



Projekt

„Kritisches Denken für nachhaltigere Gemeinschaften / Critical thinking for more sustainable communities“ (Ein deutsch-polnisches Kooperationsprojekt)

AZ 38171

Abschlussbericht

Projektbeginn: 1.12.2022
Projektabschluss: 31.07.2025
Laufzeit: 32 Monate

Verfasser:

Robert Lorenz (DGU)
Marta Kałużyńska (CEO)

Institutionen:

Deutsche Gesellschaft für Umwelterziehung e.V. (DGU)
Goethestrasse 64
99096 Erfurt
Deutschland
Tel.: +49 176 70412185
E-Mail: sekretariat@umwelterziehung.de

Centrum Edukacji Obywatelskiej / Center for Citizenship Education (CEO / CCE)
ul. Noakowskiego 10/1
00-666 Warszawa
Poland
Tel.: +48 22 8250550 (int. 208)
E-Mail: marta.kaluzynska@ceo.org.pl

Content

1. Reason and objective of the project.....	3
2. Summary of the project - achieved goals and key results.....	4
3. Presentation of the results achieved	5
4. Public relations / promotion / communication.....	40
5. Continuation and use of project results.....	42
6. Conclusion.....	43

1. Reason and objective of the project

Project's goals:

- Involving teachers and pupils in an innovative process of learning for in-depth reflection on the challenges of the contemporary and future world, and transition towards sustainability
- Expanding knowledge and raising competences of critical thinking on global challenges and interdependencies of teachers and pupils to raise awareness on sustainability
- Developing and providing teachers and students with interactive tools and activities to reinforce the need for action for a more sustainable world
- Shaping the attitudes of solidarity, openness and empathy of teachers and students through school actions for the global challenges in the local contexts and partnerships

Planned activities:

1. Development and dissemination of educational materials in cooperation with teachers and experts
To develop all the materials in the project we will invite a group of experienced in global education teachers and experts (apx 10 pp), who will work on methodology and form the materials within the working group. The group will decide which topics and tools are the most relevant and useful for pupils. This information will lead to create a final concept of lesson plans & short exercises, experiments, self-reflection tools, infographics, propositions of outdoor activities, translation of valuable materials from partners and framework dedicated to sustainability, critical thinking and climate change. All the materials will be used as a support in blended-learning courses. Main indicator: 30 new educational materials created
2. Development & implementation of blended-learning courses for teachers
We will develop the concept of 2 blended-learning courses: basic and advanced. Both will build critical thinking skills. The basic one will consist of essential information on global education, global interdependencies, global challenges and organising youth actions on global challenges with focus on climate change. The advanced course will include elements of a broader view of global challenges, explore new narratives and solutions. The courses are addressed to upper primary and secondary teachers from all over Poland. They will join the course to learn and take actions with pupils in schools. We will also establish a Global Club for teachers, this being a formula for those planning their professional development in the area of global challenges, sustainability and transformative education. Main indicator: 180 teachers trained
3. Youths actions: preparation and implementation
Every teacher from the course will involve a group of pupils (min 5, max 15 pers) in the learning process, through delivering classes based on lesson plans developed within the project and through other specific tasks that will be

assigned to them during the course, the most important being the youth action. Teachers and pupils will perform using the youth project and a 'good dialogue' methodology. To assure the quality of the actions we will offer support for pupils groups a) online mentoring, b) online workshops on the topic of critical thinking, c) online festival during Global Education Week. As a result teachers-guided pupils' groups will prepare and implement actions on climate change and sustainability or propose innovative projects for their schools or communities (ex. new vegetarian menu in school canteens, energy audit, repair cafes, outdoor green lessons etc). During school holidays we will invite pupils for a 5-days Youth Sustainability Camp. The aim of the camp is to foster youth's critical thinking for strengthening their activity. Main indicator: 1300 young people empowered and engaged into concrete actions for sustainability

2. Summary of the project - achieved goals and key results

- **252 teachers** participated in five editions of the **basic and advanced e-learning courses**, achieving the main goal of engaging educators in an innovative process of learning and reflection on global challenges and sustainability. Participants declared **high satisfaction** with the training and a **clear increase in their competences**, particularly in critical thinking.
- More than **30 educational materials** were developed within the project, including **lesson plans, exercises, interactive Genially activities**, as well as inspirations and good practices for sustainable actions for student groups. **Seventeen of them** were published in a comprehensive **printed and electronic publication**, which consolidates theoretical and practical outputs of the project.
- **47 teachers** took part in **two face-to-face workshops**, which strengthened their competences and enhanced the sense of belonging to a learning community coordinated by CCE. These meetings supported the project's aim of fostering solidarity, openness, and empathy among educators.
- **349 participants**, mostly teachers, joined the **Global Club** meetings – an ongoing online network and learning space that extends the project's impact by connecting teachers committed to global education and sustainability.
- **48 young people** participated in two editions of the **Youth Sustainability Camp**, where they were inspired and empowered to take local action for sustainability in

their schools and communities.

- Teachers, together with their students, implemented **66 youth actions** addressing global challenges in local contexts. Examples included **creating relaxation spaces in schools, establishing sustainable gardens, and running school campaigns**, for example **against food waste**. These initiatives allowed participants to apply their learning in practice and cultivate attitudes of responsibility, cooperation, and empathy.
- The project's materials and overall concept were **widely promoted through CCE's communication and information channels**, including **Facebook, the CCE website, blog, and partner educational media**, ensuring broad visibility and engagement across the Polish educational community.

3. Presentation of the results achieved

The final report describes the measures and results of the project “Critical thinking for more sustainable communities” as implemented by DGU and CEO from December 2022 until July 2025. The implementation was done in close cooperation between DGU and CEO. Within the framework of the project, DGU was responsible for providing expert advice and transferring knowledge and experience / good practice in the field of sustainable communities. CEO was responsible for the implementation of the acquired knowledge and experience and the initiation of activities and measures in Poland.

Description of the achieved results along with a numerical specification of the scale of activities carried out under the project:

1) Development of the concept of blended-learning courses for teachers

In the reported period works on creation of the concept of blended-learning courses for teachers were conducted. The development of the concepts consisted of three stages:

- development among steering group (CEO team and expert, bio below)
- consultations of the concept during face-to-face meeting of working group
- inclusion of the recommendations from working group into the concept

The concepts of 2 blended-learning courses were created:

- basic course - building critical thinking skills, introducing essential information on global education, global interdependencies, SDGs, global challenges and organising youth actions on global challenges;

- advanced course - building deeper critical thinking skills, introducing elements of a broader view of global challenges, exploring new narratives and solutions ensuring transition toward sustainability.

Expert in the new CEO project - bio:

Michał Augustyn: social activist, city gardener, animator, author of several works and articles on degrowth, creator of projects in the field of ecology, economy and art. Since 2013, he has been associated with the Jazdów estate. Co-founder of the Motyka&Słońce community garden, initiator and creator of Solatorium, a micro-health resort in the Jazdów estate. Currently, he is interested in participatory city planning, creating sustainable ecosystems and positive narratives in the Anthropocene era. Founder and board member of Pracownia Dóbr Wspólnych.

Works will be continued in the following months, mainly on the working concept of the blended-learning, as well as on project educational working materials supporting the course and other activities in the project.

2) 3-days face-to-face working group meeting to develop concept of the support for teachers (blended-learning courses, materials)

Duration: 31.03–2.04.2023

Place: Warsaw

No. of participants: 21 (one online)

The meeting gathered:

- a group of teachers already cooperating with the CEO within the field of global education as mentors, authors of educational materials and trainers, as well as people who have only recently joined various CEO educational activities and would like to develop further on this topic.
- CEO project team members
- experts & trainers

Goals of the meeting

- deepening the existing knowledge and skills in the broadly understood subject of global education, in particular learning about the concepts and tools close to critical global education, transformational education, narratives that show alternatives to solutions functioning in the modern world, crucial for achieving sustainability,
- consulting with the group on the concept of a support program for schools in the field of more advanced global education; among others thinking together what e-learning course, tools and materials we can create together to support teachers and young people in the actual creation of a new world and transition towards sustainability,

- taking individual reflection on participants professional and individual development, and exchanging experiences and observations with others to inspire and motivate for further action

Programme of the meeting

31/03/2023 Friday

17:30-18:30 - Welcome and integration

18:30-19:30 – Lecture and discussion: Sources of hope for a planet in crisis. A critical look at the state of the world and an overview of possible directions of transformation

(host: Michał Augustyn)

19:30 - Dinner

1/04/2023 Saturday

07:45-8:30 - Breakfast at the Hygge restaurant

09:00-9:15 – Greeting of the day (Jazdów Estate, Partnership House)

9:15-10:45 – Workshop 1: Self-care - the first step on the way to a better world

(host: Joanna Dolińska)

10:45-11:05 - Break

11:05-14:00 – Workshop 2: The garden as a natural and social ecosystem

(host: Andrzej Minski)

14:00-15:15 – Lunch (transition to the CEO's office)

15:15-19:00 – Workshop 3: Presentation and consultation of the concept of a support program for schools in the field of more advanced global education

(host: Michał Augustyn)

19:00 - Dinner

20:30 – Integration

2/04/2023 Sunday

07:45-8:30 - Breakfast at the Hygge restaurant

09:00-9:15 - Welcome to the day

9:15-10:15 – Workshop 1: Parallel workshops led by participants

10:15-10:35 - Break

10:35-12:35 – Workshop 2: Youth activities - a new look

(moderator: Adam Kaczmarek with the participation of experts Judyta Łuczyńska and Rafał Krenz)

12:35-12:50 - Break

12:50-14:00 – Workshop 4: Planning further work of the group and summary of the workshop

14:00-15:00 - Lunch

Bios of selected trainers and experts:

Michał Augustyn: Expert in the new CEO project; bio above

Joanna Dolińska: certified trainer. She supports organizations and individual clients in developing empathic communication as well as mental well-being and resilience, as well as critical thinking. During the workshops, she creates a space for learning through action and exchange of experiences. She supports her clients in their development based on their strengths and building a careful relationship with themselves and others. More at www.joannadolinska.pl

Andrzej Miński: social activist, chief gardener and composting master at the Motyka&Słońce community garden in Warsaw's Jazdów housing estate.

