



Launched in January 2023 and lasting 24 months, the Erasmus + Step by Step small-scale partnership Adult Education project aims to:

- Create educational resources to support educational actors (adult educators, animators, teachers, volunteers) in their work of teaching and guiding young adults and families, particularly those with fewer opportunities;
- Equip educational actors with the necessary knowledge of the Sustainable Development Goals (SDGs), green and digital skills and tools to help the public support understand the complex issues of environmental sustainability;
- Equip educational players with innovative digital techniques to address green and digital dimensions with adult learners.

Together, the partners will carry out:

- research into best practices
- a training program for educators
- a pedagogical toolbox for educators to use with their target audiences (eco and digital activities).

All productions will be tested and improved and then translated into French, English and Italian, accessible and available to any interested person/organization.

We proposed 2 surveys (one in French and one in Italian) to collect data about people that could be interest about activities of the project and, in order to produce interesting and efficient resources the consortium decided to launch a survey in order to have feedback from educational players before the conception of resources.

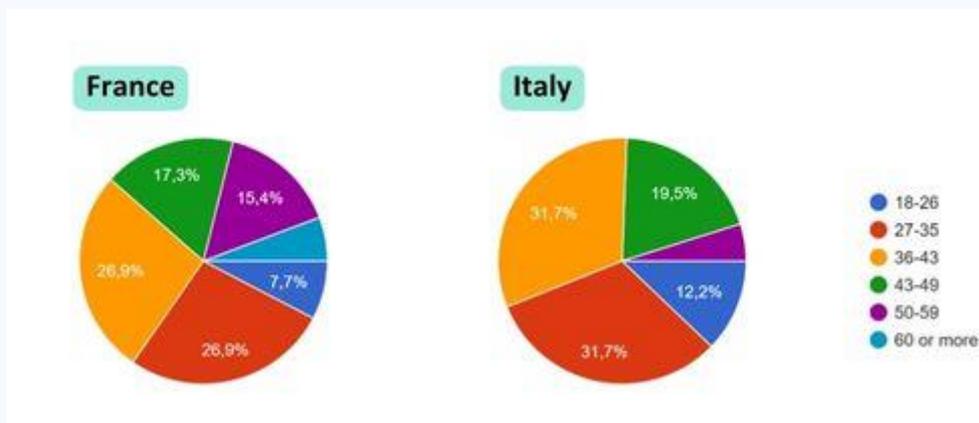
Surveys were published online and disseminated on association platforms and the project page <https://www.linkedin.com/showcase/step-by-step-cesd/> in the months of June and July.

Below is a report of the responses collected from the two surveys.

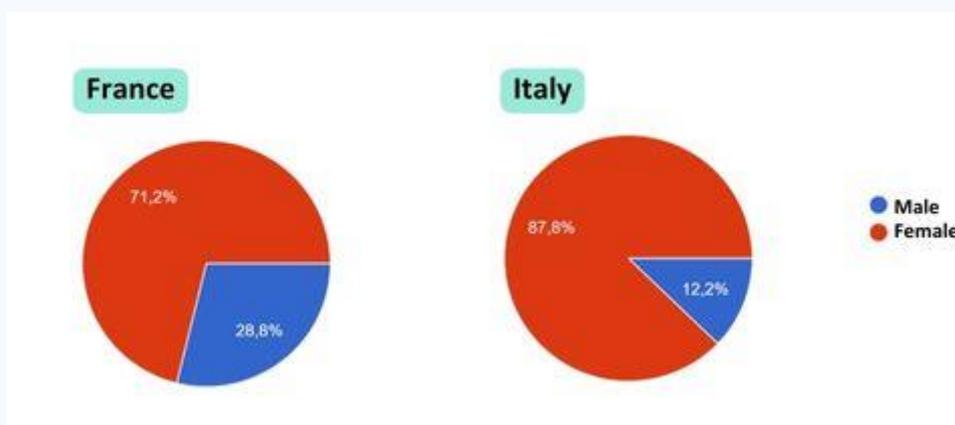
TARGET DATA COLLECTION

-  **93 respondents**
 - France: 52 people
 - Italy: 41 people

🚩 Age per country



🚩 Which gender do you identify with?



🚩 Your studies

France	Secondary school diploma	11
	Bachelor's degree	13
	Master's degree	24
	Sciences PO certification	1
	BPJEPS	1

	BTS/ BTS equivalent	1
Italy	Secondary Education Diploma	17
	Bachelor's degree	9
	Master's Degree	15

Your profession

France	Project manager	3
	Animator	22
	Coordinator	2
	Teacher	10
	Instructor	5
	Civic service volunteer	1
	Manager	3
	Educator	4
	Specialist (family mediator, cultural mediator, psychologist, educationist, etc.)	2
Italy	Project manager	2
	Auxiliary staff	1



	Coordinator	12
	Educator	19
	Specialist (family mediator, pedagogist, cultural mediator, psychologist, educationist, grant proposal etc.)	7

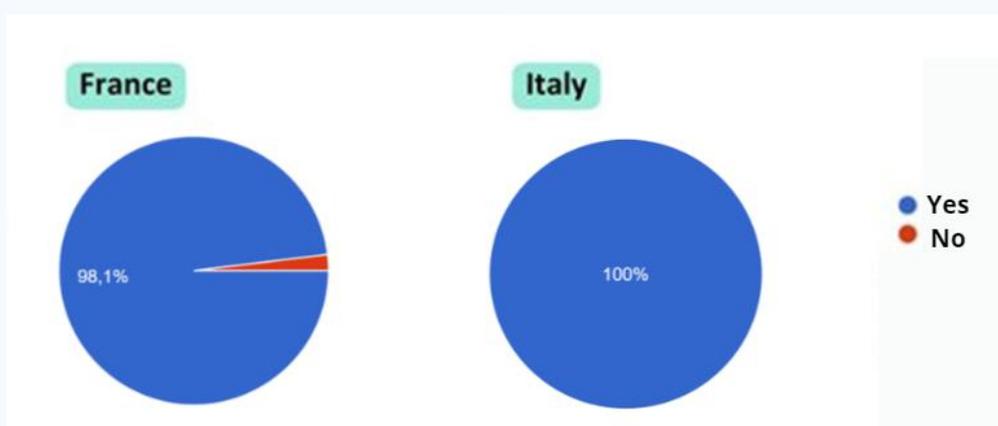
✚ What role do you play/have you played within the educational projects? How long have you been doing it?

