
Biodiversity and healthy ecosystems	8th Environment Action Programme to 2030	Build awareness of local habitats, species and ecosystem pressures and support responsible stewardship actions that avoid unintended harm.

Zero pollution and environmental health	8th Environment Action Programme to 2030	Link community observation to air, water, soil, waste and other pollution pressures, with attention to health, wellbeing and unequal exposure.
Sustainable production and consumption	8th Environment Action Programme to 2030	Explore environmental pressures linked to energy, buildings, mobility, food, tourism and everyday consumption, and identify realistic changes at individual, organisational and community level.
Learning for the green transition	Council Recommendation on learning for the green transition; Erasmus+ horizontal priority	Use hands-on, interdisciplinary and locally relevant non-formal learning to build sustainability competences, encourage behavioural change and make young people active agents of the transition.
Citizen and youth participation	European Climate Pact; EU Youth Strategy / Youth Goal #10 Sustainable Green Europe	Treat young people as rights-bearing participants and co-designers who can initiate action, communicate with stakeholders and contribute to environmental decision-making.

Green Echo policy filter

Every eco-action should be able to answer three questions: (1) Which EU green-transition priority does this local challenge relate to? (2) What can young people realistically influence at local level? (3) How can the action strengthen both environmental outcomes and meaningful youth participation?

2.3 GreenComp: EU sustainability competence framework

The Green Echo competency framework is aligned with GreenComp, the European sustainability competence framework. GreenComp is designed for formal, non-formal and informal learning and organises sustainability competence into four interconnected areas. Green Echo operationalises these areas through local investigation, co-design and action rather than using GreenComp as a separate classroom curriculum.

GreenComp area	GreenComp competences	How Green Echo activates them
Embodying sustainability values	Valuing sustainability; supporting fairness; promoting nature.	Environmental awareness, biodiversity stewardship, inclusive decision-making and reflection on who benefits or bears environmental pressures.
Embracing complexity in sustainability	Systems thinking; critical thinking; problem framing.	Local eco-mapping, waste/energy audits, cause-impact analysis, stakeholder mapping and comparison of possible responses.
Envisioning sustainable futures	Futures literacy; adaptability; exploratory thinking.	Idea generation, scenario thinking, imagining better local practices and adapting proposed actions to constraints and feedback.
Acting for sustainability	Political agency; collective action; individual initiative.	Youth-led eco-actions, stakeholder engagement, shared responsibility, implementation, communication and follow-up.



3. Green Echo competency framework

For this guide, green skills are understood as the knowledge, practical abilities, collaborative capacities and attitudes that help young people understand environmental challenges, make informed choices and participate in sustainable change. The framework below operationalises the EU GreenComp areas in the specific context of Green Echo, while preserving the task focus on recycling/circular practices, biodiversity, energy use, youth-led initiatives and environmental citizenship.

The framework below is a working synthesis for the 2026 Green Echo phase. It is intended to be tested against participant feedback and workshop experience before the guide is finalised.

GREEN SKILLS AT A GLANCE

Eight competencies combine environmental understanding with participation and action.



Competency	What it means in Green Echo	Observable example
1. Environmental awareness	Recognise how everyday choices and local systems affect climate and the environment.	Identify a local environmental challenge and explain why it matters.
2. Circular and resource thinking	Understand waste prevention, reuse, recycling and responsible consumption as connected practices.	Audit a local waste stream and propose a realistic improvement.
3. Biodiversity stewardship	Observe local ecosystems, species and habitats and recognise pressures affecting them.	Map a biodiversity asset or risk and propose a protection action.
4. Energy and climate literacy	Connect energy use with emissions, efficiency and behavioural choices.	Identify avoidable energy use and develop a reduction action.
5. Collaborative problem-solving	Work with peers to analyse problems, compare options and reach shared decisions.	Use group evidence and criteria to select one eco-action.



Competency	What it means in Green Echo	Observable example
6. Initiative and action planning	Turn an idea into steps, roles, resources, timing and indicators.	Complete an Eco-Action Canvas and assign responsibilities.
7. Environmental citizenship	Participate in community discussion and engage relevant stakeholders around environmental concerns.	Map stakeholders and communicate an eco-action proposal.
8. Reflection and learning	Evaluate what worked, what changed and what should be improved.	Use feedback and results to revise the action or workshop method.