Social media relation and photos from the meeting:

<https://www.facebook.com/edukacijaglobalnaCEO/posts/pfbid02sjdRUV1opCA68AayhYsBfcuLTaBnsZXEB62AsMzGbpDknUCcCp1NU7BPDnVKKJFHI>

3) Preparations for the youth camp

In the reported period preparations for the CEO summer youth camp were conducted.

The preparations consisted of following tasks:

- preparation of the detailed educational programme based on project concept and assumptions
- recruitment of experts and trainers
- promotion and recruitment of participants

The aims of the camp are to provide young people with interesting knowledge in the field of global challenges and sustainability, develop critical thinking skills, exchange experience and ideas with peers and develop ideas for projects that can be carried out in their schools and/or local communities. During the meeting, young people will participate in lectures and workshops conducted by youth activity trainers, CEO workers, experts and local activists.

The event is open for students of secondary schools from all over Poland that are interested in global and ecological issues. The camp will be held 4-12th July 2023 in Motycz Leśny, near Lublin, Poland.

Links to the recruitment announcements for the camp:

<https://www.facebook.com/events/608159601254307/?ref=newsfeed>

<https://www.facebook.com/edukacijaglobalnaCEO/posts/pfbid034vZA6jeeBwmQ6C5QkTSvHk1JSpv2uyjKbpVaTUo3sMP7f6QdCmioFvUr2oDRGapQl>

<https://globalna.ceo.org.pl/aktualnosci/mlodziez-na-rzecz-globalnych-wyzwan-2023/>

4) Youth camp

- Duration: 4-12.07.2023
- Place: Motycz Leśny, near Lublin, Poland
- No. of participants: 23

The aims of the camp were to provide young people with interesting knowledge in the field of global challenges and sustainability, strengthen critical thinking skills, exchange experience and ideas with peers and develop ideas for projects that can be carried out in their schools and/or local communities. During the meeting, young people participated in lectures and workshops conducted by youth activity trainers, CEO workers, experts and local activists. The culmination point was the presentation of developed projects, during which young people received feedback from other participants and camp staff.

The event was open for students of secondary schools from all over Poland that are interested in global and ecological issues. CCE hired qualified staff to take care of attendees in accordance with the requirements of the Ministry of National Education and Science, and set internal regulations during the camp to ensure harmonious cooperation and safety.

Main outputs of the camp and additional value:

- 5 local project proposals prepared by the groups (light pollution, cross-generational integration on climate education)
- strengthening the integration of young migrants/refugees living in Poland (2 participants from Ukraine, 1 from Belarus)
- further cooperation of CCE with camp alumni:
 - sharing experience as activists during CCE online and face-to-face educational events (2 activists presented their activities during the webinar for young people from CTSC project)
 - cooperation with organisations that they are involved with (cooperation with youth ngo from Konin, Poland in CCE DEAR project from 2024)
 - CCE plans to consult educational materials and activities targeted at young people
 - dissemination of CCE educational offer and future youth camp edition among young people

Evaluation of the camp consisted of:

- meeting with camp participants at the end of the event
- meeting with camp staff and trainers at the end of the event
- meeting with CEO staff involved in camp organisation

The camp was evaluated as a valuable event. The recommendations will be implemented in organising a next camp within a project.

Youth Camp 2023 - photostory:

<https://www.facebook.com/edukaciaglobalnaCEO/posts/pfbid0VesZTbWoPj5EZ3voymfWunjqzmV45tZCk234FEa87eEAarekX8pTWWcY3jzAwJVJl>

Additional attachments:

- Participants list (scan)
- Infopack with programme

The camp was organised in partnership with Norwegian Refugee Council (NRC).

5) Educational video about youth engagement in actions for a sustainable world

- Link to the video: <https://biblioteka.ceo.org.pl/razem-zmieniamy-swiat-mlodzi-o-swiecie-i-dla-swiate/>
- No of views on YouTube: 98

The video was created within the footage filmed during the CCE youth camp in 2023. It depicts young people talking about the following issues: what world do you dream of? what frustrates you? what would you like to say to your peers? what values are key to you? what activities do you do to address global challenges and why?

The video was introduced in the project's e-learning courses.

Thanks to the video teachers involved in the project:

- learn about the positive visions of the world and the frustrations of today's youth, which will allow them to better select topics, tools and projects in the field of global education that they can implement together
- hear from young active people, what may encourage them to take up activities with young people at their school

Thanks to the video young people involved in the project:

- learn about the experiences of other, more advanced in activism, will be able to compare their reflections on the modern world and its values with those of their peers
- become more encouraged to take up their own activity based on positive messages from their colleagues, get acquainted with new ideas and solutions
- minimise their fear of taking the first steps and build greater confidence in their own abilities to undertake the first activity.

Social media release of the video:

<https://www.facebook.com/fundacjaCEO/posts/pfbid0PSSX3dKUDKnq7PpogNgVx6JnffHsBWTZFjeAbLkANs2xPZFfVM3pr5cVbfJU2bzil>
<https://www.facebook.com/edukacijaglobalnaCEO/posts/pfbid09y3R5YC1jD9oseN4s8TsRD6jhHqi2uouzKWXainHn3UGoGuguhdBVyWwh3ys8n7ol>

6) Enrollment for blended-learning courses for teachers and its implementation.

The enrollment for 2 blended-learning courses were conducted and the e-learning is now in the very active stage of operating.

Type of BL course	Content of the BL course	Duration of the BL course	No of teachers enrolled
basic course	building critical thinking skills, introducing essential information on global education and interdependencies, SDGs, global challenges and organising youth actions on global challenges	01.10.2023-31.05.2024	57
advanced course	building deeper critical thinking skills, introducing elements of a broader view of global challenges, exploring new narratives and solutions ensuring transition towards sustainability	28.09.2023-29.05.2024	40

There were introductory online workshops for the participants of the courses, which served as a kick-off for the course, explaining the course formula & timeline, presenting tutors and participants to each other, and introduce first substantive content.

The courses are available via CCE e-learning platform. Each participant receives regular tutoring from his/her mentor. We decided to introduce changes to the mentoring: on the one hand to support and strengthen capabilities of mentors we cooperate with (the role of mentor-supervisor in the advanced course) and on the other to diversify and deepen our mentoring system: to ensure not only written feedback but also face-to-face online group meetings with mentors during the course.

Social media promotion of the BL enrollment:

Enrollment for basic and advanced e-learning courses - first call 22.08.2023

<https://www.facebook.com/photo/?fbid=311250394755106&set=a.184288417451305>

Enrollment for basic e-learning course - reminder 01.09.2023

<https://www.facebook.com/photo/?fbid=316193667594112&set=a.184288417451305>

Enrollment for advanced e-learning course - reminder 18.09.2023

<https://www.facebook.com/photo/?fbid=325557079991104&set=a.184288417451305>

Enrollment for basic and advanced e-learning courses - reminder 27.09.2023

<https://www.facebook.com/photo/?fbid=330740702806075&set=a.184288417451305>

7) Youth online festival during Global Education Week (GEW)

Duration: 14–16.11.2023

Place: online & at schools all over Poland

No. of participants: 92 youth groups, 783 pupils altogether

We invited teachers and pupils to join with us the Global Education Week (GEW) - a festival of people interested in the world and changing it. The GEW celebrations has been held since 1999 on the initiative of the North-South Center of the Council of Europe. The event were attended by pupils from our project as well as from other CCE projects, so that pupils and teachers from different places in the country were able to share their experience and exchange views, and to link their schools into a network of sustainable and eco schools.

3 days long hybrid event for young people performing educational tasks was focusing on global challenges and deepening reflection about it in groups, but in a casual and joyful atmosphere. The Festival consisted of: 1) webinars for pupils 2) face-to-face tasks solving at schools and then sharing online results and reflections with other youth groups on Padlets, 3) webinars for teachers. The activities were dedicated to a different global challenges, among them climate change, biodiversity and global peace.

Additional attachments:

- Participants list (groups)
- Infopack for groups

8) Implementation of blended-learning courses for teachers (second semester)

Duration: 1.01–31.05.2024

In the second semester of blended-learning courses the content and tasks were more focused on youth project methodology to enable teachers to better support youth groups in preparing and delivering projects.

Each participant received **regular individual and group tutoring** from his/her mentor in the form of written feedback and the opportunity to participate in 2 face-to-face online course group meetings.

On the one hand to support and strengthen capabilities of mentors and on the other to diversify and deepen our mentoring system we introduced the role of **mentor-supervisor**. His task was to prepare the guidelines for written feedback and to organise educational meetings for mentors to reflect on the content of each module.

Working with the project methodology, the teachers became supervisors of the youth groups and were encouraged to support young people ia. by conducting **meetings with groups** using materials and programmes offered by CEO. The programmes included such topics as: introduction to the project content and project methodology; practicing critical thinking skills, determining individual potentials & goals, preparing for local diagnosis, setting project goals, planning the activities, evaluation.

On 21.05.2024 there was a closing online interactive webinar for the participants of the courses tackling the topic of proper ending of the project processes. We presented several creative ways for organizing evaluation and celebration for youth groups after finishing the activities.

You can see our learning community in the [Padlet](#), where teachers, mentors and coordinators presented themselves at the beginning of the e-courses.