France	Project manager	6 (11,5%)	(3) by 4-7 years
			(2) by 8-15 years
			(1) more than 16 years
	Animator	22 (42,3%)	(9) by 1-3 years
			(5) by 8-15 years
			(8) more than 16 years
	Volunteer	1 (1,9%)	(1) by 4-7 years
	Educator	4 (7,7%)	(1) by 4-7 years
			(2) by 4-7 years
			(1) by 8-15 years
	Specialist (family mediator, pedagogist, psychologist, grant proposal...)	2 (3,8%)	(1) by 4-7 years
			(1) by 8-15 years
Trainer	5 (9,6%)	(2) by 1-3 years	
		(3) by 4-7 years	
General manager	2 (3,8%)	(1) by 1-3 years	
		(1) by 4-7 years	
Teacher	10 (19,2%)	(2) by 1-3 years	
		(2) by 8-15 years	

			(6) more than 16 years
Italy	Project manager	3 (1,5%)	(3) by 8-15 years
	Educator	37 (90,2%)	(9) by 1-3 years
			(6) by 4-7 years
			(12) by 8-15 years
			(10) more than 16 years
	Specialist (family mediator, pedagogist, psychologist, grant proposal...)	6 (14,6%)	(1) by 4-7 years
			(2) by 8-15 years
			(3) more than 16 years
Teacher	1 (2,4%)	(1) by 8-15 years	
Animator	2 (4,9%)	(2) by 8-15 years	
Volunteer	1 (2,4%)	(1) by 4-7 years	
Trainer	1 (2,4%)	(1) by 4-7 years	

INFORMATION & DATA LITERACY

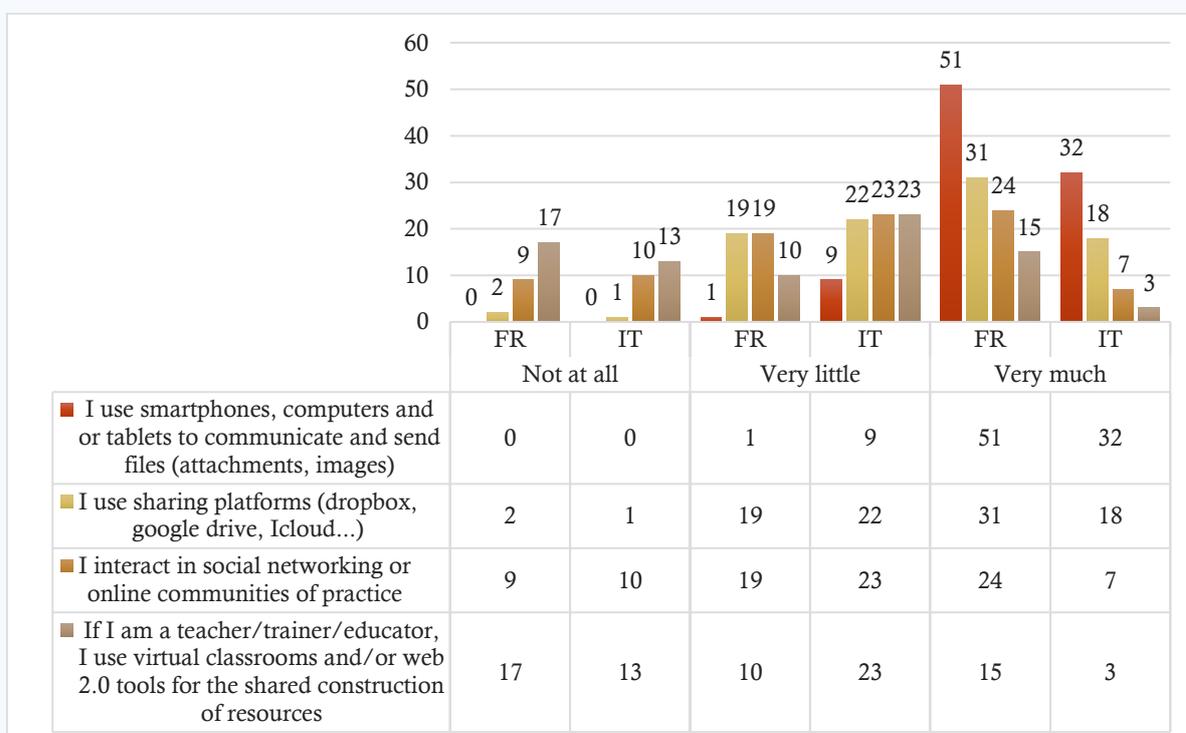
🚩 Can I look for information online?



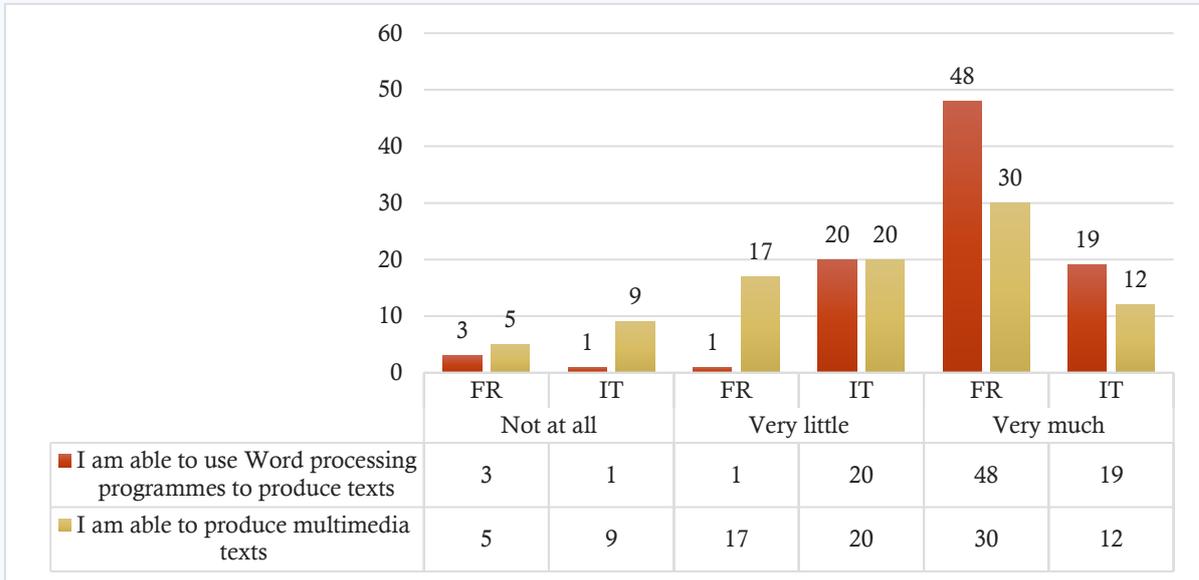
✚ Can I research and compare different sources to assess the reliability of information?