Competence is demonstrated through action

The workshop should not try to "teach" every environmental topic in depth. Its role is to create enough knowledge, practice and support for young people to investigate an issue, make choices, collaborate and take a concrete next step.



4. Green Echo methodology

4.1 Methodological foundations

The Green Echo methodology combines non-formal education with participatory action. It builds on CERV ENABLE's emphasis on meaningful youth participation in climate action and its use of participatory action research, while drawing on YOUth Roots for the use of interactive exercises, practical worksheets, community engagement, stakeholder mapping, training and feedback-based improvement.

Principle	What it means	Facilitator evidence
Youth-led	Young people contribute to decisions rather than only completing facilitator-designed tasks.	Participants choose or prioritise the local issue and shape the action.
Experiential	Learning starts from observation, practice and real situations.	A waste, biodiversity or energy audit replaces a lecture-only approach.
Participatory	Different experiences and perspectives are used as learning resources.	Small groups investigate, discuss and present evidence.
Local and community-based	Environmental learning is connected to places, institutions and behaviours participants know.	The group works on a challenge in a neighbourhood, school, youth centre or community.
Inclusive	Multiple forms of contribution are built into each stage.	Participants can observe, map, photograph, discuss, write, present or coordinate.
Action-oriented	Each workshop moves toward a feasible eco-action.	The final output includes steps, roles, stakeholders and indicators.
Reflective	Action is followed by structured reflection and revision.	The group assesses learning and decides what to improve.
Transferable	Core steps remain stable while topics and examples adapt locally.	Partners keep the same process but change the environmental issue and context.

4.2 The Green Echo learning-to-action cycle

THE GREEN ECHO LEARNING-TO-ACTION CYCLE

A repeatable pathway from lived experience to local environmental action.



Phase	Facilitation focus	Minimum output
1. CONNECT	Create a safe group space and connect sustainability to participants' lived experience.	Shared expectations and personal connection to the topic.
2. EXPLORE	Observe or map local environmental challenges and assets.	Local evidence: notes, photos, maps, counts or observations.
3. UNDERSTAND	Build the minimum knowledge needed to interpret the issue.	Common understanding of causes, impacts and possible responses.
4. IMAGINE	Generate several possible responses without deciding too early.	A broad set of youth-generated ideas.
5. CO-DESIGN	Select a feasible response and develop it collaboratively.	Completed Eco-Action Canvas.
6. ACT	Implement or initiate the selected eco-action.	Visible action, prototype, campaign, intervention or commitment.
7. REFLECT & SHARE	Review learning and action results, capture feedback and communicate the experience.	Feedback, learning notes and outreach material.

4.3 Youth involvement check

To avoid tokenistic participation, facilitators can use a five-question check inspired by the CERV ENABLE youth involvement framework. The aim is to make participation visible at different points of the process.

- **Role:** What real role do young people have - participant, investigator, designer, decision-maker, communicator, implementer?
- **Issue:** Which environmental challenge or decision are they able to influence?
- **Level:** Is the action personal, organisational, community-based, municipal or connected to a wider network?
- **Stage:** Are young people involved only during implementation, or also in problem definition, option generation, decision-making and evaluation?
- **Stakeholders:** Who do young people interact with, and does that interaction create a realistic path for the action to continue?



4.4 Facilitator role

The facilitator provides structure without taking ownership away from the group. The facilitator prepares the learning environment, introduces accessible information, supports balanced participation, helps the group test feasibility and ensures that environmental claims or proposed actions are discussed critically. The facilitator also documents learning and feedback so that the model can improve after each workshop.



5. Transferable workshop model

The core model below is designed as a two-day youth workshop for approximately 20-30 participants. It can be shortened or expanded, but the sequence from local exploration to co-designed action should remain visible. The model is topic-flexible: partners can focus on recycling and circular practices, biodiversity, energy use, or another locally relevant sustainability challenge consistent with Green Echo objectives.