9) Face-to-face (F2F) workshops for teachers from the blended-learning courses

Duration: 1–2.03.2023

Place: Arche Hotel, Warsaw

No. of participants: 16/25

The meeting gathered:

- a group of teachers participating in both basic and advanced blended-learning courses from the project (16)
- CEO project team members (5)
- experts & trainers (4)

Goals of the meeting

1. discussing, clarifying & deepening the most important topics (and its inter-connections) presented in the blended-learning courses
2. reflecting on the contemporary narratives about the world, its roles and influence and how to work with this issue at school.
3. learning or revising knowledge & skills about working with the project methodology with youth at school

4. strengthening of the learning community by mutual inspiration, experience and challenges sharing, etc.

Programme of the meeting

1/03/2024 FRIDAY

07:30 - 08:30 – Breakfast

09:00 - 10:00 – Welcome and integration

10:10 - 11:10 – Session 1: Narratives about the world - what they are and how to teach about them – part 1

11:10 - 11:20 – Coffee break

11:20 - 12:10 – Session 2: Narratives about the world - what they are and how to teach about them – part 2

12:10 - 13:00 – Session 3: Narratives about the world - what they are and how to teach about them – part 3

13:00 - 14:10 – Lunch

14:10 - 15:30 – Session 4: Presentation/lecture/exercise - 2 to choose from: 1) Introduction to forest bathing, 2) Educational card game “Climate call”

15:30 - 15:50 – Coffee break

15:50 - 17:10 – Session 5: Presentation/lecture/exercise conducted by - 4 to choose from. We are co-creating a global community!

17:10 - 17:30 – Coffee break

17:30 - 18:50 – Session 6: Let’s build a learning community!

19:00 – Dinner

2/03/2024 SATURDAY

07:30 - 08:30 – Breakfast

09:00 - 10:20 – Session 7: Determinants of a good youth project for change

10:20 - 10:40 – Coffee break

10:40 - 12:20 – Session 8: Activism Laboratory:

- basic course: We care about the quality of our activities
- advanced course: We generate ideas for projects

12:20 - 12:40 – Coffee break

12:40 - 14:00 – Session 9: Working with the project group and its potential coming from diversity

14:00 - 14:30 – Closure and farewell

14.30 - Lunch

Bios of selected trainers and experts

Kasia Dytrych - both educator and manager, for over 20 years involved in outdoor, ecological and climate education, author of numerous educational programs, large CSR campaigns, responsible for both didactics and methodology; she conducts workshops in schools, green schools, field and research trips for young people, teachers and representatives of municipalities and business.

Mateusz Konieczny - PhD in social sciences; career-coach, mentor in development programs, lecturer, Youth Wiki expert; founder of the Manufacture of the Future; he has over 10 years of experience in conducting group trainings as well as individual sessions (over 2,200 hours).

Michał Szczepanik - primary school teacher (Geography and Education for Safety); global education expert & mentor, author of lesson plans

Social media relation and photos from the meeting:

<https://www.facebook.com/edukacijaglobalnaCEO/posts/pfbid0267VeXywhWo4SP8819oNxZzNFA95dk5hB7ajPcRa5zNmudugYMAvRmfkdo5UuN6XVI>

10) Project's educational materials

To support teachers to incorporate the topics discussed in our project (*well-being, critical approach to current narratives, new stories etc.*) into subject-teaching and educational work, we gradually create lesson plans and exercises. At the end of the project we will print them as a one toolkit presenting theoretical aspects of ensuring sustainability and practical materials. They are available now in electronic versions.

Among others, we prepared practical material that strengthens youth groups in implementing projects - [6 specific project ideas](#). This interactive material in the form of Genially presentation consists of tips on what to remember when preparing a given activity, examples of implementation at school and elsewhere and recommended materials on a given topic.

As well publication [“Entangled in grand narratives. How to think critically about the modern world”](#) was created, dedicated mainly for students. The aim of the material is to help them to better understand the issues of the project and thus preparing better quality activities at schools. We wanted to help young people find their way in the world of dominant crises and develop the ability to think critically towards most powerful narratives about the environment, climate and social phenomena.

Social media promotion of the materials:

<https://www.facebook.com/edukacijaglobalnaCEO/posts/pfbid0A5UF1MYrUfyAtd55hB1xYCNDHVkkeyk3jimpAD8kX9eE6UQ9vwwd3Jf4i3xYFUG3LI>

11) Youths actions - preparation and implementation

Teachers who participated in the e-courses recruited youth groups in their schools. The groups were made up to 10 people, sometimes bigger. At the end of first semester teachers introduced the youth to global challenges and critical thinking with the help of materials created in the program. In the second semester, youth developed their own projects going through proper stages such as collecting data and drawing conclusions (local diagnosis), setting target groups, seeking partners, setting up the timeframe of activities, dividing tasks, evaluating, etc. We underlined the role of the teachers in the youth project approach in which they stand aside and only support young people's agency.

Type of BL course	goals of the youth projects	No of young people involved (directly)	No of youth actions implemented
basic course	aligned with results of local diagnosis and needs; focused on answering global challenges locally	165	13
advanced course	aligned with results of local diagnosis and needs; focused more on new positive narratives, such as creating learning communities, sharing and zero waste, strengthening bonds with nature and learning from it, well-being.	254	20

As a tool for networking and inspiration a [Padlet presenting youth actions was used](#). This Internet board serves as an open space for all project groups implementing projects about global challenges in CCE (e.g. from the "Together for Climate" project from the 2022/23 school year). It is a virtual space to share activities from the school projects (photos, materials created, links, videos etc).

Online workshops and mentoring for youth groups

As part of the youth support we offered non-obligatory 2-hours long online workshops for young people to strengthen their competences in critical thinking as crucial competence in the contemporary world. The programme was different for both courses, including topics such as: why do we need critical thinking to change the world for people and environment? why it is important to ask questions and what it is a good question? how to be more attentive and observant? what manipulation is? how to cope with different types of

manipulation, including the one from the media? how to be resilient to greenwashing and similar manipulations?

There were 18 workshops organised (9 in the basic course and 9 in advanced).

Mentoring support consisted of 1-hour long online meetings with a mentor, during which young people had the opportunity to consult on a selected issue related to work on their project, e.g. choosing a project goal, selecting target groups or designing activities. This non-obligatory activity was conducted by the same mentor who supported the teacher from the school.

There were 8 hours of monitoring organised (in advanced course in which more support was needed).

12) Face-to-face youth groups meeting

Duration: 14.06.2024

Place: Pawilon Kamień, Warsaw

No. of participants: 5 youth groups, 31 pupils & teachers altogether

This event marked the end of the project process and was intended for students who have created a youth project under the supervision of a teacher. It was a key moment in building project sustainability and lasting social change: by emphasizing the value of completed projects, we tried to build a sense of agency and motivation to continue acting. It was also a space to meet and talk, both with peers and mentors, about the importance of involvement and cooperation in educational activities, but it is also a time of gratitude and appreciation for students, teachers and all those people who go beyond the formal framework with school work.

Programme of the meeting

11.00-12.00 welcoming and presentation of the projects (poster game)

12.05-12.35 fun and integration

12.35-12.45 break

12.45-14.15 workshops for youth

14.15-15.00 lunch

The meeting took place in the ["Kamień" Educational Pavilion](#), located on the Vistula River, in a green corner of the capital, among the trees. The pavilion is the main ecological education point of Warsaw municipality and the new center of the Vistula District. We decided to organize this event in a green outdoor place to emphasize the value of environmental protection and sustainability.

The groups presented their project in the form of posters with the image of a tree, symbolically describing the target group, goals, effects and other issues related to the project. The presentation took place in an easygoing form of a 'poster game' - there was no presentation on the forum, only the opportunity to visit group stands, discuss and reflect together at the same time completing the mini-tasks of the game.

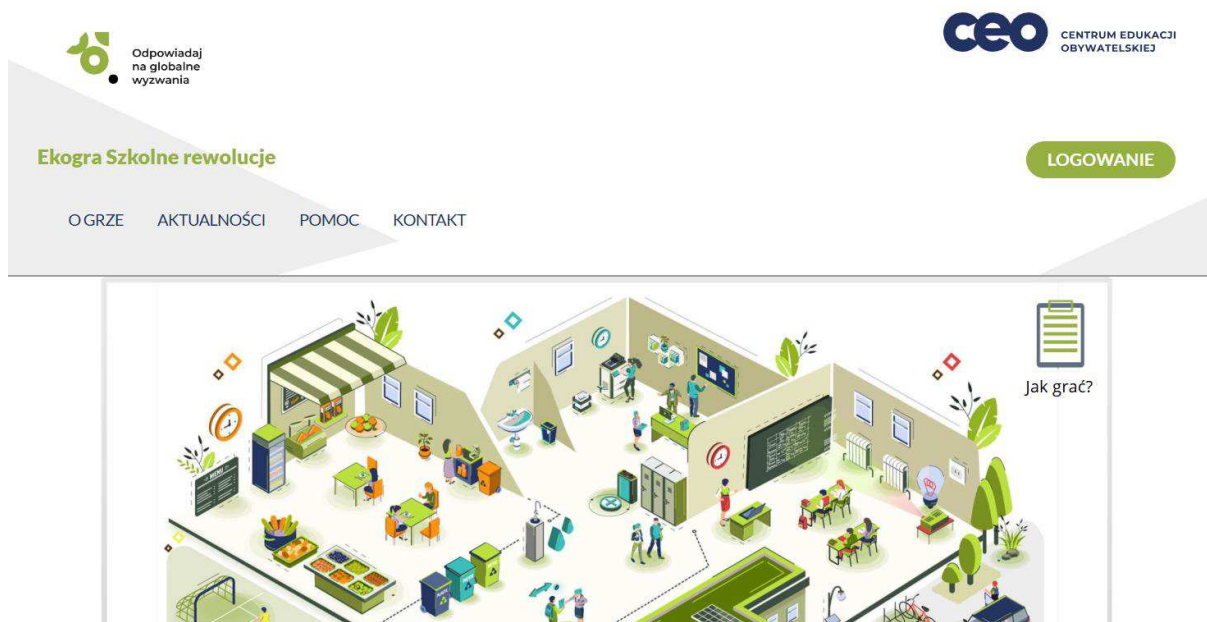
Social media & website promotion from the event:

<https://www.facebook.com/edukacijaglobalnaCEO/posts/pfbid0267VeXywhWo4SP8819oNxZzNFA95dk5hB7ajPcRa5zNmudugYMAvRmfkdo5UuN6XVI>

13) Online game on sustainability for youth groups

game's website: <https://ekogra2025.ceo.org.pl/>

As part of the project implementation, the final stage of work was carried out on an online educational game designed to support youth groups in taking action for sustainable development and addressing global challenges within their school communities. This stage included game testing, introducing improvements to mechanisms, content, and graphics. The game enables young people to analyze selected school spaces and plan pro-environmental and pro-climate changes in their immediate surroundings. The game is intended for primary and secondary school students who wish to engage with global and environmental issues and take effective action in these areas. It includes inspiring ideas and tasks aimed not only at encouraging young people to take initiative but also at providing practical guidance on successfully implementing positive changes in their environment.