France	Yes	98,1%
	No	1,9%
Italy	Yes	92,7%
	No	2,4%
	I think so, but it is never enough	4,8%

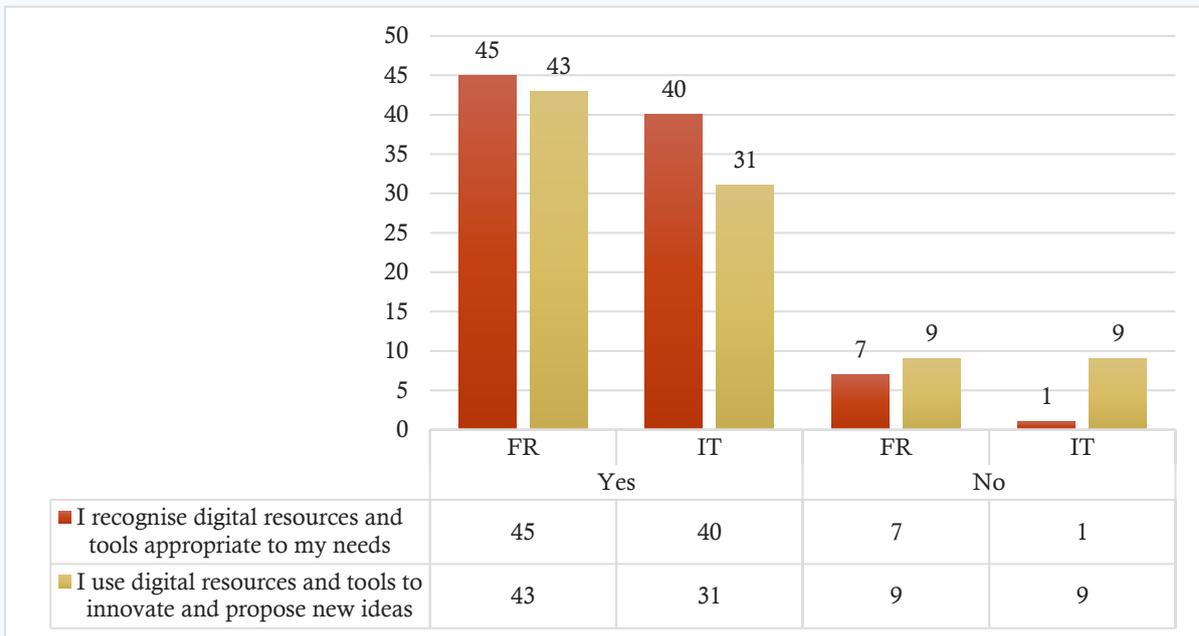
COMMUNICATION & COLLABORATION



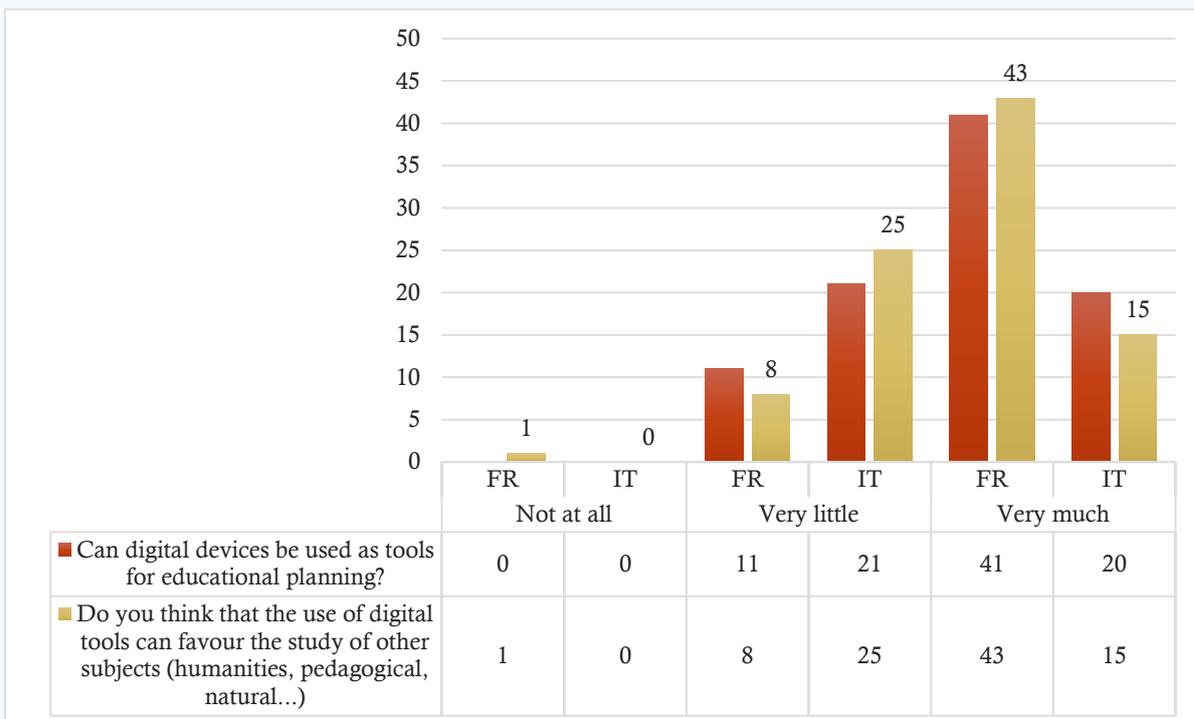
DIGITAL CONTENT CREATION



PROBLEM SOLVING



✚ EDUCATION & DIGITAL TOOLS



✚ Express a POSITIVE reason for proposing the use of digital technologies

France	accessibility
	Facilitating access to knowledge and training for all (platform = no mobility problems)
	Encyclopaedic and interactive use (arts, history/geography, science, etc.)
	Digital literacy is essential for educators and learners... but we also need to help people become responsible digital citizens.
	edutainment and didactics
	Availability of information anytime, anywhere
	More equal access to knowledge
	Save time - Reduce operational costs - Focus on higher added value activities and stimulate creativity and innovation.
	Learning is more fun
	attractiveness