Block	Focus	Suggested time	Output
DAY 1 - Opening	Welcome, inclusion, expectations, Green Echo challenge	45 min	Shared purpose; participation agreement
DAY 1 - Local eco-map	Explore environmental assets and challenges in the local area	60 min	Local challenge map
DAY 1 - Thematic lab	Hands-on activity on waste/circularity, biodiversity or energy	90 min	Evidence and observations
DAY 1 - Sense-making	Causes, impacts, affected groups and existing responses	60 min	Problem statement
DAY 1 - Idea sprint	Generate possible youth-led responses	60 min	Idea bank
DAY 2 - Prioritisation	Compare ideas using relevance, feasibility, inclusion and expected benefit	45 min	Selected eco-action
DAY 2 - Co-design lab	Complete Eco-Action Canvas; map stakeholders; assign roles	120 min	Action plan
DAY 2 - Prototype/pitch	Make the action visible and test it with peers/stakeholders	75 min	Prototype or short pitch
DAY 2 - Action commitment	Confirm first steps, timing, responsibilities and communication	45 min	Implementation commitments
DAY 2 - Reflection	Learning review, feedback, competence self-assessment	45 min	Evaluation evidence



5.1 Workshop preparation checklist

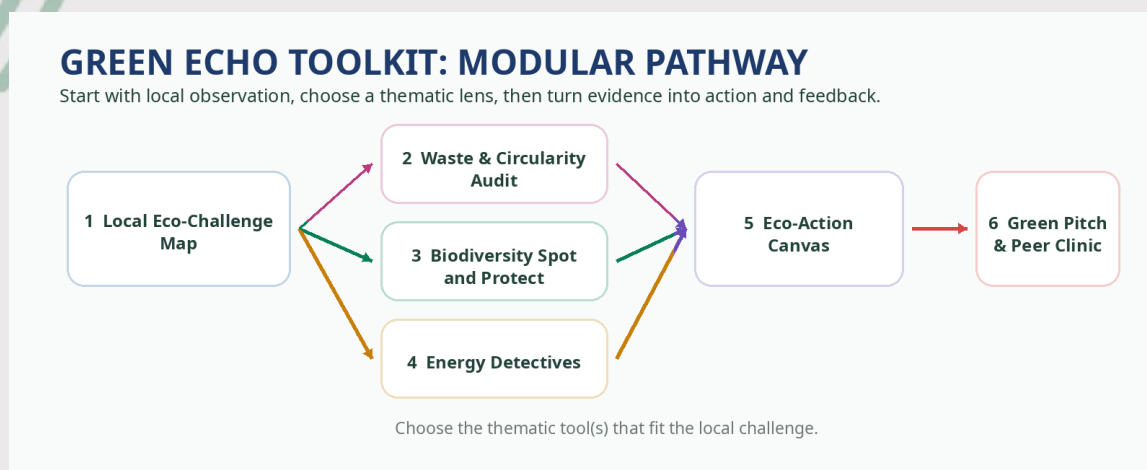
- Select a venue that allows small-group work and, where possible, access to the surrounding local area for observation.
- Confirm the participant profile and proactively consider accessibility, language, mobility, financial and confidence-related barriers.
- Choose one or more environmental themes but leave space for participants to identify the local challenge within that theme.
- Prepare simple local evidence where useful: waste rules, energy information, biodiversity maps, local plans, photos or examples.
- Identify stakeholders that could realistically support, respond to or receive the youth eco-action.
- Prepare low-cost recycled materials: large paper, markers, sticky notes, tape, reusable objects, printed worksheets and optional digital collaboration tools.
- Prepare a pre/post reflection tool and a method for documenting outputs with participant consent.
- Agree how at least one eco-action can continue after the workshop, including who will follow up and by when.

5.2 Adaptable versus non-negotiable elements

Element	Guidance
Keep consistent	Youth influence over decisions; hands-on learning; local challenge analysis; co-design; action planning; reflection; inclusion and feedback.
Adapt locally	Environmental topic; examples; language; venue; duration; group size; stakeholder mix; digital/physical tools; scale of the eco-action.
Avoid	Lecture-dominated delivery; pre-selecting the solution before youth input; activities with no link to local action; unrealistic actions that cannot be followed up.