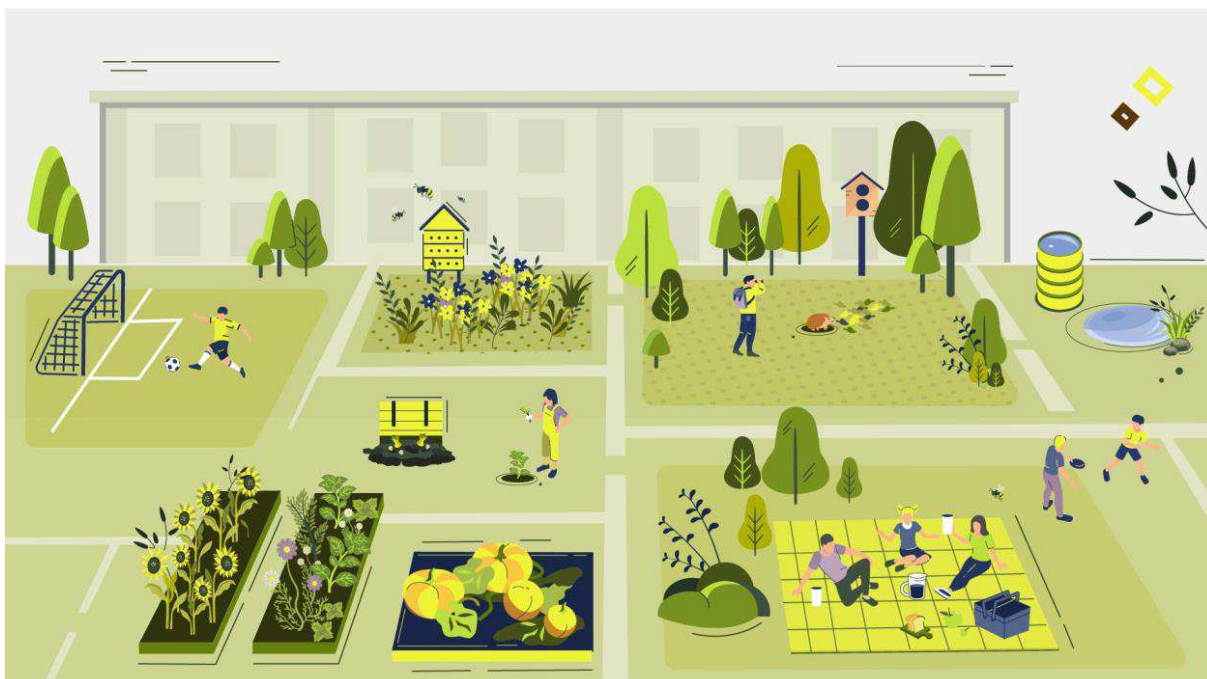
Picture 1. Website with the game

The game mechanics are based on gamification, where youth groups earn points by completing tasks using a 10-step project-based learning method. Example stages of the game include:

- forming a project group,
- exploring the space subject to change,
- conducting a local diagnosis,
- defining the project goal.

Within the game, participants gain access to a platform that allows them to monitor their progress in implementing their youth project. Additionally, ready-to-use support materials

have been provided, including worksheets and exercises for each project stage, criteria for a well-developed project, and inspiration for action. Students can also earn points, observe the activities of other project groups, and interact with fellow participants. The game also features suggested exercises, meetings, and activities that foster team integration and support local actions addressing global challenges.



Picture 2. Space 2: School exterior

Each of these spaces has been designed to include proposed actions aimed at transforming them into more environmentally and climate-friendly areas. The game covers topics such as biodiversity, climate change, sustainable transport, eco-friendly construction, and food-related issues.

The game offers a range of features, including:

- attractive graphics and interactive school spaces,
- characters specific to each space,
- the ability for teachers to create a school account and share access with students,
- access to tasks and the ability to upload project-related materials (e.g., group photos, local diagnosis results),
- visible progress bars,
- the ability to view other project groups' activities and engage in simple interactions with them.

Thanks to these implemented solutions, the gam serves as a modern and engaging tool supporting global and environmental education, as well as youth engagement in sustainable development within their school and local communities.

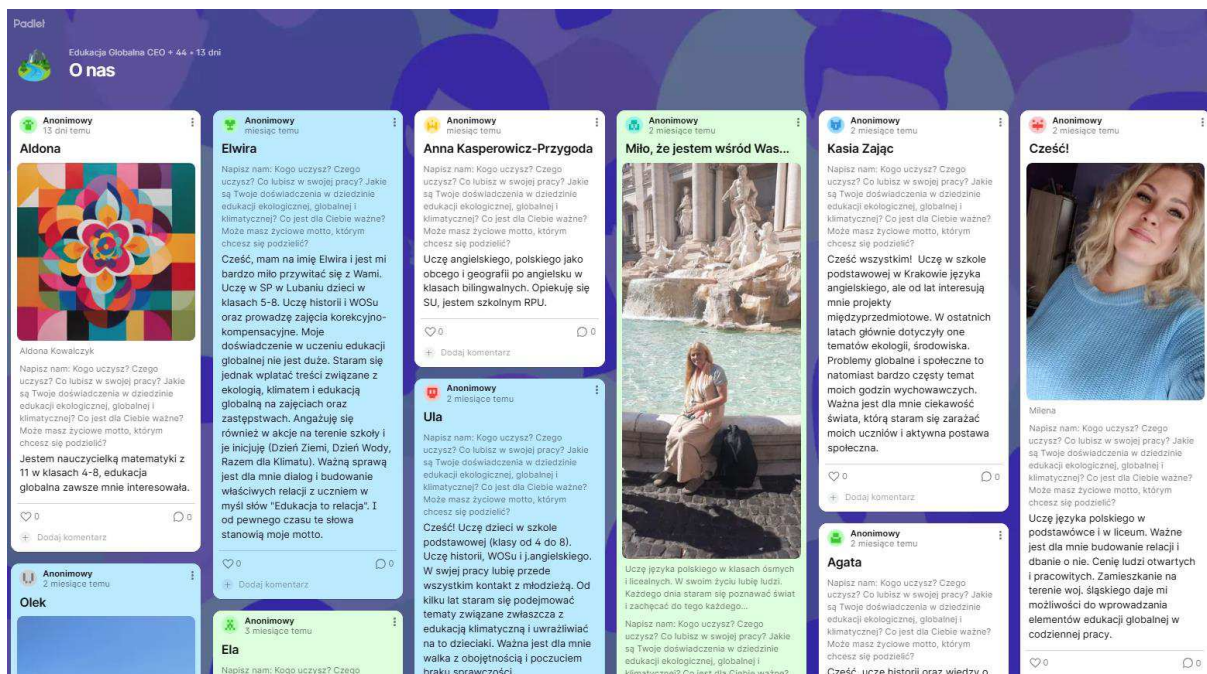
The developed game will be a key tool supporting youth groups implementing social projects in the second module of the project, as well as other educational initiatives by CEO in the field of global education for young people in the future.

14) Enrollment for blended-learning courses for teachers and its implementation

The enrollment for blended-learning was conducted and 2 courses were completed. After implementing the pilot phase of e-courses and evaluation we decided to divide the e-courses into two separate parts - theoretical (1st semester) and practical (2nd semester: implementation of a youth project). Collected data shows that shorter educational processes are more accessible and engaging, thus giving a greater likelihood of completing the course. Additionally, the implementation of youth projects in the field of global and sustainability issues is particularly demanding because it combines difficult, often complex topics with the need to use project work methodology, which is not particularly widespread at Polish schools. Our experience tells that some course participants resigned due to the challenges associated with implementing the youth project.

Type of BL course	Content of the BL course	Duration of the BL course	No of teachers enrolled
basic course	building critical thinking skills, introducing essential information on global education and interdependencies, SDGs, global challenges; practical input how to introduce those topics into schools	01.10.2024-15.01.2025	57
advanced course	building deeper critical thinking skills, introducing elements of a broader view of global challenges, exploring new narratives and solutions ensuring transition towards sustainability, well-being	01.10.2024-15.01.2025	40

At the very beginning of the courses we created a [Padlet](#) for enhancing the learning community and getting together. It was a virtual space to share bios and photos of participants from both courses.



Picture 3. Padlet - virtual space of integration of participants

There were introductory online workshops for the participants of the courses, which served as a kick-off for the course, explaining the course formula & timeline, presenting mentors and participants to each other, and introducing first substantive content.

The courses were available via CCE e-learning platform. To accommodate different learning styles and make the e-courses more accessible, we decided to base the learning process on online group meetings with mentors. Only those who couldn't attend were asked to submit a short written reflection on a chosen topic from the module. Mentors then provided written feedback on these reflections.

