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EDUCATIONAL PROGRAM

Marine Litter-Free Adriatic Sea – Education for Active Youth Participation

sunce





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1. INTRODUCTION

Marine litter has become one of the leading threats to the marine environment, especially in countries that do not have an adequate onshore waste management system, and almost 80% of marine litter comes from land, and only a small part is generated at sea. The problem manifests itself on more levels, both ecological and health, economic and aesthetic, and it is present globally without exception. This has, of course, also resulted in a growing interest from the scientific and general public in researching the impact that marine litter has on the marine ecosystem and is reflected in a number of private and public initiatives. In the international environment, the role of the non-governmental sector has proven to be crucial for the removal of marine litter and the collection of data on it.

Educational program - Marine Litter-Free Adriatic Sea - Education for Active Youth Participation will be conducted as a part of the project ML-FREE Interreg Italy - Croatia. The program is based on participative learning methods and service - learning and it includes introduction to the topic of marine litter in general, marine litter monitoring, research related to plastic and other identified opportunities for raising student's knowledge and skills. The program is conceptualized in a way that students can develop skills such as teamwork, creativity and innovation, adaptability, problem - solving, time management, communication skills, the ability to lead and develop responsibility and skills in writing and oral expression. The program also predicts methods of evaluation of gained knowledge and skills, contribution to personal development by the youth, but also the level of satisfaction with participation of all involved.

The ML-FREE project aims to address the pressing issue of marine litter, particularly plastic pollution, in the Adriatic Sea. By focusing on educating and engaging young people, we seek to foster a sustainable society that actively participates in the preservation of marine ecosystem. This project, co-funded by the European Union, strives to create a Marine Litter - Free Adriatic Sea through active youth participation, cross-border collaboration, and enhanced environmental education. Together, we can safeguard this important natural resource for future generations.

Project goals:

The project's overall objective is to contribute to the decrease of marine litter pollution and the preservation of the Adriatic Sea. The ML-FREE project sets forth several ambitious goals:

1. Increased knowledge, skills, and active participation of the youth of the two cross-border high schools in the fight against marine litter pollution.



2. Informing and raising awareness of the school's peers and local communities about marine litter problem and waste prevention.
3. Strengthen the capacities and networking of educational institutions and organizations in the coastal area of Adriatic Sea to implement education for marine litter pollution and waste prevention based on the active participation.
4. Raising awareness of institutions and organizations relevant for implementation of educational policy on marine litter pollution, waste prevention, and the need of the active participation of citizens.

Project activities:

- Development of a cross-border educational program on marine litter and waste prevention.
- Implementation of participative learning methods.
- Integration of the implemented educational program into the curriculum of the partner schools
- Communication activities and a final conference to share experience and knowledge related to the implementation of the educational program on marine litter and principle of waste prevention.

Expected project results:

1. Increased awareness of marine litter pollution among youth.
2. Finding solutions to prevent the creation of marine litter with the active participation of young people.
3. Enhanced professional knowledge and exchange of experiences among educators.
4. Integration of environmental topics in the education system.

Lead partner: Association for Nature, Environment and Sustainable Development Sunce

Project partners: Marco Polo Liceo Artistico High School Venice and School of Economics and Administration Split.

Total Project budget: 220.406,40 EUR

Programme funding from European Union: 176,325.12 EUR

Project is co-financed by the Government Office for Cooperation with NGOs.

Start date: August 1, 2023

End date: December 31, 2024



2. PROGRAME STRUCTURE

The program consists of 5 workshops for students from the Italian Marco Polo Liceo Artistico High School in Venice and the School of Economics and Administration in Split, as well as for professors. One of the workshops is planned in the form of fieldwork, including a study trip. In addition to the workshop series, students will also participate in study trips during the educational program. The selection of the students who will participate in the program will be led by the supervising teacher by choosing or proposing their engaged. Target group of the project are those students who already shown an interest in ecological topics during their studies or those students who have been involved in the activities of an eco-group or ecological section and have completed a questionnaire survey on the level of youth environmental awareness.

The implementation of the program is planned from February 2024 to December 2024, the exact timing will be determined in consultation with professors/mentor. The workshops are educational and are led under the guidance of educators from the Association for Nature, Environment and Sustainable Development Sunce and/or professors/mentor from partner schools.