6. Green Echo Toolkit

The following tools form the first activity set. They are designed as modular components: a facilitator can use the full sequence or select tools according to the workshop topic and available time. The activities intentionally combine environmental learning with participation, planning and reflection.



EU priority links across the toolkit

The activity set is intentionally modular, but each tool should remain connected to the wider EU green-transition frame. Facilitators can use the mapping below when introducing an activity or during the final reflection, without turning the workshop into a policy lecture.

Tool	Main EU priority link	Practical learning focus
Local Eco-Challenge Map	Climate adaptation/resilience; zero pollution; sustainable consumption	Observe local pressures and assets, identify who is affected, and frame an actionable challenge.
Waste and Circularity Audit	Circular economy; resource efficiency; sustainable consumption	Move from end-of-pipe recycling towards prevention, reuse, repair and better resource use.
Biodiversity Spot and Protect	Biodiversity protection and restoration; nature-based resilience	Recognise ecosystem value and design proportionate stewardship actions.
Energy Detectives	Climate mitigation; energy efficiency; emissions reduction	Identify avoidable energy use and distinguish individual behaviour from organisational/system responsibilities.
Eco-Action Canvas	GreenComp - acting for sustainability; youth participation	Turn evidence into a feasible youth-led initiative with roles, stakeholders, indicators and follow-up.
Green Pitch and Peer Clinic	European Climate Pact-style participation; collective action	Communicate the action, invite feedback, build alliances and strengthen accountability.

Tool 1. Local Eco-Challenge Map

OBJECTIVE Identify environmental assets and challenges through youth observation and local knowledge.	DURATION 45-60 minutes	MATERIALS Local map or large paper, sticky notes, markers; optional phones/cameras.
GREEN SKILLS Environmental awareness; observation; collaboration; environmental citizenship.	FORMAT Small-group, participatory	OUTPUT A concrete contribution to the local eco-action process

Steps

1. Divide participants into small groups and define a walkable area, venue or community zone to explore.
2. Ask groups to record both assets (green spaces, reuse points, efficient practices, habitats) and challenges (waste, damaged habitats, high energy use, pollution risks).
3. Return to the room and place observations on a shared map. Cluster similar points.
4. Ask each group to explain one issue they think young people could realistically influence.
5. Use dot voting or agreed criteria to identify priority issues for deeper work.

Debrief questions

- What did we notice that we normally overlook?
- Which issues affect different groups differently?
- Which challenge feels actionable within our time and resources?

Adaptation tip

In rural contexts, use a wider area and invite participants to bring photos or observations from home. In urban contexts, focus on a small neighbourhood or transport/consumption route.

Tool 2. Waste and Circularity Audit

OBJECTIVE Make waste flows visible and identify realistic prevention, reuse and recycling actions.	DURATION 60-75 minutes	MATERIALS Gloves if handling clean waste, sample packaging or photos, sorting labels, audit sheet, markers.
GREEN SKILLS Circular thinking; resource literacy; problem-solving; initiative.	FORMAT Small-group, participatory	OUTPUT A concrete contribution to the local eco-action process

Steps

1. Select one setting such as a youth centre, event, school space or household scenario.
2. Map the main items entering the setting and what happens to them after use.
3. Sort examples into prevent, reduce, reuse, repair, recycle and residual waste.
4. Identify one high-frequency or avoidable waste stream and ask why it exists.
5. Generate solutions at three levels: behaviour, organisation/process, and stakeholder/system.
6. Choose one action to take forward into the Eco-Action Canvas.

Debrief questions

- Which solution prevents waste rather than only managing it?
- Who would need to change a habit or process?
- How could we measure whether the action worked?

Adaptation tip

Where direct waste handling is unsuitable, use photos or a prepared set of common items. Keep the focus on prevention and reuse, not only correct bin sorting.