Easier access to knowledge, resources and information
More economical than paper-based media
Faster research
Interactivity makes learners the subject of their own learning
To collect data and produce statistics
Adaptation to the world
to work in a group and less alone, to enrich my knowledge, to be able to exchange with the people who use them, it's also rapid access to a multitude of information, for all professionals and the public it's no longer being in difficulty because the digital offer can be read, listened to and seen.
Keeping up with the practices and uses of young people
greater productivity and efficiency, better analysis and processing
reach a wider range of audiences
Intergeneration usable in different countries
Eco citizenship
be a player in your own practice
Fun aspect
Memory: thanks to digital technology, we can better analyse what we are doing and therefore retain things better.
Fluid communication
Speed
Increased student interest - Giving meaning
Good legibility
Adaptation of the display to the rhythm of the explanations
Accessibility anywhere and on any medium
Pedagogy



	In tune with our audience and the zeitgeist
	diversity of exercises and approaches. Fun
	Accessible to the majority
	Facilitates access to knowledge
	Didactic
	Interaction
	Sharing
	helps to develop young people's mental flexibility and their ability to adapt to new work formats.
	Vary training media and easily modify training content
	24-hour availability
	Encourage learners' interest in learning
Italy	Broadening knowledge
	If used well they are enriching
	Learning share and deepen quickly
	Innovation, inclusion
	have the possibility to discover and connect multiple languages
	They can facilitate inclusion: material that is also accessible at a distance for those who, for serious reasons, are unable to be in a school environment.
	Creativity
	Wider sharing, ubiquity and greater interactivity
	Innovative
	They are immediate and easily accessible everywhere
	They favour sharing
	They facilitate work structuring and can be very effective in acquiring tools to expand skills



	To make them more autonomous and make them use them intelligently
	There is always innovation
	It proposes new and multiple stimuli
	Creativity and speed of creation
	Fosters the development of soft skills as well as hard skills and encourages collaboration, participation and socio-emotive skills
	Multimodal and inclusive
	Being able to discover and get involved in a new world.
	The use of digital technologies can stimulate cognitive aspects that may be more lacking or that simply need to be trained; it can shorten distances and speed up communication and consequently learning.
	Digital technologies have more impact on almost all age groups and favour certain learning, are more stimulating
	Connecting with a global network of different thoughts
	technologies help us to reduce distances and favour the gathering of cues for imagination and prefiguration
	They are greener and more accessible
	Increased engagement
	Using a padlet to express ideas and opinions, sharing them and leaving a trace meeting after meeting
	They are the future
	To communicate more easily between educators and families
	Be in step with the times

 **Express a NEGATIVE reason for NOT proposing the use of digital technologies**

	Prerequisites: essential digital skills and high-performance digital tools
France	we mustn't forget our surroundings, we must learn with our territory and not just with technology.



lots of screen time
Not accessible to all, precariousness
reliability of information
Investment in terms of data security and cybersecurity - Dependence on digital technologies ==> investment required
It adds complexity to learning
Digital addiction, little control over data and usage
Need to keep abreast of innovations and self-train
Dependence on connection
Screens don't allow the same level of attention as paper-based media
Not good for your back or eyes
Dumbing down
it requires less dexterity, and we certainly use our manual faculties less. Also, if we only use digital technologies, it can deprive us of being face-to-face with real people and really communicating, leading to isolation.
unverified information
the ecological footprint of these practices
job losses, social isolation
difficult access for certain audiences
No equipment or not connected
Rural digital divide
reduce screen time
Mastery of the tool
Personal or professional social isolation is a disadvantage.
Digital technology is not very good for the unexpected and often impoverishes the reality of learning situations.



	interaction
	More difficult for group work
	Overexposure to screens
	Investment in hardware and software
	Digital technology is complex for some audiences
	Addiction
	Having the right equipment
	Drifts, you need a framework
	Different levels of use for different people
	Dependency problems
	Screens
	elitism
	distance
	Health
	Cyber security risk: security of private information
	The cost of equipment can be high
	Too much time on screens
Italy	If misused, they are detrimental
	Risk of poor study and partial understanding and knowledge of topics
	Excessive consumption
	Excessive consumption
	Limited expression
	Fear of the risk of digital taking over from other languages
	It is often abused without the right training. This abuse has repercussions on the relational aspect among peers.

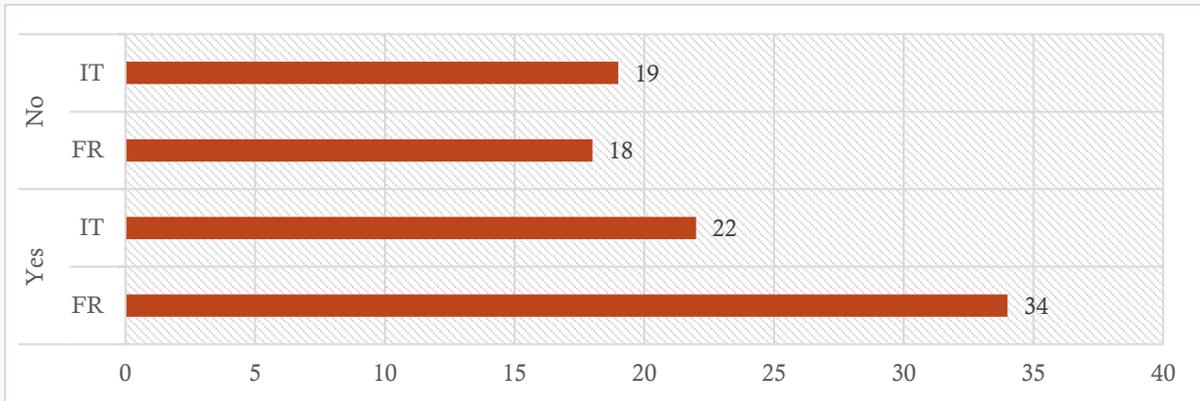


Expensive
Digital gap, constantly evolving and changing tools.
Abuse
They lazy the mind in research, deluding that it is always everything and at once
They limit the elasticity of the mind
Wouldn't want them to think that there is only that one way to learn
They are a distraction
Prolonged use of devices can create visual impairment
Little freedom of expression
If badly managed, the inclusion of digital technology can also have serious repercussions
Passive use
Risk of not being able to be without it
By not proposing the use of digital technologies one risks remaining anchored in the past.
Risk of dependence and flattening on 'social' models
Make us forget that we have an on-land dimension
Do not allow the development of other skills that are stimulated with analogue
High distractibility if not introduced in the right way
Using them as a substitute for social interactions, not using them to interact but to amplify the dynamics of isolation and one-to-one relationship with the technological tool
Risk of losing one's uniqueness
Empathy derived from relationship, from visual contact
Loss of the ability to search through other sources

