



BEST PRACTICES IN LEARNING BY HELPING METHODOLOGY

NUTCRACKER PROJECT
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femxa



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Introduction

The COVID pandemic has left many adults disengaged, disconnected and discontent. From mental problems to unemployment, from radical social challenges to the failure to cope with them, many adults feel a turmoil that they cannot navigate. There are many adults at risk of social exclusion as they feel they are left behind.

Vulnerable adult learners sometimes lack the motivation to complete a training program, as they need methodologies that help them to feel motivated. The learning by helping methodology has proven to be very effective to work with this very specific target group.

The main idea of Nutcracker is that passive adults who need help become active adults who are helped by helping. This methodology known as Learning by helping or Service-learning has been proven to be very effective in supporting vulnerable adults. In a nutshell, Service-learning is an educational proposal that combines learning and community service processes in a single, well-articulated project where participants learn by working on real needs in their environment with the aim of improving it. It is simple... and it is powerful, because although it is a learning methodology, it is not only that. It is also a philosophy that reconciles the cognitive dimension and the ethical dimension of the person; a pedagogy that reconciles educational quality and social inclusion; and a community development strategy because it fosters the social capital of populations.

Service-learning is a method of linking learning with social engagement. It is learning by doing service to the community.

Firstly, the real success of education consists of forming good citizens capable of improving society and not just their personal curriculum.

Secondly, children and young people are not the citizens of the future, they are already citizens capable of bringing about change in their environment. The almost 4,500,000 school-age children and young people in Spain can contribute to making a better world by fixing the park near their school, relieving the loneliness of grandparents, or telling stories to younger children.

And thirdly, it also turns out that doing community service, helping others, is one of the most effective learning methods, because boys and girls find meaning in what they study when they apply their knowledge and skills in a practice of solidarity.

This first report collects best practices identified by the partnership of the project in many different fields such as restoration of objects; innovation in education and urban agriculture. The restoration of objects covers a great variety of objects, from clothes, old radios, furniture, and dolls. The learning by doing methodology has been proven to be very versatile and able to be adapted to almost any training environment with adult learners, but also disengaged young people or at risk of social exclusion.



Summary

As briefly explained before, the partnership has identified a series of best practices that can be adapted and transferred into the training materials of the Nutcracker project; or at least, being used as an example to create new training materials.

The compendium of best practices covers all phases of the training process, from the planification of the training activity; to the implementation itself. From the methodological point of view there are best practices that can be used in planning like the Filling Schools project, in which participants explained a very detailed preparation process and how to encourage participants to take part in the project; or the Time banks project, that also explains how to implement new types of solidarity at local scale using time and not money as measuring tool.

Many of the best practices are linked to the main topic of the project, that is the restoration of objects. The best practices cover a great variety of items, from dolls to furniture and radios. Many of them can be used as an example of items to restore and give ideas of new items to include on the activities of the project. An added value is that it can be applied to a wide range of target audiences, increasing its field of action and potential impact.

Many of the proposed activities are related to environmental issues or have an impact on nature such as the Cork application initiative or Roy d'Espagne educational farm, being another cross-cutting competence that can be developed with this methodology.

Urban agriculture best practices can be also included on the Nutcracker project, even they were not planned on the application form as they can be useful activities to create activities to engage the local community; that can include other disadvantaged groups as people with disabilities.

The Made in Carcere best practice gives is a perfect example of the possibilities of the Learning by helping methodology in working with adults at risk or from socially excluded groups as inmates; to help them to feel useful and to help them to find a job once they are out of prison. Both in this program and in Retrofitting of an old FM radio, skills that are demanded by the labour market can be developed, giving greater potential to the learning by doing methodology.


To summarize, the learning by helping methodology is a powerful tool to be used in education, not only with adult learners but also with disengaged youth or even scholars. Any person can be part of the change inside their community, they only need the proper tools to do so, contributing this methodology, in a transversal way, to create community engagement.