The number of students involved per workshop is 20 (10 from Marco Polo High School - Italy and 10 students from the School of Economics and Administration - Croatia). Professors will actively participate in the preparation and implementation of the workshops to familiarize themselves directly with the program, methods, and participatory work approaches in order to enable them to repeat this educational program with new generations of students. By attending the workshops and familiarizing themselves with their content, professors will have the opportunity to develop ideas on how to integrate the educational program into the curriculum of certain subjects.

Plan of the Educational program - Marine Litter - Free Adriatic Sea - Education for Active Youth Participation

Ordinal number	The topic of the workshop	Number of hours (school one)
1	Introductory workshop	4
2.	Field workshop	4 - 6
3.	Planning workshop and making of youth pilot actions	4
4.	Creating of a communication campaign for Youth pilot actions	4
5.	Evaluation workshop	2

3. MATERIALS

The education program takes place at school, with each school participating individually in joint workshops that can be conducted either in-person or online, as well as during field trips depending on the youth pilot action which will be created as part of this program.

All materials necessary for the implementation of the program are provided by Sunce and school partners.

4. EDUCATIONAL WORK

Workshops for students will be conducted in the schedule outlined in this program. At the beginning of the program, an individual questionnaire will be administered among the students to assess their initial knowledge and awareness of marine litter and waste management in general. At the end of the program implementation, an evaluation of the acquired knowledge and awareness of the students will be conducted. In addition to the individual questionnaire, a group evaluation will be carried out using the participatory activity "My Opinion" (described in Chapter 4.5).

4.1. Workshop „Introductory workshop“

Target group: identified student group of 20, supervising teacher and Sunce representative

Location: in the school, in the classroom

Mode the execution: online (hybrid)

Duration of the workshop: 4 school hours

Required materials: PowerPoint presentation about Sunce, PowerPoint presentation about the Interreg project Italy-Croatia ML-FREE and about the educational program "Educational program – Marine Litter - Free Adriatic Sea - Education for Active Youth Participation." PowerPoint presentation about marine litter, online tools for conducting workshops and a laptop

Workshop facilitators: educators from the Sunce Split Association

Workshop goal: introduce students from two schools to each other, acquaint students with the Sunce Split Association and project activities, familiarize participating students with the issue of marine litter and methods of monitoring

Workshop outcomes:

Participants will be able to:

- reproduce basic information about the issue of marine litter
- implement monitoring of marine litter
- identify the most common items found on beaches and in the sea
- list participants of the project team

Stages, duration and contents of the workshop	Teaching forms, methods and methodical procedures
<p>1. INTRODUCTION (around 45 minutes)</p> <p>The educator of the Sunce Split Association (workshop leader) briefly introduces themselves to all participants, expresses the hope for good cooperation and then proceeds to conduct a participatory activity, namely interviewing partners with the aim of acquainting all participants.</p> <p>1.1. Activity of interviewing partners (around 25 minutes)</p> <p>If the participants within the group are not acquainted, getting to know everyone involved in the educational program is done through the activity of interviewing partners.</p> <p>To conduct the partner interview activity, the workshop leader divides the group into pairs (in this case, pairs will be separated</p>	<p>Frontal work method of oral presentation</p>

into chat rooms). If the number of participants is odd, one three-member group is allowed. All participants take part in this activity, including the leader. The leader strives to pair students and professors who are less familiar with each other to achieve better introduction results. The leader shares the screen with questions before entering the chat rooms, and the pairs ask each other these questions, recording their partner's responses. The leader also mentions the available time (5 – 10 minutes). After the interviews, everyone gathers for a group discussion where the workshop leader provides instructions on how each participant will now introduce their partner. In doing so, they emphasize that it is not necessary to present the entire interview content, but only what seems important and what other participants should know. The allotted time for the introduction is 2 minutes per pair.

1.2. Lecture about the project and project activities (20 minutes)

Sunce announces that the educator will briefly describe the role and work of the Association with the help of a *PowerPoint* presentation. Also, Sunce educator presents the educational program and what awaits them during the ML-FREE project, says more about the roles of everyone involved, the duration of the program and the planned methods of work (workshops and independent activities in the period between 2 workshops and the joint pilot action).