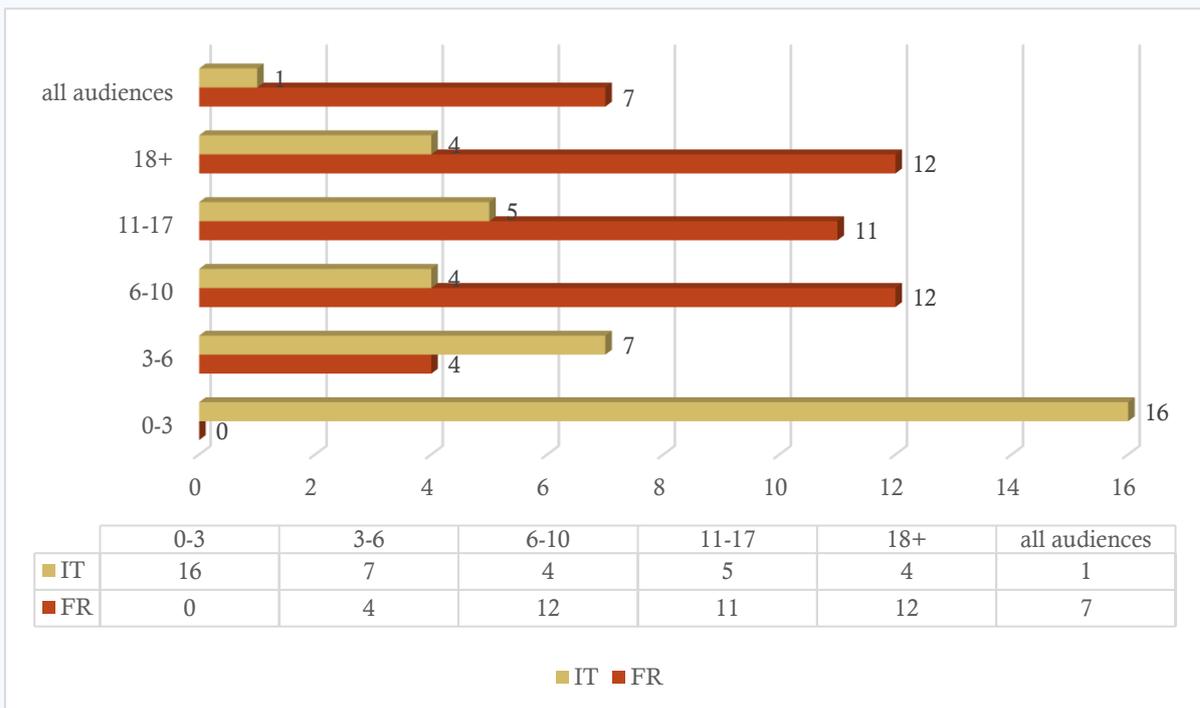


OUTDOOR EDUCATION

✚ Have you ever conducted outdoor education workshops?



✚ With what age group of participants?



✚ What do you think are the main benefits of conducting outdoor educational activities?

France	it's more than necessary
	depending on possibilities...

	It should be a priority...outdoor education should be a lifelong process
	I think, if teachers adapt.
	A more pleasant learning environment and more participative activities
	Taking an active role, conducting scientific experiments, for example.
	Anchoring learning in the real world
	This partly compensates for the sedentary lifestyle
	connection with the elements and nature
	physical and mental health, well-being
	Getting out of context
	being outdoors
	Respect for the environment; openness; well-being
	use all your senses . move, share games, enjoy good times together or alone to marvel , think, really relax , know , respect and become aware of the richness, importance and fragility of our flora, fauna, natural and built environment ...
	group activities, collaborative activities, the gaze of others
	Free expression encouraged by space and environment
	Learning without realising it
	Allows you to disconnect from the work environment itself
	Openness, breathing, freedom
	More fun: can develop cooperation and social skills - Reduced stress and increased mental well-being
	Enjoy nature
	Better understanding of the biodiversity present in the area. A less top-down form of learning
	Concrete educational support
	A feeling of freedom
	A break from routine



	Getting away from the classroom setting can encourage learning for certain groups.
	another approach to group cohesion
	putting theory into practice
	Freedom
	Get away from the training room
	A setting suited to the imagination, relaxing
	better cohesion, anti-stress, cultural enrichment
	Allows learners to move freely, explore, cultivate their curiosity and develop their creativity.
	We could talk about this for hours... I've written an article about it...
	Just three: offer events that the trainer can use to interact with others; offer a training environment that is close to reality and, above all, to the situations for which we are training; offer training environments that are not simplified by the trainer, and that can fully affect the learner.
	Audiences are more attentive and the working atmosphere is more relaxed.
	importance of the learning environment, different attention spans, use of natural elements in methodologies
	Avoiding isolation and making children run around (too much time at home doing nothing).
	environmental awareness, openness to the world, civic responsibility...
	reconnecting with the outdoors, with nature
	Opening up to the environment
	It's better for your health; it makes you more aware of your environment.
	Immersion
	tackling a subject in a more fun way outside the classroom
	Hands-on experience
	Showing the results of an action in concrete terms
	Improving health, stimulating the senses



	Move, experience, feel
	The opportunity to move - Observe nature
	enjoy the outdoor environment
Italy	awareness of the bodily self, breaking the patterns that in standard contexts target us, stimulation and self-testing of the capacity for action
	Contact with nature and its benefits
	Stimulating the child's powers of observation, creativity and involvement of all senses
	Psychophysical well-being, a varied, stimulating and activating context
	Discovery
	Different self-experimentation in space; contact with nature, diverse learning, learning related to the senses
	Promotes relationships between people and with the environment. Breaks out of the canons of formal education, breaks stereotypes. Improves people's psychophysical health.
	endless discovery, democratic proposals, relaxed time
	Knowledge and rediscovery of nature, its elements and inhabitants
	Development of creativity and imagination
	In contact with reality
	Bringing people closer to nature, increasing the ability to focus on the small things and mechanisms of nature that can go unnoticed, increasing the ability to relate in open spaces, the opportunity to breathe unenclosed air and be in natural light.
	Providing real, practical experience, not just theoretical
	rich learning environment
	contact with nature and perception of the world
	Discovery and freedom
	Greater stimulation
	staying in contact with nature and enriching the educational value and discovery with what it offers