With additional support such as mentoring, webinars, and educational materials, participants not only enhanced their skills but also built an active learning community-sharing experiences and inspiring one another.

poziomie złożoności i z mniejszą produktywnością. To samo zjawisko zachodzi na poziomie całego globu, z jedną istotną różnicą – o ile ogrodnicy mogą porzucić zdegradowany kawałek ziemi i z zapałem rozpocząć kolejną próbę w innym miejscu, ludzkość nie ma do zasiedlenia żadnej innej planety (i nie będzie miała – przynajmniej w dającej się przewidzieć przyszłości).



autorstwo: Doughnut Economics Action Lab; CC BY-SA 4.0

Brytyjska ekonomistka Kate Raworth zaproponowała model porządkujący myślenie o zrównoważonej gospodarce, zwany też **modelem obwarzanka**. Jej zdaniem jedynym ratunkiem jest taka reforma systemu, która pozwoli zapewnić ludziom godne warunki życia, jednocześnie szanując ekologiczne granice Ziemi.

Pomiędzy **fundamentem dobrobytu społecznego** (okrąg wewnętrzny) a **ekologicznym pułapem presji planetarnej** (okrąg zewnętrzny) leży bezpieczna i sprawiedliwa przestrzeń dla ludzkości.

Jak wszystkie modele ekonomiczne, jest on uproszczeniem. W rzeczywistości technologia pozwala do pewnego stopnia przesuwać pułap ekologiczny (problem w tym, że nikt tak naprawdę nie wie, jak daleko); jednocześnie zglobalizowana kultura konsumpcji, nieustannie popycha granice naszych potrzeb w górę.



Kooperatywy rolnicze

W Albi we Francji oraz w coraz większej liczbie miejsc na świecie funkcjonują kooperatywy rolnicze. To alternatywa dla przemysłowej produkcji żywności. Ich działanie polega na tworzeniu sieci lokalnych producentów, zaopatrujących lokalną społeczność. Kooperatywy zapewniają bezpieczeństwo regionalnym producentom, a nade wszystko lepszą współpracę między obywatelami, producentami i politykami. Żywność to kluczowa sprawa dla naszego życia oraz tworzenia więzi społecznych.

Jeśli chcesz wiedzieć więcej, zobacz [filmik](#).

POLECANE MATERIAŁY EDUKACYJNE OD CEO

- ćwiczenie na język polski lub godzinę wychowawczą "**Pakiet Platinum a Księga Koheleta**" pozwoli młodzieży lepiej zrozumieć, na czym polega odpowiedzialna produkcja i konsumpcja
- scenariusz "**Dobrobyt a dobre życie – dyskusja o różnicach i podobieństwach**" ma na celu pochylenie się nad pytaniem, czy dobrobyt i dobre życie to to samo?

Projektujemy naturalny ogród przyszkolny

Projekt przyszkolnego ogródka można wykonać niezależnie od tego, czy sam ogród ostatecznie zostanie założony (choć zachęcamy do podjęcia tego wyzwania!). Sam proces projektowania to na pewno świetny sposób na opanowanie podstawowych zasad permakultury, które później można wykorzystać w różnych kontekstach.



Picture 4. Screenshots from the advanced e-learning course

Critical thinking online workshops

As part of the teachers and pupils support we offered non-obligatory 2-hours long online workshops for young people to strengthen their competences in critical thinking as crucial competence in the contemporary world. The programme was different for both courses, including topics such as: why do we need critical thinking to change the world for people and environment? why it is important to ask questions and what it is a good question? how to be more attentive and observant? what manipulation is? how to cope with different types of manipulation, including the one from the media? how to be resilient to greenwashing and similar manipulations?

There were 20 workshops organised (12 in the basic course and 8 in advanced).

Social media promotion of the BL enrollment:

Enrollment for basic and advanced e-learning courses 2024 - first call	27.08.2024	https://www.facebook.com/educacjaglobalnaCEO/posts/pfbid0pXXGB3bAtW2n5NqanxJqASVCJKLHr3naro15uAbx7JPobUdzcKjzNZQesUY6wpjFI?
Global & Ecological International Days Calendar - promotion	03.09.2024	https://www.facebook.com/educacjaglobalnaCEO/posts/pfbid02pZNtDGXBKEsic4HcC1aK2C3uaDERYuB9ue1cMdmdpQX67zneAsND68qs3gySehsl?
Enrollment for advanced e-learning course 2024 - reminder	06.09.2024	https://www.facebook.com/educacjaglobalnaCEO/posts/pfbid0yjmzmcuGCL3x1ayXv3dxihDkQTtgBxgzLJq3MHToMBjjoZM

Educational material about floods - promotion 17.09.2024

5kJDCdZEeyP53YQn6PI?__

<https://www.facebook.com/edukacja.globalnaCEO/posts/pfbid02sfFHh4ZzG6rWjNS5zCSMRgjVcS83AfDrJhPbV23783ep7cSw5GCcuRiQkuTNEv11?>

15) Youth online festival during Global Education Week (GEW) 2024

Duration: 19–21.11.2024

Place: online & at schools all over Poland

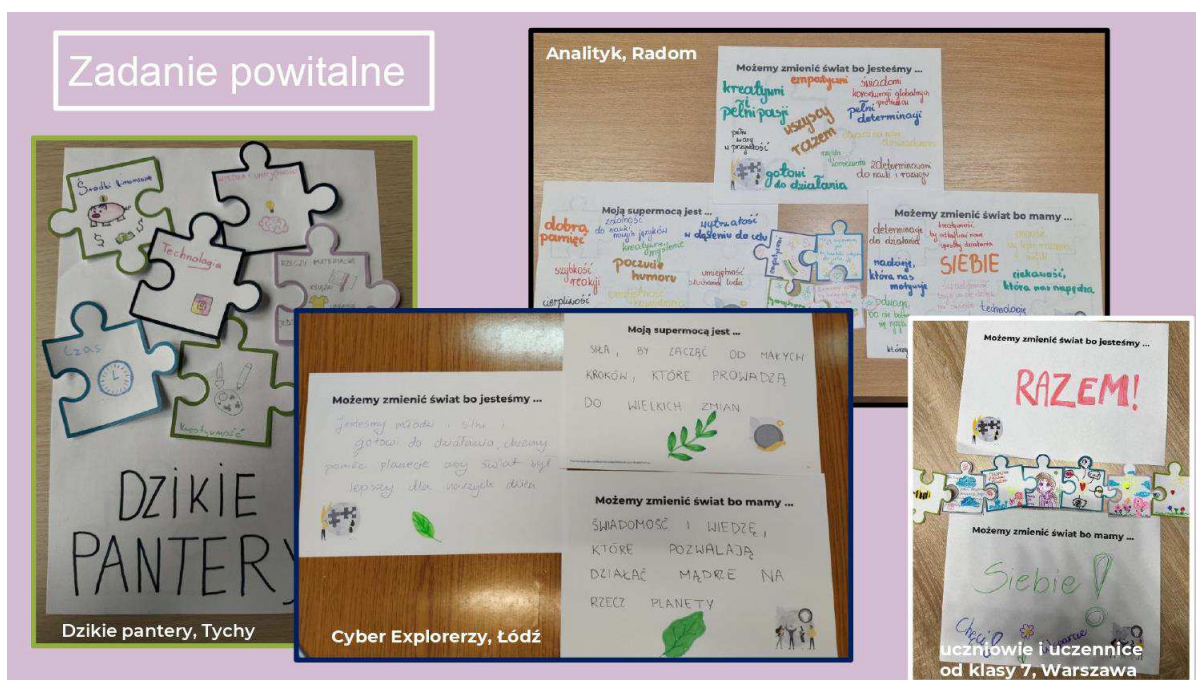
No. of participants: 72 youth groups, 650 pupils altogether

As every year, we encouraged teachers and students from Polish schools to take part in the Global Education Week (GEW) - an international celebratory period for those interested in understanding and changing the world. We invited school youth teams to participate in the online festival "Act for the PLANeT", where they could reflect on how today's complex world functions and how individual and school actions can contribute to a more sustainable future. During the festival, we explored current global challenges - particularly climate change, biodiversity, migration, gender equality, and this year's manifestations of these crises, such as floods in Poland.

Recruitment for the event was conducted through all CEO's information and promotional channels. The main page with event details can be found here:

<https://globalna.ceo.org.pl/tydzien-edukacji-globalnej-2024/>. This year, the festival lasted three days, from November 19 to 21, 2024. We began the celebration of GEW by deepening knowledge of global challenges and sustainable development, inviting young people to interactive online webinars. As part of this initiative, on November 19, 2024, we hosted a webinar titled "How to Think Differently About River Protection?", led by Alicja Pawelec-Olesińska, PhD.

Days 2 and 3 focused on completing tasks within a corridor game, structured around four key topics, including climate change and biodiversity. Each team had to complete at least four tasks and submit their responses on the festival's Padlet. By making the tasks public, teams could learn from one another and also received brief feedback from a mentor.



Picture 5. Examples of youth groups' works (welcoming task) from corridor game GEW 2024

On the second day of the school game and Padlet activities (November 21, 2024), we invited all participants to a summary webinar reviewing the festival's work. The session included segments such as "GEW 2024 in Numbers," a presentation of the results (including completed tasks and artistic works), and explanations of the most challenging topics. It was an opportunity to collectively celebrate the conclusion of GEW and explore further actions for the future.