2. MIDDLE PART (around 1 hour)

2.1. Lecture about the marine litter

- a. Before the start of the oral presentation, the workshop leader displays preselected images on the screen, enlarged in a way that they cannot be immediately recognized. Students need to try to discern which image is being presented (the images are related to the theme of marine litter)(10 minutes).

work in pairs
interviewing method

method of oral presentation

method of oral presentation

demonstration method and
method of knowing through
the sense of sight

<p>b. At the end of the exercise, the workshop leader asks the participants questions (10 minutes):</p> <ul style="list-style-type: none"> - Where do they think marine litter comes from? - What are the most common types of objects that we find in the sea? - What are the challenges due to the increasing presence of marine litter in the sea? <p>c. With the help of a <i>PowerPoint</i> presentation, the educator of Sunce introduces the students to the challenges of marine litter. Through the lecture, students will define the sources of marine litter, where it comes from, the challenges it presents, the most common categories and ways of monitoring it (about 25 minutes).</p> <p>d. At the end of the lecture, quiz about the time of disintegration in the sea of individual items will be sent to students through the <i>Learning maps</i> or <i>Kahoot</i> program. Student's task will be to match the object with the year it takes for it to decompose in the sea.</p> <p>3. FINAL PART (around 20 minutes)</p> <p>At the very end of the workshop, the leader conducts a workshop reflection with the students, in which they will detect what they did well and what could have been different.</p> <p>After the reflection, the leader gives the students the task for the field workshop and we make an agreement for the next workshop.</p>	<p>conversation method</p> <p>method of oral presentation</p> <p>game method</p> <p>method of oral presentation and conversation method</p>
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4.2. Workshop „Field workshop“

Target group: identified student group of 20, 10 from Marco Polo school and 10 from School of Economics and Administration, supervising teacher and Sunce representative

Location: local community (beach)(Italy, Croatia)

Duration of the workshop: 4 hours

Required materials: gloves, bags, scales, tracking sheets, pens and writing pads, camera/mobile phone

Workshop leaders: professors/advisors

Workshop goal: greater involvement of young people in the local community and application of theoretical knowledge from the previous workshop

Workshop outcomes:

Participants will be able to:

- recognize different types of waste and recognize different origin, depending on whether it comes from land or sea
- independently use equipment and procedures for monitoring of marine litter
- independently use the database to enter cleaning actions data

Detailed plans for field workshops will be worked out with each school separately, depending on the location and the wishes of students and professors. Below is the framework plan of the field teaching.

Framework plan of field teaching	
09:00	Meeting at the location
9:00 – 9:15	Repetition of marine litter monitoring protocol
9:15 – 09:30	Introduction - photo and video task
9:30 – 11:00	Cleaning action
11:00 – 12:00	Analysis of the composition and the amount of collected marine litter
12:00	End of activities
	Entering cleaning action data in the database (if it applicable)

Photo and video task:

A list of 10 tasks to find and photo it is given to the students (for example take a picture of an object that fish can eat, take a picture for the cover of an environmental magazine etc.). After all the students have sent their photo works, the workshop leader from Sunce and professors, in agreement with the students, select those images that will be used for the further youth pilot actions and communication campaign.

In the smaller groups, it is necessary to record and edit a short video (up to 1 min) that will show their cleaning action and that will be used to promote the project on social networks.

4. 3. Workshop „Planning workshop and making of youth pilot actions“

Target group: identified student group of 20, 10 from Marco Polo school and 10 from School of Economics and Administration, supervising teacher and Sunce representative

Location: in the school, in the classroom

Mode of execution: online (hybrid)

Duration of the workshop: 3 school hours

Required materials: PowerPoint presentation, laptop

Workshop leader: educator of the Sunce Split Association

Workshop goal: planning of the 2 youth pilot actions

Workshop outcomes:

Participants will be able to:

- prepare the implementation of youth pilot actions based on the agreed plan
- implement and organize youth pilot actions
- recognize the contribution of their youth pilot actions to the community
- implement and develop existing collaborative and teamwork skills.

Stages, duration and contents of the workshop	Teaching forms, methods and methodical procedures
<p>1. INTRODUCTION (around 15 minutes)</p> <p>1.1. refreshing the necessary knowledge (5 minutes)</p> <p>At the beginning of the workshop, the leader greets all the participants and reminds the students of all the challenges they dealt with in the previous workshops.</p> <p>1.2. Kim's game (10 minutes)</p> <p>Kim's game is a game or exercise played by Scouts, the military, and other groups, in which a selection of objects must be memorised. The game develops a person's capacity to observe and remember details. The name is derived from Rudyard Kipling's 1901 novel Kim, in which the protagonist plays the game during his training as a spy.</p> <p>A picture of objects related to marine litter will be given to the students and they will have 30 seconds to memorize them.</p>	<p>Frontal work conversation method and heuristically</p> <p>Game method and method of the demonstration</p> <p>Method of oral presentation and conversation method</p>

After 30 seconds, the workshop leader will ask the students to count all the memorized items.