Best practices

| ASSOCIATION MEDICO SOCIALE DE PROVENCE: Creating links between people with disabilities and neighbourhood through gardening | |
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| Ongoing | GRAPHISTES DE L'OMBRE |
| Element | Guiding questions |
| Goals of the best practice | <p>The Astrée organisation is part of the AMSP consortium, who aims at welcoming, including, and offering various fulfilling and motivating activities to people with less opportunities.</p> <p>Aware of social and environmental global issues, the AMSP built a CSR charter and an action plan including 180 priority actions.</p> <p>In this context, l'Astrée has established a multi-year project in a participatory manner, including several activities aimed at forging links with its neighbourhood (college, primary school, crèche, retirement houses, waste collection in the neighbourhood)</p> <p>The 2022 activity report testimonies about the activity itself.</p> |
| Target Group/Beneficiaries | <p>First beneficiaries: people with disabilities (mainly trisomy 21)</p> <p>Second beneficiaries: schools</p> <p>Third beneficiaries: inhabitants in the neighbourhood</p> |
| Resources and skills needed to carry out the best practice | <p><u>What was the initial situation and its specific context?</u></p> <p>The Astrée owned a piece of land, dedicated to some activities with its beneficiaries. It wanted to see its activities more integrated in its neighbourhood, and to promote some volunteering activities among the habitants of the neighbour.</p> <p><u>What are the specific difficulties that the practice seeks to address?</u></p> <ul style="list-style-type: none"> - Social inclusion of people with disabilities - Lack of social links in the neighbourhood / solidarity - Environmental issues (local consumption) |
| Methodology | <p><u>Indicate, as established in the methodology, which dynamics, mechanics and components are necessary to develop the practice.</u></p> <ul style="list-style-type: none"> - A piece of land dedicated to gardening. - Some gardening tools and materials - A person in charge of welcoming during the gardening activities |
| Success Factors | <p><u>What are the conditions, internal (classroom elements, systems, and tools) and external (institutional, economic, social, etc.) necessary to make this practice a success?</u></p> <ul style="list-style-type: none"> - A communication campaign to inform the neighbourhood. - Partnership with schools and other social organisations. |



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| Transferability potential | <p><u>How do you think this best practice can be applied or can contribute to the creation of the Nutcracker training materials or methodologies?</u></p> <p>This project is interesting in the angle of how to include local stakeholders in some environmental activities related to maintaining and repairing not only objects, but nature. The strong appealing character of this connection to nature is a step for further connected neighbourhood and to foster the integration of migrants.</p> |
| Related resources /Link | <p><u>Establish a list of references related to the practice (training manuals, guidelines, photos, videos, web pages, etc.).</u></p> <p><u>Link to the home page of the gamification experience in question. If possible, contact the organisation and/or person who carried out the practice.</u></p> <p>Previous Erasmus KA01 lead by GO about the topic Coopcom Green Jobs aimed at identifying activities providing employment in the environmental field. The AMSP social project was visited, and its gardening activities</p> <p>https://m.facebook.com/story.php?story_fbid=pfbid02t2gg9HNq2FzuSC9BW9VoU5ejB68uhhLsGs9EdRT5AB2xu1XHgHqARP9jDrfnB9T1l&id=152716624907209</p>  |



In 2011, the Green Bridges project already documented some social and environmental good practices in France and Germany. Some of them are related to the gardening activities of AMSP.

<https://www.go-ercn.eu/en/2012/12/07/green-bridges-2/>



| Restoration of furniture in Portugal | |
|---|--|
| 16.02.2023 | TROPICAL ASTRAL- Sofia Nunes Mexia, Julia Heubuch |
| Element | Guiding questions |
| Goals of the best practice | Avoiding unnecessary waste, Reusing & repurposing old furniture, and items to give them a new life, instead of having to buy new furniture. |
| Target Group/Beneficiaries | Disadvantaged people, people with financial limitations |
| Resources and skills needed to carry out the best practice | <p>What was the initial situation and its specific context?</p> <p>To execute this best practice, there are no specific special skills needed and countless resources are available online for free. Material costs for the upcycling process are mostly kept to a minimum and material is easily accessible in any hardware store.</p> <p>What are the specific difficulties that the practice seeks to address?</p> <p>This best practice wants to point out new and different ways to support people in 'need' of new furniture in their homes to create a more functional and appealing home and reduce the likelihood of having to buy new, cheap furniture that won't last long.</p> |
| Methodology | <p>Indicate, as established in the methodology, which dynamics, mechanics and components are necessary to develop the practice.</p> <ul style="list-style-type: none"> - A good eye for damage, and to visualise the final product: Should the furniture be restored or not? Before getting to work, evaluate the type of piece you have on hand. If you don't have the knowledge, it may be opportune to ask for an assessment by a connoisseur so as not to make the mistake of restoring a valuable piece, depriving it of its value. Sometimes, from some photographs taken in detail, the appraisers are already able to reach a conclusion and if you buy the piece in an antique shop, then you can question the sellers in this regard. Of course, being old and valuable does not prevent a piece from being restored, but the work must be done by someone very competent. - Small financial resources: How much money can you spend? After evaluating the piece, you have in hand, estimate the costs associated with the restoration and consider whether they are worth it. If, for example, it is an important piece for you, which has passed down through generations and has effective value, then it could be a good investment. It should also be noted that there are very simple projects (sanding a sandpaper or a varnish cost almost nothing) and other more intricate projects that may exceed what I had initially planned to spend. - Material commonly needed: <ul style="list-style-type: none"> - cloths, sponges and other cleaning materials that may be useful to you; - coarse and fine sandpaper (the greater the granulation, the finer the sandpaper will be): you can buy with a granulation between 80 and 120 and between 300 and 600; - spatulas; |