Attachments in separate files:

- Participants list (groups)
- Infopack 2024 for groups

Social media & website promotion of GEW 2024:

Global Education Week 22.10.2024
 Festival 2024 - registration

Global Education Week 29.10.2024
 Festival 2024 - reminder

Global Education Week 22.11.2024
 Festival 2024 - school game summary

<https://www.facebook.com/educacjaglobalnaCEO/posts/pfbid0ucwG6Vndy2Zw67QvuQ8VQkAVrTbbEUwdqDBwUMwdjgNeukJVLmvqe6rMPpSdmmv5l>
<https://www.facebook.com/educacjaglobalnaCEO/videos/1850447002156882>
<https://www.facebook.com/educacjaglobalnaCEO/posts/pfbid0ahL68YAn718yw6KBKwbZSUiZb1FQbgBAKYESP5RuUb9Kf9p9FdnipPFYe7dWxual>

16) Project's educational materials

The materials were developed by a working group of teachers in collaboration with the project team. This group consists of educators who have been working with CEO in the field of global education for years, bringing experience in creating educational materials, and mentoring, as well as expertise in the project's key topics.

In the reported period a total of nine educational lesson plans or exercises were created, six of which were made available in the advanced course and on the CEO website. The remaining two will be published in the near future.

These educational materials played a crucial role in the blended-learning course, supporting and reinforcing the integration of key topics into educational practice. The primary goal of these materials was to inspire teachers to introduce new perspectives not only in subject-specific lessons but also during homeroom periods, providing the best possible support for their work.

The assignments available for participants to complete in order to pass the modules were directly linked to these materials. This approach aimed to widely promote their content and encourage participants to engage with and apply them in practice.

Additionally, a [Facebook post](#) was published to promote these materials.

17) Global Club

The Global School Club is an initiative for all teachers, educators, and librarians who are passionate about global challenges and sustainable development. The meetings are conducted at an advanced level, so they are particularly recommended for those who want to deepen their knowledge on these topics. However, they are open to anyone interested in global issues.

The club organizes online meetings focused on selected topics related to both global and local challenges. These meetings take various forms—participants can join webinars as well as interactive workshops in small groups (with limited spots available for the latter). The sessions provide opportunities to expand knowledge and develop essential skills for navigating a world of global interdependencies. The meetings feature engaging experts, both as speakers for the webinars and as facilitators for the workshops.



Picture 6. Invitation for one of the workshop

The events take place throughout the school year with varying frequency. Anyone who attends at least five Global School Club meetings will receive a certificate. In the reporting period 4 meetings were conducted.

Social media & website promotion of Global Club:

Global Education Week Festival 2024 - webinars for teachers	5.11.2024	https://www.facebook.com/educacjaglobalnaCEO/posts/pfbid0RBKMPxso6uJiyGDVnF9T3iToNNrR4HFHxmnR1SbXytygTZrNvBortJLnx7SUBzfl
Global Education Week Festival 2024 - webinars' recordings	29.11.2024	https://www.facebook.com/educacjaglobalnaCEO/posts/pfbid0RA1NEmTboZjhvPpGZrEZ67TZfmdCooM4kNjDmQQPbJesR3bb9paN45ScDbyoXeR7l
December workshop in the frames of Global Club - invitation	3.12.2024	https://www.facebook.com/educacjaglobalnaCEO/posts/pfbid0JpWofZ8t14yhvmzhngAooYm9foAmLPPJsiQBQLqewcTgcX2SAQagjNjkN6uHGSTKI

18) Face-to-face (F2F) workshops for teachers from the blended-learning courses

Duration: 10-11.01.2025
 Place: Arche Hotel, Warsaw
 No. of participants: 30/38
 The meeting gathered:

- a group of teachers participating in both basic and advanced blended-learning courses from the project (30)
- CEO project team members (5)
- experts & trainers (3)

The workshop's goal was to enable participants to:

- meet project colleagues in person and exchange inspirations.
- gain new motivation to implement activities for global challenges with youth at school.
- strengthen the understanding of the phenomenon of global interdependencies.
- learn or organize knowledge about world narratives and how to work with this topic in school.
- reflect on how to take care of oneself and young people while working with global education in school.

Programme of the meeting

10/01/2025 FRIDAY

08:30 - 09:00 – Participant registration

09:00 - 10:00 – Introduction and welcome (joint session)

10:00 - 10:15 – Coffee break

10:15 - 11:45 – Session I: Climate Change Entangled in Stories (2 groups)

11:45 - 12:00 – Coffee break

12:00 - 14:00 – Session II: Untangling the Threads of Climate Change (2 groups)

14:00 - 15:15 – Lunch

15:15 - 16:45 – Session III: Entangled in Climate Change (2 groups)

16:45 - 17:00 – Coffee break

17:00 - 18:30 – Session IV: Intuitive Drawing – an unusual art workshop (joint session)

19:00 – Dinner

From 20:30 – Social integration (voluntary)

11/01/2025 SATURDAY

09:00 - 09:15 – Welcome the day (joint session)

09:15 - 10:00 – Session Va: Mini-workshops led by participants - co-creating a global community! (3 workshops to choose from)

10:00 - 10:15 – Coffee break

10:15 - 11:00 – Session Vb: Mini-workshops led by participants - co-creating a global community! (3 workshops to choose from)

11:00 - 11:20 – Coffee break

11:20 - 12:40 – Session VI: Weaving a Story: The Warp... (2 groups)

12:40 - 13:00 – Coffee break

13:00 - 14:40 – Session VII: Weaving a Story: ...and the Weft (joint session)

14:40 - 15:00 – Summary and farewell (joint session)

15:00 – Lunch



Picture 1. Introduction and welcoming of the participants

Bios of selected trainers and experts

Kasia Dytrych - both educator and manager, for over 20 years involved in outdoor, ecological and climate education, author of numerous educational programs, large CSR campaigns, responsible for both didactics and methodology; she conducts workshops in schools, green schools, field and research trips for young people, teachers and representatives of municipalities and business.

Łukasz Bartosik – a certified sTOP trainer with over 15 years of experience, specializing in global and anti-discrimination education. For years, he was associated with the Polish Humanitarian Action (PAH), where he served as head of the education team and as an education expert. He has extensive experience in developing educational programs and materials, including email courses, training and board games, training programs, and educational films and animations.

Michał Szczepanik - primary school teacher (Geography and Education for Safety); global education expert & mentor, author of lesson plans

Social media relation and photos from the meeting:

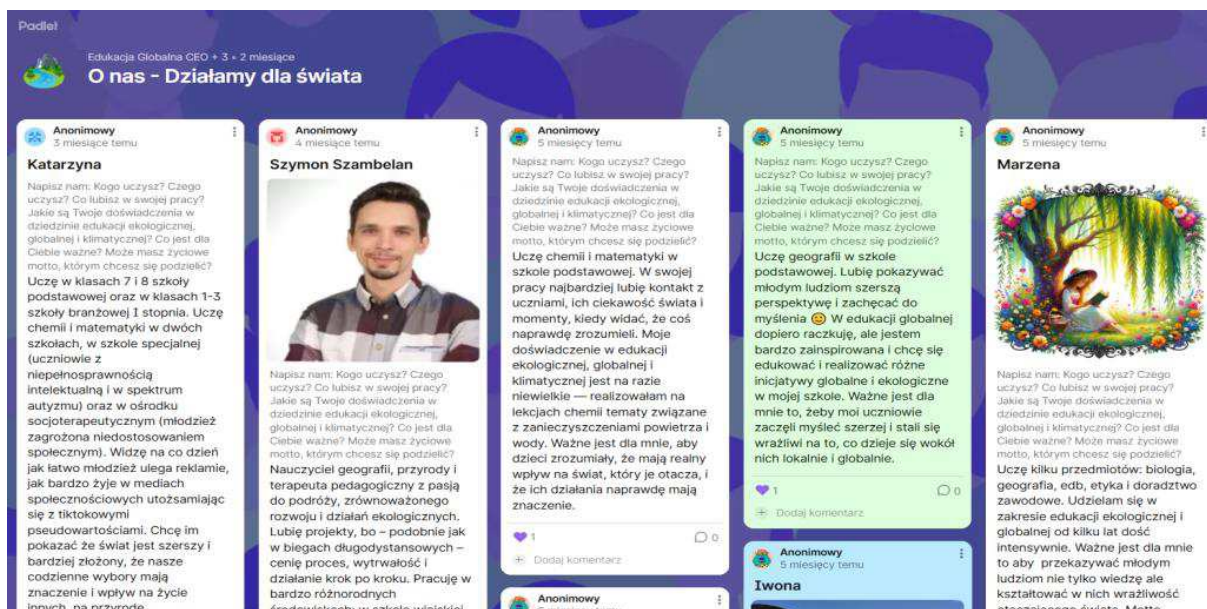
<https://www.facebook.com/edukacjaglobalnaCEO/posts/pfbid0KFL6oXRKe2AsW8UAAAnUTB4ovV2orK1YnwNQ1wZGZg3rmq8qcNzvSRimizY7QY3vcl>

19) Blended-learning course for teachers – enrollment and implementation (summer semester)

The enrollment for blended-learning was conducted and 1 course was completed. The content and tasks of blended-learning were focused on youth project methodology to enable teachers to better support youth groups in preparing and delivering projects. Based on the evaluation of previous implementation, two separate e-learning courses were combined into a single, semester-long course. This simplified promotion and thus the recruitment process, and parallelly allowed participants to implement youth actions that were either more or less advanced, depending on their experience.

Type of BL course	Content of the BL course	Duration of the BL course	No of teachers enrolled
course based on project methodology	project methodology: good project criteria, project stages, critical thinking, good practices, building motivation	03.03.2025-15.06.2025	61

At the very beginning of the course we created a [Padlet](#) to enhance the learning community and getting together. It was a virtual space to share bios and photos of participants from the course.



Picture 2. Padlet - virtual space of integration of participants

The course was available via CCE e-learning platform. The e-learning process was based on online group meetings with mentors for each course module, requiring only participants

who were unable to attend to submit a short written reflection instead. Mentors then provided written feedback on these reflections.

Working with the project methodology, the teachers became supervisors of the youth groups and were encouraged to support young people ia. by conducting meetings with groups using materials prepared by CEO, such as good project criteria or best practices e-book.