2. MIDDLE PART

2.1. Brainstorming (15 minutes)

With the help of the *MIRO* online tool, the workshop leader asks the following questions:

- What challenges arise in your local community?
- What are the needs of your local community?
- What can we do and how can we improve our act?

Students write down their answers, which are displayed via the online tool. The presenter reads the answers and makes a conclusion for each question.

2.2. Work in groups (chat rooms)(around 30 minutes)

The leader of the workshop explains to the students that they will be divided into mixed groups and assigns them the task of coming up with a joint action in 20 minutes, which they will carry out as part of the study trips (students can come up with 1 idea that can be implemented in both communities or 2, each of which is specific to a particular country). The leader instructs them to write down their ideas, because after the time is up, each group will present their ideas and there will be a voting to decide on activities for each of 2 pilot actions. In doing so, they must consider the questions from the previous exercise.

2.3. Voting for 2 ideas (around 20 minutes)

After the group work, the leader calls each group to present their ideas. While the students are presenting, a survey questionnaire is created in parallel, which is shared with the students at the end of the presentation to select two ideas that will be implemented as part of the study trip.

Method of answering questions

Group work and problem solving

Dialogical method

<p>3. FINAL PART (around 20 minutes)</p> <p>In the final part, participants synthesize everything at the workshop and prepare themselves for the next workshop when they will have to create a communication campaign for their actions. Also, the leader negotiates with the students the ways of further communication and agreements for the organization of youth pilot actions. At the end of the workshop, the leader thanks everyone for their cooperation and greets the participants.</p>	<p>Frontal work and conversation method</p>
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5. 4. Workshop „Creating of a communication campaign for youth pilot actions“

Target group: identified student group of 20 students, supervising teacher and interested professors

Location: in the classroom

Duration of the workshop: 4 hours

Required materials: PowerPoint presentation, laptop

Workshop goal: create a communication campaign for youth pilot actions

Workshop outcomes:

Participants will be able to:

- create a communication campaign for each of youth pilot actions

Stages, duration and contents of the workshop	Teaching forms, methods and methodical procedures
<p>1. INTRODUCTION (around 5 minutes)</p> <p>1.1. Welcoming participants and presenting what awaits them at the workshop.</p> <p>2. MIDDLE PART</p> <p>2.1. PowerPoint presentation about methods of communication and design of campaigns.</p>	<p>Frontal work and conversation method</p>

<p>Through a presentation and practical work, the communication competent person of Sunce presents to the students how the campaign is implemented and how it is created. What are the tools of a successful campaign.</p> <p>2.2. Work in groups 1 (around 30 minutes) The workshop leader separates the students into 4 mixed groups (chat rooms) and gives each group a different task: defining the key stakeholders towards whom the campaign will go, determining which questions each publication must answer/key information, i.e. the messages we have to and want to spread to the public, the amount and the type of posts, the channels we will use and the slogan of the campaign.</p> <p>After the group work, the students present their ideas and answers, and the workshop leader group them in one place by category.</p> <p>2.3. Work in groups 2 (around 20 minutes)</p> <p>The students are divided into 2 groups by country in order to specify and name the key stakeholders and channels for each local community. After returning to the common workspace, students are given time to set the dates among themselves and thus the blackboards of their activities, depending on where the joint action is being carried out. The workshop leader writes down everything agreed on a common online tool and shares it with the students after the workshop.</p> <p>3. FINAL PART (around 10 minutes)</p> <p>In the final part, participants synthesizes everything at the workshop. At the end of the workshop, the leader thanks everyone for their cooperation and greeting the participants.</p>	<p>Game method and method of the demonstration</p> <p>Group work and problem solving</p> <p>Frontal work and conversation method</p> <p>Group work and problem solving</p> <p>Frontal work and conversation method</p>
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4. 5. Workshop „And how was it?“

Target group: identified student group of 20 students, supervising teacher and interested professors

Location: in the classroom

Duration of the workshop: 2 school hours

Required materials: sheet "My opinion" for all participants, pencils

Sheet „My opinion“ is prepared by Sunce educators after the completion of the workshops and student activities, so that all activities that the students carried out during the education program could be taken into.