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| | <ul style="list-style-type: none"> - glue for wood; - putty for fillings; - primer, water or solvent based paints and varnishes; - preparatory base for metals and wood; - painting board; - a tool box with a basic kit (screwdriver, pliers, wrench, etc.) |
| Success Factors | <p>What are the conditions, internal (classroom elements, systems, and tools) and external (institutional, economic, social, etc.) necessary to make this practice a success?</p> <ul style="list-style-type: none"> - The restoration process can be time consuming. The time taken to restore an old piece of furniture will always depend on its state of conservation and what you intend to do with it. Be that as it may, remember that it is a project that requires some patience and takes time, especially if it is the first time you are carrying it out. Removing rust, carving wood or repairing dents or chipped surfaces are jobs that can take hours, but they turn out to be a very interesting way to spend free time. What's more, once you gain experience, everything is easier. - A space is necessary where the restoration can take place: Security above all. First, find the right place to do your restoration. If you can do it in a semi-open or well-ventilated place, so much the better. To paint and use sprays, it is best to be outdoors. Chosen location, think about your own safety. Wear suitable clothing - pants and long sleeves - to protect your skin, goggles, a mask (especially if you are allergic to dust and are going to use sprays, paints, etc.), gloves and goggles. Under the furniture, place plastic sheets or an old blanket to keep the floor from getting dirty. That way, you don't have to be cleaning and you're more comfortable. |
| Transferability potential | <p>How do you think this best practice can be applied or can contribute to the creation of the Nutcracker training materials or methodologies?</p> <p>This best practice is supposed to be a reaction to the current development in the furniture industry. New furniture produced by big companies are mostly made from cheap material and are not supposed to last. In the name of sustainability, this is a very valuable best practice for the NUTCRACKER Project. Restoring old furniture is always a good idea to be able to give one's house a new look. There is no need to use only old pieces (otherwise the atmosphere will be quite heavy or not very functional), but you can mix them with more modern ones and thus create a special contrast in the decoration.</p> <p>In fact, more and more people are doing this. Decoration trends have been through this dichotomy between the modern and the old or rustic a lot and, what's more, it's an excellent way to make your budget pay off.</p> <p>And where can you get your old furniture? Too easy. We bet that on a visit to your parents' or grandparents' house, you'll find some pieces that they don't mind offering you. Maybe they don't even use it anymore, maybe they're stored in the attic or taking up space in some corner. You can also look in junk shops, antique shops and street markets (the famous flea markets). There are real finds at these sites.</p> |
| Related resources /Link | <p>Establish a list of references related to the practice (training manuals, guidelines, photos, videos, web pages, etc.).</p> <p>Link to the home page of the gamification experience in question. If possible, contact the organisation and/or person who carried out the practice.</p> |




There are plenty of resources and tutorials to be found on YouTube, e.g.:

- [Basic Principles- Before You Start | Furniture Restoration](#)
- [How to Refinish a Coffee Table for Beginners](#)

Research and information taken from: [Homify Website](#)