	Getting close to nature, discovering it and then respecting it
	Leave room for discovery while feeling free
	Experiencing nature
	Contact with nature, new and continuous stimuli
	New and continuous stimuli and being in contact with nature
	Discovery, sounds, smells
	Stimuli
	Possibility of different experiences
	Approaching an outdoor context strengthens the development of problem solving, facing 'risks', learning how to manage them (adverse weather, tall grass, obstacles to overcome...)
	More concentration certainly contributes to children's emotional and social development
	Being able to take time, slow down, learn to pay attention to details and re-connect.
	Connecting with nature allows participants freedom of expression and greater awareness of their bodies and surrounding resources. The outdoor space has the potential to be effective for working on oneself and for relating to others through the relationship with the space that contains and hosts the group work
	Everything is nicer and easier outdoors
	Contact with nature to enhance skills
	Change of school setting - knowledge of the territory - linking knowledge with everyday reality
	Greater use of the physical-motor plane, greater expression of the emotional-relational plane, better use of lateral thinking

 **How can outdoor education contribute to the development of people's social and emotional skills?**

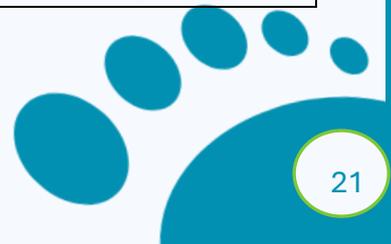
France	By leaving the formal setting of the classroom/meeting room, the exchanges between participants can be richer
	Openness to reality, to what surrounds us



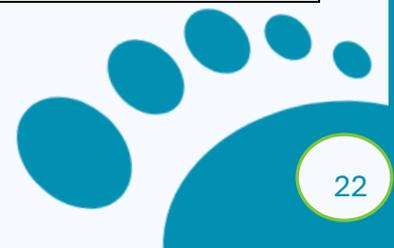
contact with nature
I'm not a specialist, but I think that the link with nature has to be learned from an early age. When this isn't the case, we need to create a link between adults and nature, because this helps to develop people's social and emotional skills... to make them feel better...
contact with nature is good for mental health. contact with nature and the outdoors also strengthens physical health and allows you to work in a more informal setting.
A better connection with nature
allows the body to be associated with the mind
Linked to pedagogical organisation; small groups, workshops, time devoted to each individual
SPCs need a favourable environment in which to develop. The outdoors is one of them
observation, immersion, risk-taking, connection, imagination...
interaction with the environment, stress reduction, being in the moment
A different environment
bodily expression (jumping, running, etc.) and verbal expression (shouting, etc.)
Wonder; equality with regard to the environment
outdoor education, whether in sports, the arts, the environment, games, craft time, planting, etc., offers us a genuine framework for access to knowledge, exploration, experimentation, evolution, exchange, etc.
the other's view
A sense of communion with the environment
The change of environment allows some people to reveal themselves differently
Encounter with other people and nature
Can develop better interpersonal relationships
Knowing and mastering your environment is an asset for becoming a responsible citizen
through a more sensitive relationship with the environment
through access to nature and the elements that surround us
link with the environment



	Relationship with Nature
	a different and perhaps more concrete approach
	by bringing different people together
	making people aware of their environment
	through play and anonymity
	Through self-fulfilment, feelings of freedom and the desire to reach out to others
	being in the middle of nature gives more meaning to what we do, improves self-confidence, self-esteem and that of others, cooperation, motivation and the desire to express ourselves, sharing and improving creativity and sensitivity, making us stronger and better.
	Encourages exchanges between the group
	Making the elements of the environment real facilitates their apprehension as acting entities in a complex system. A mediated approach, on the other hand, can tend to treat them as interchangeable objects and 'uproot' them from their links.
	More obvious connection to the environment, changes in learning at school and in the classroom, easier exchanges between people
	relationship with nature and the environment
	By having fun and running while getting to know each other.
	through observation and sensoriality
	respect for living things
	By being outside an institution and in a less constrained environment
	Compared with screen-based exchanges, 'real' encounters encourage more interaction between people and call on more interpersonal skills.
	The freedom to act
	it facilitates exchanges
	By exchanging and sharing experiences
	Getting out of your comfort zone, improving group cohesion. Increase pupils' interest in preserving the environment and their love of nature.
	Strengthen collaboration and therefore communication between the different participants

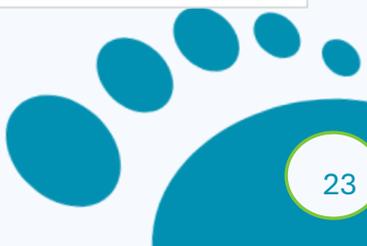
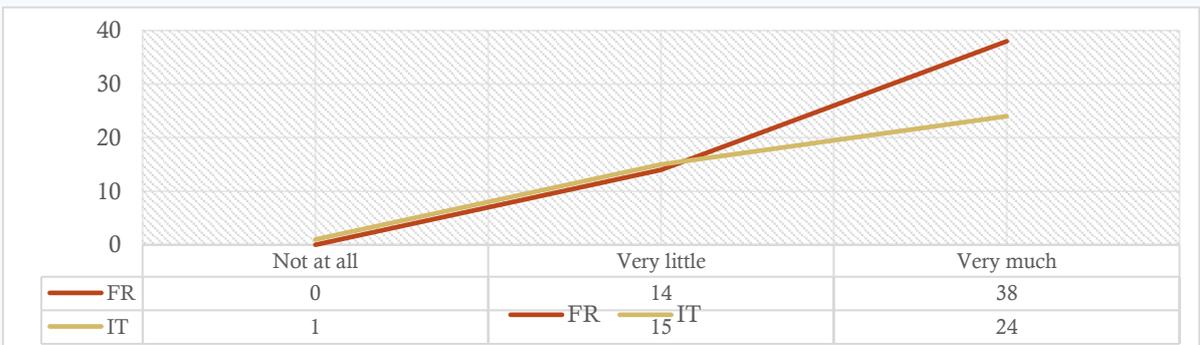