Workshop leader: educators of Sunce Split Association

Workshop goal: carry out an evaluation of the Educational program - Marine Litter - Free Adriatic Sea - Education for Active Youth Participation

Workshop outcomes:

Participants will be able to:

- evaluate the educational program Educational program - Marine Litter - Free Adriatic Sea - Education for Active Youth Participation
- argue their comments

Stages, duration and contents of the workshop	Teaching forms, methods and methodical procedures
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<p>1. INTRODUCTION (around 5 minutes)</p> <p>The leader welcomes all participants and announces the goal of the workshop - evaluation of the entire Educational program - Marine Litter - Free Adriatic Sea - Education for Active Youth Participations with the intention of improving it.</p> <p>2. MIDDLE PART (around 35 minutes)</p> <p>The workshop leader conducts individual surveys and group evaluation of the program with all participants using the <i>My Opinion</i> activity.</p> <p>The leader hands out question sheets to students and professors:</p> <ul style="list-style-type: none"> • <i>What could have been different?</i> • <i>What did you like?</i> • <i>Do you have any ideas for improvement?</i> <p>The leader instructs the participants to write down their wishes, criticisms, etc. on the note slips. While the participants are filling out the note slip, the leader hangs a rope in front of the board. After everyone has filled in the slips, one by one they go in front of the board and hang the slip on the stretched rope. The results are discussed and they can be publicly displayed, possibly with a photo of the student, with the aim of further promotion and inclusion of new students.</p> <p>3. FINAL PART (around 5 minutes)</p> <p>In the final part, the leader talks with the participants about the organization of the final celebration and the possible wishes of the participants. If possible, the leader tries to accomplish their wishes. Once again, the leader of the workshop thanks all the participants for their engagement into the project.</p>	<p>Frontal work and method of presentation</p> <p>Individual work and method of writing</p> <p>Conversational/discussive method</p> <p>Frontal work Conversational/discussive method</p>
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5. STUDY TRIP

A detailed plan of study trips will be made in cooperation with partner schools before the actual organization and implementation. Study trips will include visits to surrounding cities and towns that have a good waste management system, visits to protected areas that implement decisions to limit the use of single use plastics, and will cover the topics of marine litter and the challenges that marine litter causes in the Adriatic Sea.

Target group: identified student group of 20 students, supervising teacher and interested professors

Location: different places in Croatia and Italy

Duration of the Study trip: 5 days in Italy and 5 days in Croatia

Study trip goal: enable the exchange of data, information and practices aimed at generating broad-based environmental awareness.

Study trip outcomes:

- allow students to enrich their cultural background and knowledge and to reason about the importance of looking at environmental and maritime dynamics considering different scales of analysis, as well as to discover a part of our mutual historical legacy.

6. PROGRAM EVALUATION

The evaluation of the implementation of the Educational program – Marine Litter – Free Adriatic Sea – Education for Active Youth Participation will be carried out with the evaluation sheets "My opinion" as part of the fifth workshop "And how was it?". The participants will be given coloured slips with the questions: "What could have been different?", "What did you like?" and "Do you have any ideas for improvement?". The students write their thoughts on the questions on slips and then exhibit them on a board or rope to discuss the results (Figure 1). The results of the evaluations will be used to improve the organization and maintenance of the program.



7. FINANCING OF THE PROGRAM

Total Project budget: 220.406,40 EUR

Programme funding from European Union: 176,325.12 EUR

Project is co-financed by the Government Office for Cooperation with NGOs.

8. CONCLUSION

The educational program "Marine Litter-Free Adriatic Sea – Education for Active Youth Participation" aims to raise the awareness of the importance of preserving the Adriatic Sea among all involved. One of the ways to preserve the Adriatic Sea is primarily to familiarize young people with the challenges posed by marine litter and sea pollution, which is a consequence of human activity. In addition to the fact that the young people involved in the program approach the problem of marine litter and human impact on the marine ecosystem, young people have the opportunity to get to know new cultures, work in a team, learn new skills and acquire new knowledge. In addition to the above, young people are encouraged to actively participate in contributing to the local community in the preservation of the environment and nature. The same methods described in this program can be applied in work with young people and repeated with new generations.



9. APPENDIX

Materials for workshops

1.1.1. Worksheet for interviewing students, educators and professors

Interviewing partner – student

Name, Surname, Grade

What is your interest in environmental protection?

What do you like to do in your free time?

What do you expect from the workshops?

Interviewing partner – teacher/educator

Name, Surname, Profession

What is your interest in environmental protection?

What do you like to do in your free time?

What do you expect from students involved in the education program?



1.1.2. Example of pictures of objects for introduction of the topic of marine litter for interactive exercise in workshop 4.1. for