Social media promotion of the BL enrollment: Enrollment for e-elearning 2025 - first call (global CCE Facebook)	24.02.2025	https://www.facebook.com/edukacijaglobalnaCEO/posts/pfbid0omz2RVgR2yRKgp7sTCaJcwTVYzdSa3a53YaYkL88Ck7YDebJeFizVUbqwQxHjVZQI
Enrollment for e-elearning 2025 - next call (global CCE Facebook)	28.02.2025	https://www.facebook.com/photo.php?fbid=654455450434597&set=pb.100076104430962.-2207520000&type=3
Enrollment for e-elearning 2025 - first call (main CCE Facebook)	23.01.2025	https://www.facebook.com/photo.php?fbid=683434557342915&set=pb.100070291293999.-2207520000&type=3

20) Youths actions - preparation and implementation

Teachers who participated in the e-course recruited youth groups in their schools. The groups were made up to 10 people, sometimes bigger. 61 teachers from 44 schools, as well as over 400 students, jointly implemented as many as 33 social projects addressing global challenges reaching to their schools and local environments.

Students from one school carried out the project *“Fast Fashion”*, in which, through educational videos and workshops, they raised their peers’ awareness of the impact of the clothing industry on the environment. Another group prepared the project *“The Power of Women – The Power of the World”*, showing how women can be independent and self-reliant in everyday life. Meanwhile, students interested in technology analyzed in their project the opportunities and risks associated with the use of artificial intelligence in education, also identifying problems related to access to AI tools.

Mentoring for youth (for interested groups)

This was an offer of free one-hour online meetings with a mentor, during which young people received support in areas important for their social projects (with three topics to choose from) and had the opportunity to discuss challenges they face. Mentoring was usually conducted by the same

mentor who accompanied the teachers in the e-learning. Each group could use up to two hours of mentoring, with the following topics available:

- Topic 1: Taking the first steps in the project
- Topic 2: Conducting a local diagnosis and defining the project goals
- Topic 3: Implementing and summarizing activities

In total, 20 meetings with groups were conducted.

21) Face-to-face youth groups meeting

Date: 30.05.2025

Place: Służewiecki Dom Kultury, Warsaw

No. of participants: 5 youth groups, 38 pupils & teachers altogether (only part of the participants are reported in this project)

This event marked the end of the project process and was intended for students who have created a youth project under the supervision of a teacher. It was a key moment in building project sustainability and lasting social change: by emphasizing the value of completed projects, we tried to build a sense of agency and motivation to continue acting. It was also a space to meet and talk, both with peers and mentors, about the importance of involvement and cooperation in educational activities, but it is also a time of gratitude and appreciation for students, teachers and all those people who go beyond the formal framework with school work.

Programme of the meeting

11.00-12.00 welcoming and presentation of the projects (poster game)

12.05-12.35 fun and integration

12.35-12.45 break

12.45-14.15 workshops for youth

14.15-15.00 lunch

The meeting took place at the [Służew Culture Center \(SDK\)](#) in Warsaw's Mokotów district. The venue, surrounded by green spaces with a community garden, meadows, a pond, and a small farm, offered an inspiring setting close to nature. We chose this location to hold the meeting outdoors, as being in a natural environment fostered openness, creativity, and a sense of well-being among participants.



Picture 2. Poster game and sharing experience about projects.

The groups presented their project in the form of posters with the image of a road/journey, symbolically describing the target group, goals, effects and other issues related to the project. The presentation took place in an easygoing form of a 'poster game' - there was no presentation on the forum, only the opportunity to visit group stands, discuss and reflect together at the same time completing the mini-tasks of the game.

Social media & website promotion from the event:

<https://www.facebook.com/edukacjaglobalnaCEO/posts/pfbid0NmQs4ugedgLggaPG1dRC2M3ZK2Ksa9cCNwwerKJpFN9nUKrCvo6d865KRSUorAiyl>

22) Global Club - continuation

In 2025 we continued the activities of the Global School Club, which had begun in autumn 2024. The Club was an initiative for teachers, educators, and librarians interested in global challenges and sustainable development. Meetings were held online and covered important and inspiring global and sustainability issues, taking the form of webinars and smaller interactive workshops.

The sessions were led by inspiring experts and provided space to deepen knowledge and strengthen skills needed to understand global interdependencies. Topics included, for example: *AI and streaming – the hidden costs for the world*, *How to talk to young people about climate?*, and *Global challenges in numbers. How to critically work with report data to develop critical thinking?*

In 2025, six meetings took place with a total of 158 participants. Altogether, in the 2024–2025 cycle, 10 meetings were held as originally planned.



Picture 3. Invitation for the workshop on Active Hope

23) Youth camp 2025

- Duration: 5-12.07.2025
- Place: Krzyżowa, near Świdnica, Poland
- No. of participants: 25

The aims of the camp were to provide young people with interesting knowledge in the field of global challenges and sustainability, strengthen critical thinking skills, exchange experience and ideas with peers and develop as activists. The youth camp, organised July 5-12, 2025 brought together 25 participants aged 14 to 19, including 18 girls and 7 boys from 21 different towns and cities across Poland, such as Konin, Tarnowskie Góry, Żychlin, Warsaw, Wrocław, Brodnica, and Obrzycko, both of Polish and Ukrainian origin.

The program consisted of eight days of in-person workshops in Krzyżowa and one additional online workshop day, amounting to a total of 55.5 hours of educational activities. Sessions were delivered by five trainers, while three youth leaders ensured the participants' safety and well-being.



Picture 4. Workshops during the youth camp

As the final outcome of their work, participants created five educational films, developed in project groups. The films addressed current and globally relevant issues, with a combined running time of 19 minutes and 45 seconds. The titles included:

- Disinformation
- I Know What I Eat
- ToMasz Mieć
- Voice of Equality
- Cobalt - you can see this short movie on [CCE Facebook](#)

The camp was an intensive time of learning, exchanging experiences, collaboration, and creative action, with outcomes that will continue to inspire even beyond its conclusion.

Youth Camp 2025 – photostory

<https://www.facebook.com/edukacjaglobalnaCEO/posts/pfbid02ZK6agq4AzotuiJSSVy8G3syKZwSaskQcUsQiU6bG2kVJEfNnzKigzVdNAGP4wiPLI>

Youth Camp 2025 – summary

<https://www.facebook.com/edukacjaglobalnaCEO/posts/pfbid0KECuLru2PKqs74PdisqoYy7SBe89YP36PZeFqTPKhRd8FKBmdCv9z3xs9zKB5rXYI>

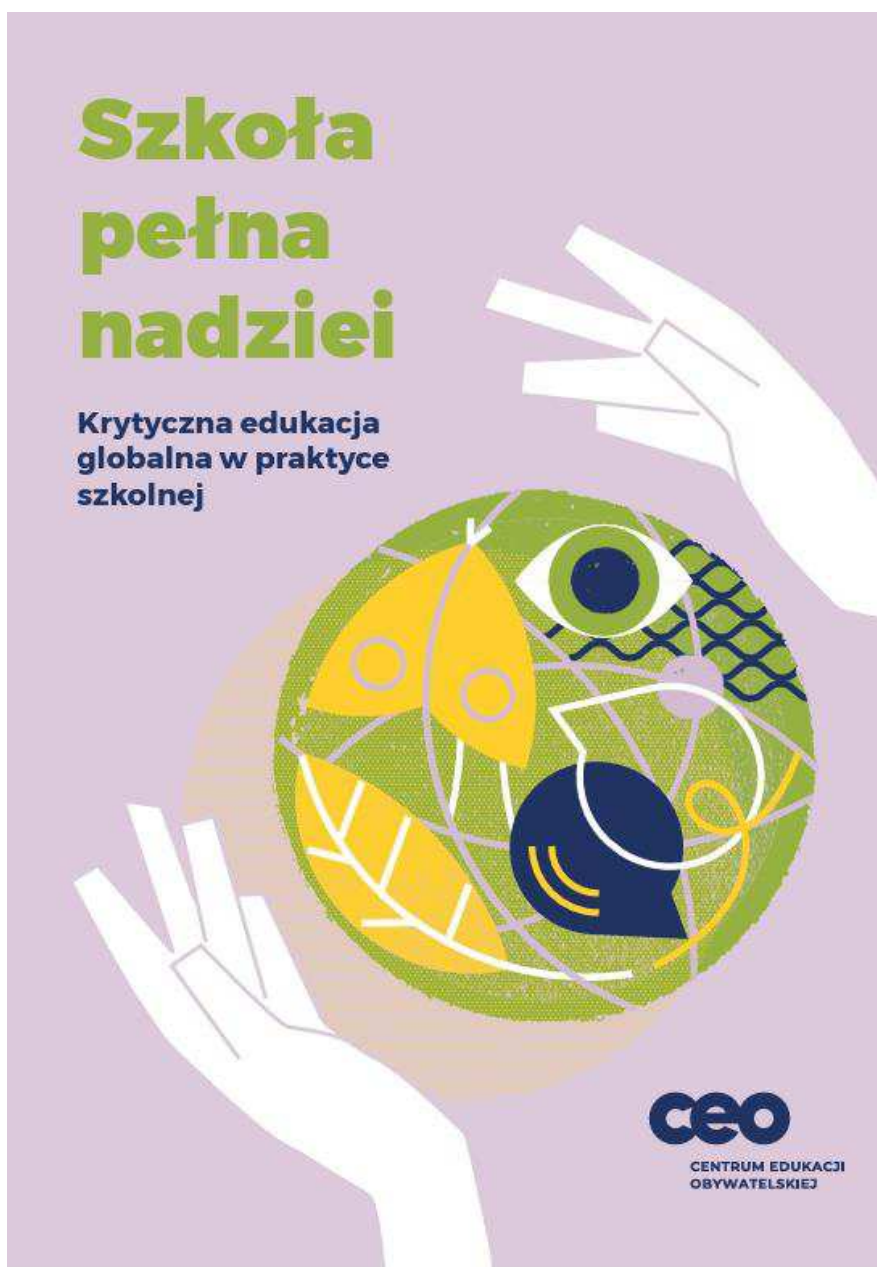
24) Publication summarizing the project

The publication was created for teachers and educators, as well as for anyone engaged in educational activities as the culmination of the project. Theoretical and practical content presented here had previously been developed within e-learning on global education and sustainability carried out by the Center for Citizenship Education.