Tool 3. Biodiversity Spot and Protect

OBJECTIVE Connect young people with local biodiversity and identify a small stewardship action.	DURATION 60-90 minutes	MATERIALS Observation sheet, local map, pencils; optional identification apps or printed species cards.
GREEN SKILLS Biodiversity stewardship; observation; systems thinking; environmental citizenship.	FORMAT Small-group, participatory	OUTPUT A concrete contribution to the local eco-action process

Steps

1. Visit or observe a nearby green area, schoolyard, river edge, garden, coast, park or street habitat.
2. Record visible species, habitat features and signs of pressure such as litter, trampling, invasive plants, lack of shade or disturbance.
3. Discuss what the area provides for people and other species.
4. Identify one biodiversity asset worth protecting and one pressure the group could help reduce.
5. Design a small stewardship idea such as awareness signage, habitat-friendly planting, a clean-up with learning component, citizen observation or a community request.
6. Check that the proposed action is appropriate for the site and does not unintentionally disturb species or habitats.

Debrief questions

- What is valuable here even if it is not immediately visible?
- Which human behaviours create pressure?
- Who manages this space and should be involved before action?

Adaptation tip

If outdoor access is limited, use local images, maps and participant knowledge. Any physical habitat intervention should be agreed with the responsible land or site manager.



Tool 4. Energy Detectives

OBJECTIVE Identify avoidable energy use and co-design a behaviour or organisational response.	DURATION 45-60 minutes	MATERIALS Energy detective checklist, sticky notes, markers; optional appliance labels or meter information.
GREEN SKILLS Energy and climate literacy; observation; data interpretation; action planning.	FORMAT Small-group, participatory	OUTPUT A concrete contribution to the local eco-action process

Steps

1. Invite groups to inspect a room, building routine or everyday scenario for energy use: lighting, heating/cooling, devices, standby use, hot water or transport connections.
2. Mark each observation as necessary, reducible, avoidable or unknown.
3. Discuss who controls the behaviour or system: individuals, staff, venue managers, public authorities or service providers.
4. Choose one issue where participants have a realistic path to influence.
5. Design a small intervention and one indicator, for example a switch-off routine, signage plus monitoring, device-use protocol or request to the venue manager.
6. Estimate what evidence would show whether the intervention changed practice.

Debrief questions

- Which energy use can young people directly influence?
- Which changes require cooperation from an institution or stakeholder?
- How do we avoid placing all responsibility on individual behaviour when systems also matter?

Adaptation tip

Do not require technical energy calculations unless reliable data are available. The tool works with observation and behaviour/process mapping as a first step.

Tool 5. Eco-Action Canvas

OBJECTIVE Turn a selected environmental idea into a feasible youth-led local initiative.	DURATION 60-90 minutes	MATERIALS Printed Eco-Action Canvas or large paper, markers, stakeholder map.
GREEN SKILLS Initiative; planning; collaboration; stakeholder engagement; reflection.	FORMAT Small-group, participatory	OUTPUT A concrete contribution to the local eco-action process

Steps

1. Write a one-sentence challenge statement based on evidence collected earlier.
2. Define a specific change the group wants to contribute to and who benefits.
3. List the action steps in sequence and identify a realistic first step that can happen quickly.
4. Assign youth roles and identify external stakeholders, permissions or support needed.
5. List resources and barriers, then adjust the idea until it is feasible.
6. Choose one or two simple indicators and decide how progress will be documented.
7. Prepare a short pitch and invite peer feedback before finalising the canvas.

Debrief questions

- Is the action specific enough to start?
- Where do young people hold real responsibility?
- What is the smallest version we can test?
- Who must be involved for the action to be legitimate and sustainable?

Adaptation tip

For younger or less experienced groups, pre-print prompts and examples. For experienced groups, add budget, risk, communication and longer-term sustainability fields.