	Awareness of the freedom of movement of the body and its components frees the constraints of the mind in its reasoning and relationships with others.
	allow one to measure oneself against new times and spaces, bring one physically closer and allow the rediscovery of oneself and others
	Outdoor education can contribute to the development of values such as respect for nature and can stimulate teamwork
	Nature is a great teacher of life, one only has to observe its course to understand how to relate to it and consequently to others
	It can be a context in which various educational scenes can encourage the expression of oneself and one's experience with others.
	Favouring more experiential methods. Stimulating the senses more. Increasing moments of interaction and confrontation between people.
	Possibility of moving in a different space from what they are used to, possibility of doing different activities, more manual or more in direct contact with what they study in books.
	It can strengthen respect for the environment but also for others, getting to know something new by making new experiences and overcoming one's own limit-risk
Italy	Building relationships with the territory through outdoor education practices can lead to the development in the users of social and emotional skills useful for the specific context and transferable to other contexts
	Increasing users' sensitivity
	If structured in the right way, it facilitates an unmediated relationship between children.
	It puts us in touch with ourselves and others
	By being outdoors, a person can feel freer, and is therefore able to be more relaxed and let go of emotions and social interactions.
	Interaction with the outdoor environment and the stimuli it offers can be a reason for active exploration in children and a stimulus for comparison.
	nature is life, it is important for all of us and can lead to social cooperation to take care of it
	It can make you more sensitive and respectful
	The freedom to be together outdoors helps children's relationships grow
	Self-confidence, respect for nature and others



Because it provides an exploratory freedom that allows you to be yourself
Because it stimulates sensitivity in observing the context and curiosity to learn
Through interaction with the environment and problem solving it stimulates
It stimulates creativity, curiosity and offers different experiences rich in sensory, auditory, etc. stimuli
One is led to collaborate and be in a group to confront the situations that arise, thus fostering sociability; it contributes to the growth of self-esteem by feeling 'capable' and satisfied with one's results; it brings both physical and mental health by reducing anxiety.
By playing outdoors without other distracting materials, children will get closer and share the same experiences
It helps to learn to respect the other, understood as a living being, plant or animal, and to respect each other's time.
Enclosed spaces do not allow freedom of bodily expression and force bodies to be static. The outdoor space allows one to explore and explore oneself in synergy with the motions and changes of a natural environment and, observing it, educates one to respect one's own, others' and nature's times, cycles and spaces
Contact between nature and naturalness
Everywhere it is possible to develop these skills, just 'being with....others'.
Favours being in contact with the community
Facilitating the best use of oneself

✚ Can outdoor education be effectively integrated into the existing school curriculum?



✚ What is the role of teachers and educators in successfully implementing outdoor education programs?

France	Breaking with habits by offering other formats
	organisational
	teachers and educators need to be trained in outdoor education, innovative teaching methods, fun games, coaching/training... and find turnkey resources to be used to educate learners
	teachers and educators need to adapt to the outdoors and support pupils in their outdoor learning rethink the curriculum and adapt it to the outdoors.
	Solicit partners, prepare pupils for an outdoor activity
	I don't know
	Organise rotating workshops, set up the environment, provide and use dedicated equipment.
	Framing learning and safety
	Non-teaching activity leaders are important and complement each other.
	Be driven by the desire to share and experience moments of physical and mental well-being and moments of happiness in connection with nature.
	Accompanying those who are new to the sport
	to take part in the game too
	1 Offer it 2 Encourage discovery 3 Strive to respect the environment
	to train, to be constantly on the lookout, to experiment, to pass on, to exchange, to see further than the small end of one's nose, to think and get people to think together about better practices ...
	Believe in it and practice it Communicate about practice Make it visible through interactive communication
	Trainers need to reinvent their support and working methods in order to support learners in the great outdoors.
	A number of responsibilities will need to be taken into account, such as encouraging autonomy, facilitating learning, etc.





Preparing students by facilitating the transition between indoor and outdoor education
Ensuring the transition between indoors and outdoors. Get to know children at different times
Offer more outdoor sessions
Be a source of ideas
Diversifying learning methods
Accepting to teach differently and adopting new ways of doing things
Open up new perspectives for participants
knowing the themes developed in the programmes
support
be the initiator of this implementation
Offer a different environment and work with unusual materials to encourage learning.
The role of teachers, activity leaders and volunteers is essential. The trainers design the sequence and adapt it to the themes already studied in class.
Define the objectives to be achieved, establish a framework
Train themselves, try things out for themselves, reassure them about the legal framework, draw up arguments, etc.
Provide appropriate training, create fun but serious tools, identify environmental constraints, etc.
implementation
The idea is that children can do what they want when they're out and about, and that getting them into sport is very good for them.
promote the skills that can be acquired through outdoor education, both in terms of learning and interpersonal skills
providing specialist knowledge
Pedagogy
They could act as facilitators and 'encouragers'.



	Convincing
	adapting programmes
	Offering turnkey activities with support services
	Trainers are responsible for the safety of students on outdoor trips. They must be fully involved in integrating these outings into the programme. They must also adapt the content of the programme to suit the environment.
	Plan and design the activities, and ensure that they are safe.
	Demonstrate, if they are consistent, that they are useful
	Adapting to other learning methods and supporting learners in these new methods
	be the driving force behind the introduction of new learning methods
	motivation , planning , sharing experiences
	Observation and redesigning spaces
Italy	Educators and teachers have an active role in providing in their planning an alternation between indoor and static learning and freer outdoor learning, in the knowledge that they are still doing education
	Central. On their experience and posture depends much of its use
	Implement activities that can be engaging and inclusive. Structure programmes that enhance outdoor education over time and do not fall into the logic of a one-off experience.
	Propose ideas, projects, activities that can interest the education system and integrate traditional material into innovative proposals
	Facilitating and stimulating their creativity and imagination
	Building educational and didactic practices. This is because it is not enough to 'go out' to activate educational practices based on outdoor education
	The personal willingness to get involved in open environments, therefore with much more risk on the supervision of the users.
	The search for activities that correlate different educational areas to better lead users to assimilate information and notions in natural and relaxed environments.
	Structuring activities effectively and making them truly effective, without them being dispersive.