The first part of the publication, *Entangled in Grand Narratives*, focuses on developing critical thinking about the contemporary world by examining so-called “grand narratives” – the dominant stories of progress, colonialism, or economic growth. Both historical and contemporary forms of colonialism are explored, alongside alternative perspectives and reflections on what development and prosperity truly mean.

The second part, *How to Think and Act Differently?*, demonstrates that even in the face of crises – climate, socio-economic, or biodiversity loss – it is possible to create hopeful narratives. These new stories are rooted in values such as community, well-being, and sharing.

The third and final part, *Changing the World Starts with Caring for Yourself*, emphasizes that well-being – nurtured through mindfulness, contact with nature, and empathy – is a starting point for deeper self-understanding and for making sense of the world. From this perspective, a sense of agency and readiness to act for positive change naturally arises, including within the school environment.



Picture 5. Publication cover

Each part of the publication is accompanied by educational materials prepared by teachers and by the Center for Citizenship Education team. These resources are intended to be used, adapted, and expanded, thereby bringing critical global education into schools as a foundation for a better future.

The theoretical sections of the publication include not only written texts but also short videos, audio files, and reflection questions – all designed to support the multidimensional building of awareness and knowledge. These supplementary materials enrich the core content and can be accessed via QR codes placed throughout the text. Reflection prompts at the end of selected chapters encourage self-assessment and help identify which skills may be worth further development in order to make the most of the publication. This format is

meant to be both accessible and structured, allowing readers to deepen their knowledge and strengthen their competences step by step.

The publication is available online at: <https://biblioteka.ceo.org.pl/szkola-pelna-nadziei/>

It has also been printed in an edition of 600 copies. Distribution to teachers involved in the project's educational activities, as well as to other engaged individuals, will take place in the fall of 2025.

4. Public relations / promotion / communication

The educational sector is the environment with which CEO/CCE cooperates on a daily basis, so contact through the standard promotion and recruitment channels is being looked for. Enrolment to CCE projects is conducted at the level of the organization and managed by the communication department that ensures a high standard of communication.

Previously and further developed communication channels:

- Global education newsletter
- main CCE newsletter (over 25,000 recipients)
- mailings to all schools in the CCE database
- social media channels

Social media channels:

- CCE Facebook <https://www.facebook.com/fundacjaCEO/>
(over 45,000 recipients)
- Facebook Global Education <https://www.facebook.com/edukacjaglobalnaCEO/>
(over 5,400 recipients)

Published articles:

- Link to article by CEO, Social media relation and photos from the meeting
<https://www.facebook.com/edukacjaglobalnaCEO/posts/pfbid02sjdRUV1opCA68AayhYsBfcuLTaBnsZXEB62AsMzGbpDknUCcCp1NU7BPDnVKKJFHl>
- Links to the recruitment announcements for the camp
<https://www.facebook.com/events/608159601254307/?ref=newsfeed>
<https://www.facebook.com/edukacjaglobalnaCEO/posts/pfbid034vZA6jeeBwmQ6C5QkTSvHK1JSpv2uyjKbpVaTUo3sMP7f6QdCmioFvUr2oDRGapQl>

<https://globalna.ceo.org.pl/aktualnosc/mlodziez-na-rzecz-globalnych-wyzwan-2023/>

- Global Education Week Festival - registration 25.10.2023
<https://www.facebook.com/edukacijaglobalnaCEO/posts/pfbid0XBd6puTp7eFFZ3Gb68NxCnQDpeuxf8a425riALiGSBg3hR35ykNtqjcA3TWEnXoZl>
- Global Education Week Festival - webinar 31.10.2023
<https://www.facebook.com/edukacijaglobalnaCEO/posts/pfbid02HrJfibHWtvPU9MhMRKz3CUtQ1rmAShUMJSoa6aGsTEJAtLraZgpxsM6q4c9KHb8ml>
- Global Education Week Festival - school game 8.11.2023
<https://www.facebook.com/edukacijaglobalnaCEO/posts/pfbid02aKTTj8CQRH4TTXe33YmsjDMHyY3oRbkVQrH6p4i4yPBoF4WBE1zjwyjsQuzfgi4Ql>
- Global Education Week Festival - school game summary 17.11.2023
<https://www.facebook.com/edukacijaglobalnaCEO/posts/pfbid037KAW5EtYjQXBihwZdffm85Eo3ohvfqtUj5C8ZNxFBQPseaQrvBqKCTnNE79AFcVUl>
- Global Education Week Festival - registration 6.11.2023
https://www.facebook.com/fundacjaCEO/posts/pfbid023rYgmPypAdyBCYPwsNMcyWii9SquNUNcFmYwEjDzrUYP7XXViGrJi5ixq6iD4BzLI?locale=pl_PL
- Meeting: Face-to-face (F2F) workshops for teachers from the blended-learning courses
<https://www.facebook.com/edukacijaglobalnaCEO/posts/pfbid0267VeXywhWo4SP8819oNxZzNFA95dk5hB7ajPcRa5zNmudugYMAvRmfkdo5UuN6XVI>
- Project's educational materials
<https://www.facebook.com/edukacijaglobalnaCEO/posts/pfbid0A5UF1MYrUfyAtd55hB1xYCNdHvKkeyk3jmpAD8kX9eE6UQ9vwwd3Jf4i3xYFUG3LI>
- Face-to-face youth groups meeting
<https://www.facebook.com/edukacijaglobalnaCEO/posts/pfbid0267VeXywhWo4SP8819oNxZzNFA95dk5hB7ajPcRa5zNmudugYMAvRmfkdo5UuN6XVI>
- Educational material about floods – promotion
<https://www.facebook.com/edukacijaglobalnaCEO/posts/pfbid02sfFHh4ZzG6rWjNS5zCSMGRgjVcS83AfDrJhPbV23783ep7cSw5GCcuRiQkuTNEv1l?>
- Face-to-face (F2F) workshops for teachers from the blended-learning courses
<https://www.facebook.com/edukacijaglobalnaCEO/posts/pfbid0KFL6oXRKe2AsW8UAAAnUTB4ovV2orK1YnwNQ1wZGZg3rmq8qcNzvSRimizY7QY3vcl>

- Face-to-face youth groups meeting
<https://www.facebook.com/edukacijaglobalnaCEO/posts/pfbid0NmQs4ugedgLggaPG1dRC2M3ZK2Ksa9cCNwwerKJpFN9nUKrCvo6d865KRSUorAiyI>
- Youth Camp 2025 – summary
<https://www.facebook.com/edukacijaglobalnaCEO/posts/pfbid0KECuLru2PKqs74PdisqoYy7SBe89YP36PZeFqTPKhRd8FKBmdCv9z3xs9zKB5rXYI>
- Publication summarizing the project
<https://biblioteka.ceo.org.pl/szkola-pelna-nadziei/>
- Global and ecological education newsletter
Each month a global and ecological education newsletter is distributed, informing about activities, materials and events, including those created as part of the project or activities in the thematic scope of the project. The newsletter is a main source of information for our target group, mainly teachers, with app. 2850 recipients

Further links can be found within the activities (see 1.)

5. Continuation and use of project results

- Two **e-learning courses** on critical thinking and global education – a basic and an advanced one – were developed and improved based on evaluation results. Both can be **repeated in full or used in parts** Both will be continued in the future, depending on available resources, as a core part of CCE’s offer for teachers interested in global and transformative education.
- The **theoretical content** elaborated within the project, particularly those developed for the e-learning courses, has been included in a **publication** available in an electronic version on CCE website and distributed also in print. This publication summarizes key concepts and provides inspiration for teachers and educators.
- The **practical educational materials** (lesson plans & exercises) are available on the CCE website and included in the publication. They are being and will continue to be promoted during global festive days around the year, such as Water Day, Biodiversity Day or during webinars for teachers.

- The **Global Club** formula - a network of teachers in global education - has been maintained and is being further developed through the search for new partners to increase its reach and sustainability. In the current (winter) semester, three additional meetings are being organized with support from other funding sources.
- The project has also contributed to **strengthening critical thinking competences** among CCE staff and close collaborators, including teachers involved in mentoring during the e-learning course - particularly in understanding how **narratives are constructed, how they influence our perceptions and actions**, and how to **foster positive, sustainability-oriented narratives** in educational practice. This capacity-building effect will support the continuation and quality of future initiatives.
- The project introduced **wellbeing and self-care** (*“Change the world – start by taking care of yourself”*) as a crucial dimension of sustainable engagement. This approach became one of the **first initiatives within CCE** to place wellbeing as an important factor in educational work, leading to the **establishment of a new department** and the development of **larger-scale activities** promoting wellbeing in education.

6. Conclusion

The measures planned and carried out were successfully implemented and created a good basis for the implementation of further actions and the continuation of the project. Based on the activities carried out so far, during the course of the project and beyond, the participants have already acquired sufficient knowledge and experience. Regular online meetings between the DGU and the CEO took place to help to plan and support the smooth running of the measures and to ensure the administration of the project.

The cooperation with the funding organisation, DBU, was characterized by trust, openness, and flexibility, which significantly contributed to the smooth implementation and overall success of the project. The positive experience has motivated both CCE and DBU to explore further collaboration, resulting in the submission of a new, innovative project proposal for potential future funding.