Tool 6. Green Pitch and Peer Clinic

OBJECTIVE Test an eco-action idea, strengthen communication and improve the plan through structured peer feedback.	DURATION 45-60 minutes	MATERIALS Eco-Action Canvas, timer, feedback cards or sticky notes.
GREEN SKILLS Communication; environmental citizenship; critical thinking; collaboration.	FORMAT Small-group, participatory	OUTPUT A concrete contribution to the local eco-action process

Steps

1. Each group prepares a three-minute pitch: challenge, evidence, proposed action, youth role, support needed and expected result.
2. After each pitch, peers provide feedback under three headings: strong, unclear, and one suggestion.
3. Ask groups to distinguish between feedback that improves feasibility and feedback that changes the idea away from youth priorities.
4. Groups revise the Eco-Action Canvas and confirm their first implementation step.
5. Where possible, repeat the pitch with an invited local stakeholder or youth worker who can offer practical support.

Debrief questions

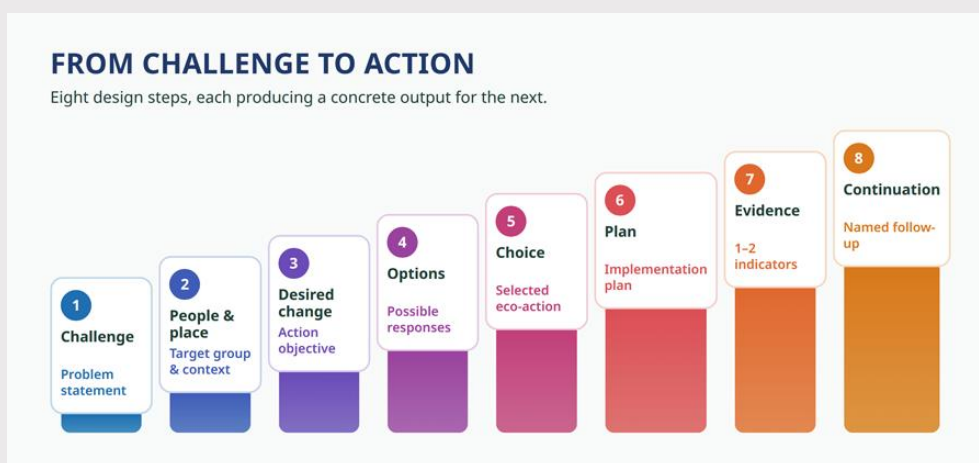
- What changed in our plan after feedback?
- What support do we genuinely need from others?
- How will we communicate the action without exaggerating its environmental impact?

Adaptation tip

If stakeholders cannot attend, record a short pitch or create a one-page action summary that can be shared after the workshop.

7. Co-designing local environmental initiatives

Co-design is the point where environmental learning becomes environmental citizenship. The Green Echo process should make youth decision-making visible while also testing feasibility, inclusion and community relevance. The objective is not necessarily to create a large project; a small action that is well-designed, implemented and reflected upon can provide stronger learning than an ambitious plan that never begins.



7.1 From challenge to action

Design step	Key question	Output
Challenge	What is happening locally? What evidence do we have?	One clear problem statement.
People and place	Who is affected? Who already works on the issue? Where does the action happen?	Target group and local context.
Desired change	What small, observable change do we want to contribute to?	Specific action objective.
Options	What could young people do directly, with support, or through advocacy?	Several possible responses.
Choice	Which option is relevant, feasible, inclusive and environmentally responsible?	Selected eco-action.
Plan	What are the steps, roles, timing, resources, stakeholders and permissions?	Implementation plan.
Evidence	How will we know whether something changed?	1-2 simple indicators.
Continuation	Who follows up after the workshop?	Named responsibility and date.

7.2 Simple criteria for choosing an eco-action

Criterion	Check
Environmental relevance	Does it address a real local sustainability challenge?
Youth ownership	Can young people make meaningful decisions and hold visible roles?
Feasibility	Can a first version be implemented with available time, resources and permissions?
Inclusion	Can different participants contribute, including those with fewer opportunities?
Community connection	Does it connect with people, organisations or decision-makers who matter to the issue?
Learning value	Will the action allow participants to practise green and civic competencies?
Measurability	Can the group collect simple evidence of activity, participation or change?

SEVEN CHECKS FOR A STRONG ECO-ACTION

Use these when comparing ideas before the group commits to one.