Finding the most effective strategies to make this integration happen
Organise and maintain an objective
Create moments of interest and active observation of the child's environment. To be able to create cues for activities and experiences and to stimulate critical thinking in the child.
still in the process of experimentation and knowledge
Respect for the planet and living beings
Propose different or the same activities but in a different environment: the garden
Guiding the child, letting him experiment and spurring him on
The educator's role must be active and participating
Participating and involved role
Central without their initial proposal this would be lacking
Observational and proactive
I think they must first of all be trained and informed about the real benefits. Only in this way can they truly believe in it and transmit this type of education as their own and by example: going outdoors to play, do lessons, eat, play sports, as if it were routine and not something that has to be done because it is dictated by the curriculum and imposed by someone else.
L. observation
Educators must, in my opinion, be active and curious observers, allowing the opportunity to discover and experiment at their own pace!
Connection tools between inside and outside
Support users in every outdoor situation
They can be the promoters
Propose activities and projects
Know their advantages, promote them and know how to manage them





EDUCATIONAL EXPERIENCES WITH EDUCATIONAL CONNECTION TOOLS BETWEEN NATURE AND DIGITAL

	Yes		No	
	FR	IT	FR	IT
Do you have experience in conducting creative, educational workshops with children, young people, adults, seniors?	42	27	10	14

If yes, which ones and with which target?

France	1st and 2nd level students, civic service volunteers, youth workers and teachers
	all
	children and teenagers
	digital education workshops (video games, robotics, media literacy)
	visits to parks, birdwatching for all ages (children, families, adults, young people)
	teenagers and young adults as well as children.
	Workshops on digital sobriety with EVS managers
	young people in general
	Primary school children and teachers in training
	children for sports scientific and artistic activities
	creative and educational workshops through plastic arts, crafts, theatre
	all workshops with children and the elderly
	discovery of the environment; Land Art; outdoor sports
	video and photo workshops (film-making)
	collecting animal tracks
	Fragile people and teenagers
Adults aged 16 and over, people from different social and cultural backgrounds	



Role-playing, writing workshops (children, adults)
Digital workshops, workshops on discrimination with all types of public
secularism / young people SNU mainly
vegetable dyeing workshop for 3-11 year olds, paper-making workshop for 5-11 year olds, etc.
drawings with children
Creative workshop linked to a historical period (4 to 12 year olds) and various workshops on job-seeking techniques and revitalisation (16 to 60 year olds)
freeing people to speak up through communication workshops
Creative, discovery, for all ages
learning French. Allophone public, heterogeneous level
Raising awareness of the environment and recycling
especially in connection with the environment, didactics and games. For all audiences
Outdoor photography and video, digital sobriety,
European training, youth workers
Creation of medieval objects with 6-8 year olds
creation of wildlife shelters (adults and children), creation of 0-waste products (adults), land art workshop (secondary school students)
children and young people: plastic art, handicrafts. young people and adults: escape game, big games, sporting or otherwise.
DIY with children
for young people
Nature or sports workshops with very different age groups.
I've already run photo workshops, but with pictures.
Manual activities -> 3-10
digital photography, sound workshops, with children of all ages



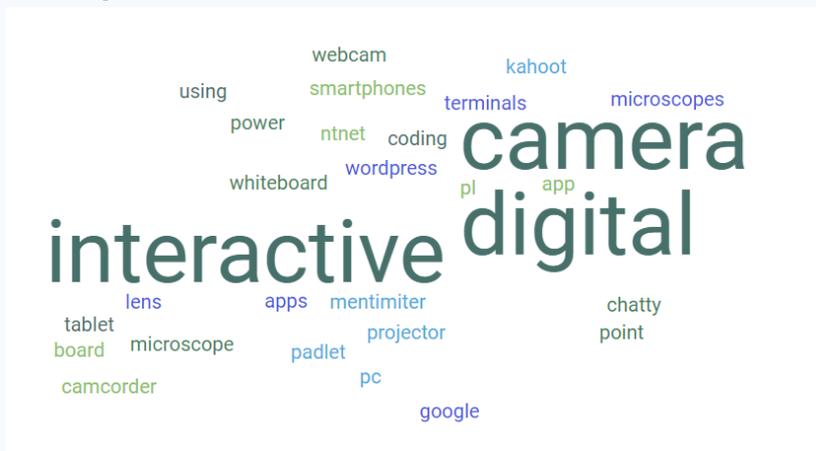
	art workshop (painting objects) for early childhood _ animation
	Workshops with natural materials for children 0-3 with the aim of stimulating the senses and creativity
	Social ties, educative meanings, relationships, conflicts, interculture, ecology, etc.
	Enhancing manual skills and creativity.
	Thinking outside the box.
	Create opportunities to learn about new desires and/or interests.
	Strengthen fine and gross motor skills (target disability).
	Promoting autonomy.
	Workshops for psycho-physical wellbeing for adults in various difficult contexts, creative and educational workshops for children and young people in schools and after-school educational services in a museum
	Knowledge of the environment, research, peer collaboration, creativity
Italy	In order to develop various skills according to the individual and their characteristics
	Creative painting workshops on ceramics, aimed at young people aged 12 to 17.
	With as objectives, the acquisition of painting techniques and the use of specific tools for this activity, with pre-established subjects or following the personal creativity of the users.
	The increase of personal concentration in small groups.
	The increase in the ability to come out of one's shell by externising difficulties in the production of one's work, in the presence of peers.
	Workshop activities with different age groups aimed at eliminating the gap thought to exist between nature and digital
	within a kindergarten with different objectives according to the observations made on the individual child and the group
	Educating children
	Dance with a motor objective
	Gardening, cooking, graphic painting workshops with children from the day care centre and grandparents from the RSA. The aim is mainly to make each other feel good.



	Intercultural/Alphabetisation in Italian
	The absolute goal is freedom of discovery
	creative education
	Self-awareness, of one's own creative potential
	With children and parents. With the aim of creating moments where adults and children can find their own dimension by doing together. Outside the routine.
	Stimulation, relationship, development of social, emotional skills....
	Facilitation of self-expression on all levels
	Socialisation activities as a volunteer

	Yes		No	
	FR	IT	FR	IT
Have you ever experimented with activities that use digital tools to discover the beauty of nature, in natural settings?	12	24	40	16

✚ Which digital devices or applications have you experimented with as educational design and innovation?



TRAINING NEEDS: I FEEL THE NEED TO DEEPEN THE FOLLOWING TOPICS

	FR	IT
Media education and media literacy	15	9
Outdoor and Indoor education	20	21
Laboratory didactics	10	6
Designing multimedia environments, tools and strategies	18	16
Immersiveness and expressive languages	13	15
Agenda 2030 and SDGs	14	7
Understanding of Environmental Issues	8	7
Main sustainable practice	11	5
Outdoor education: Rethinking pedagogical interventions in the Nature using digital tools	26	23
Adaptation to New Technologies	19	14
Project-Based Learning Green and digital	17	21
Online Collaboration	15	11
Ethical Considerations in Sustainability	18	6
I do not consider it necessary to deepen	1	0