Environmental relevance
A real local challenge



Youth ownership
Young people decide



Feasibility
A first version is doable



Inclusion
Everyone can contribute



Community connection
Links to people who matter



Learning value
Practises green & civic skills



Measurability
Simple evidence is possible

Recommended scale for the 2026 workshops

Prioritise eco-actions that can be initiated during the workshop or within the following 2-4 weeks. Larger ambitions can be documented as follow-up pathways, but the workshop should still generate a tangible first step.



8. Monitoring, reflection and learning

Monitoring in the first Green Echo phase should be light enough not to interrupt participation but structured enough to improve the guide. YOUTH ROOTS provides a useful test-feedback-improve logic, while the guide assigns specific monitoring and evaluation responsibility. The initial system below therefore combines participation data, short competence reflection, facilitator observation and eco-action evidence.

8.1 Minimum workshop evidence

- Participant profile and attendance, recorded in line with applicable data-protection procedures.
- Pre/post self-reflection on confidence or competence in selected green skills.
- Completed local challenge map or thematic audit.
- Completed Eco-Action Canvas for each action group.
- Evidence of the eco-action or documented implementation commitment.
- Short participant feedback on relevance, inclusion, learning and next steps.
- Facilitator reflection: what worked, what should change, and which activity needs revision.
- At least one communication or outreach output where appropriate and consented.

EU competence lens

When reviewing learning, facilitators should look for change across knowledge, skills, attitudes and agency. Evidence may include better problem framing, stronger systems thinking, more confidence in collective action, improved ability to engage stakeholders, or a clearer sense of individual initiative. The aim is not to score GreenComp formally, but to use it as a common reference for reflection and future refinement of the guide.



8.2 Learning questions

Participants can rate the statements below from 1 (not yet confident) to 5 (very confident) before and after the workshop. The purpose is developmental rather than academic assessment.

Statement	Rating
I can identify a local environmental challenge and explain why it matters.	1 2 3 4 5
I can work with others to investigate an environmental issue.	1 2 3 4 5
I can propose a realistic action linked to recycling/circularity, biodiversity, energy or another sustainability issue.	1 2 3 4 5
I can identify people or organisations that should be involved in a local environmental initiative.	1 2 3 4 5
I can help turn an idea into steps, roles and a simple action plan.	1 2 3 4 5
I feel able to take part in environmental action in my community.	1 2 3 4 5

8.3 Eco-action indicators

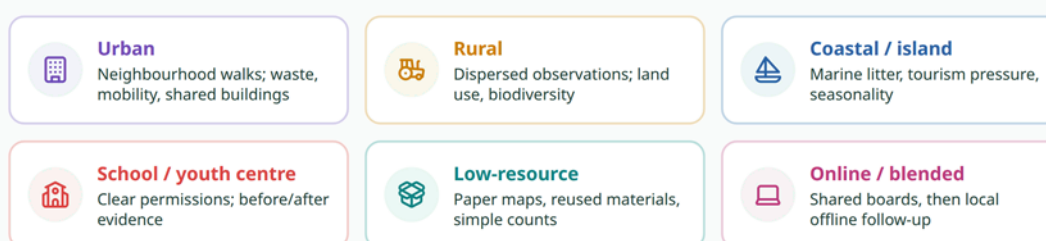
Indicators should be proportionate to the scale of the action. Examples include number of people engaged, items avoided or reused, area observed or cleaned, stakeholder responses received, commitments secured, energy-saving behaviours adopted, biodiversity observations recorded, or participants who continue the action after the workshop. Avoid claiming environmental impact that has not been measured.

9. Transfer and local adaptation

A central purpose of the guide is to support replication across partner countries. Transferability does not mean copying every activity exactly. It means preserving the learning logic and youth participation standards while adapting the environmental issue, examples, timing, language, stakeholder ecosystem and available resources.

ONE MODEL, MANY SETTINGS

Keep the learning logic and participation standards; adapt the topic, examples and tools.



Context	Possible focus	Adaptation note
Urban setting	Waste streams, mobility, energy use in shared buildings, public-space biodiversity, consumption patterns.	Use a neighbourhood walk and map institutions or services that can respond.
Rural setting	Land use, local biodiversity, resource access, agriculture-related waste, energy and mobility constraints.	Allow participants to bring observations from dispersed places and use stakeholder mapping strongly.
Coastal/island setting	Marine litter, biodiversity, tourism pressure, water/energy use.	Connect local observations with seasonal and community dynamics.
School/youth centre	Waste, energy, food, grounds biodiversity, procurement and routines.	Choose actions with clear permission pathways and visible before/after evidence.
Low-resource delivery	Any topic that can be investigated through observation and participant knowledge.	Use paper maps, reused materials and simple counts; digital tools are optional.
Online/blended	Participant photo evidence, home/community audits, digital mapping and action planning.	Use shared boards for evidence and the Eco-Action Canvas, then link to local offline follow-up.



9.1 Inclusion prompts for local adaptation

- Can participants contribute without needing prior environmental knowledge?
- Are instructions available in clear language and, where needed, translated or visually supported?
- Does the activity require mobility, technology or personal spending that could exclude participants?
- Are quieter roles available alongside public speaking and leadership roles?
- Can young people from rural or remote areas contribute local evidence without being physically present at every stage?
- Are environmental actions designed with, rather than for, communities that may be affected?
- Are safety, consent and data/privacy considerations built into documentation and outreach?



Appendix A. Eco-Action Canvas

Use one canvas per group. Short phrases are enough. The canvas can be completed on A3 paper, a flipchart or a shared digital board.

Canvas field	Group notes / prompt
1. Local challenge	What is happening? What evidence did we observe or collect?
2. Why it matters	Environmental impact, people affected, local relevance.
3. Desired change	What specific change do we want to contribute to?
4. Our action	What will we actually do?
5. Youth roles	Who investigates, coordinates, creates, communicates, contacts stakeholders or documents?
6. Stakeholders	Who can support, authorise, advise, participate or respond?
7. Steps and timing	What happens first, next and by when?
8. Resources	What materials, knowledge, space, contacts or permissions are needed?
9. Risks/barriers	What could prevent the action, and how can we adapt?
10. Evidence of progress	What 1-2 indicators will we collect?
11. Communication	What should be shared, with whom, and in what format?
12. Follow-up	Who takes the next step after the workshop and on what date?



Appendix B. Quick participant feedback card

A short feedback card can be completed in the last 5-10 minutes of the workshop. Keep responses anonymous unless follow-up contact has been explicitly agreed.

Statement	Rating
The workshop helped me understand a local environmental issue.	1 2 3 4 5
I had meaningful opportunities to contribute ideas and decisions.	1 2 3 4 5
The activities were practical and relevant to my context.	1 2 3 4 5
I understand the next step for our eco-action.	1 2 3 4 5
I would use or recommend this workshop approach again.	1 2 3 4 5

One thing I learned:

One thing I would improve:

One action I want to continue after today:



EU policy and competence references

- [European Commission - 2030 climate targets](#) - EU target of at least 55% net GHG emission reduction by 2030 compared with 1990.
- [European Commission - 2040 climate target](#) - Legally binding 90% net GHG emission reduction target by 2040 compared with 1990, adopted in 2026.
- [European Commission - 2050 long-term strategy](#) - Climate neutrality by 2050 and a just transition involving all parts of society.
- [European Commission - EU Adaptation Strategy](#) - Smarter, faster and more systemic adaptation and climate resilience.
- [European Commission - 8th Environment Action Programme to 2030](#) - Climate, circular economy, zero pollution, biodiversity and reduced production/consumption pressures.
- [Erasmus+ Programme - Environment and fight against climate change](#) - Horizontal programme priority supporting green competences, behaviour change and active engagement.
- [Council Recommendation - Learning for the green transition and sustainable development](#) - High-quality, inclusive, hands-on and locally relevant sustainability learning in formal and non-formal settings.
- [GreenComp - European sustainability competence framework](#) - Four competence areas: sustainability values, complexity, sustainable futures and action for sustainability.
- [European Climate Pact](#) - Citizen and community participation in climate action, including dedicated youth engagement resources.
- [European Youth Goals - Goal #10 Sustainable Green Europe](#) - Youth participation and a sustainable green Europe within the EU Youth Strategy context.



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