| Retrofitting of an old FM radio | |
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| 14.12.2022 | PETIT PAS APS |
| Element | Guiding questions |
| Goals of the best practice | <p>What is the purpose or objective of the practice? Brief description.</p> <p>Retrofitting of an old FM radio adding Bluetooth connectivity. Give new life to objects that would otherwise be obsolete and would remain unused, in view of recycling and reuse</p> |
| Target Group/Beneficiaries | <p>Who are the beneficiaries (direct or indirect) of the practice?</p> <p>Adult people.</p> |
| Resources and skills needed to carry out the best practice | <p>What was the initial situation and its specific context? What are the specific difficulties that the practice seeks to address?</p> <p>When an old device is modified by replacing or adding new functions to it, we are talking about retrofitting, the object acquires new life and a second possibility of use. A difficulty associated with this type of retrofitting practice lies in the fact that specific technological knowledge is required to put it into practice.</p> |
| Methodology | <p>Indicate, as established in the methodology, which dynamics, mechanics and components are necessary to develop the practice.</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Source https://www.barattalo.it/making/retrofitting-vintage-fm-radio-bluetooth-philips-19rb229/</p> </div> </div> <p>In this best practice, the retrofitting of an old PHILIPS 19RB229 FM radio was implemented through the use of Bluetooth technology. An Arduino Nano was inserted inside to control an FM radio module and an inexpensive USB Bluetooth stick, suitably disassembled, and connected to the Arduino.</p> <p>The Arduino Nano pilots the ignition of the Bluetooth key via a relay and via software controls the operation of the FM radio module. Via Arduino it can be selected whether to operate the radio or Bluetooth. A stereo amplifier collects the signals from the two sources, a rotary encoder is used to select the radio stations and with the integrated button you can switch between radio and Bluetooth.</p> <p>Project photo gallery available here https://www.barattalo.it/making/retrofitting-vintage-fm-radio-bluetooth-philips-19rb229/</p> |
| Success Factors | <p>What are the conditions, internal (classroom elements, systems, and tools) and external (institutional, economic, social, etc.) necessary to make this practice a success?</p> |



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| | <p>The key elements to make this practice a success can be found in recognizing the environmental but also personal value of technological skills (such as Arduino) that allow anyone to work on projects that promote environmental sustainability and recycling, while allowing the person to acquire specific knowledge that can be useful in the workplace and in personal development.</p> |
| <p>Transferability potential</p> | <p>How do you think this best practice can be applied or can contribute to the creation of the Nutcracker training materials or methodologies.</p> <p>This good practice is placed in the content of the Nutcracker project as an example of a resource to provide skills to adult learners in order to promote the acquisition of relevant skills for the labour market, implementing the principles underlying the circular economy, environmental sustainability and recycling.</p> |
| <p>Related resources /Link</p> | <p>Establish a list of references related to the practice (training manuals, guidelines, photos, videos, web pages, etc.). Link to the home page of the gamification experience in question. If possible, contact the organization and/or person who carried out the practice.</p> <p>Source of the project: https://www.barattalo.it/making/retrofitting-vintage-fm-radio-bluetooth-philips-19rb229/</p> <p>Video: https://www.youtube.com/watch?v=MuxsjAEGdNI</p> |



| Earthship Biotecture Portugal Building self-sustaining homes from waste | |
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| 17.02.2023 | TROPICAL ASTRAL - Julia Heubuch, Sofia Nunes Mexia |
| Element | Guiding questions |
| Goals of the best practice | Earthship Portugal promotes the education of the concept through lectures and workshops. The concept & philosophy include sustainable building methods, garbage management & sewage treatment systems, education on sustainable energy resources, water harvesting - only to mention a few. |
| Target Group/Beneficiaries | People interested in an independent lifestyle, self reliance, sustainability Investors into future abundance |
| Resources and skills needed to carry out the best practice | <p>What was the initial situation and its specific context?</p> <p>The Earthship movement is a sustainable housing movement that originated in the 1970s in Taos, New Mexico, United States. It was started by architect Michael Reynolds, who was interested in creating sustainable and self-sufficient housing solutions that did not rely on traditional utilities such as electricity, water, or sewage systems.</p> <p>The idea behind Earthships is to use natural and recycled materials to create homes that are energy-efficient, environmentally friendly, and self-sustaining. The homes are designed to collect and use rainwater, generate electricity through solar panels or wind turbines, and recycle wastewater through natural filtration systems.</p> <p>The first Earthship was built in 1972, and it was a simple, one-room structure made from recycled materials such as car tires, glass bottles, and aluminum cans. Over time, Reynolds continued to develop and refine the Earthship design, and he founded Earthship Biotecture, a company that builds and sells Earthship homes.</p> <p>What are the specific difficulties that the practice seeks to address?</p> <p>There are several issues that traditional housing has when compared to Earthships in terms of sustainability and environmental impact:</p> <ul style="list-style-type: none"> - Energy Usage: Traditional houses are typically designed to rely on fossil fuels for heating and cooling, which can lead to high energy bills and a significant environmental impact. Earthships, on the other hand, use passive solar design and thermal mass to maintain comfortable indoor temperatures, reducing the need for traditional heating and cooling systems. - Water Usage: Traditional houses use a lot of water, which can be wasteful and put a strain on local water resources. Earthships are designed to collect and store rainwater, which is then filtered and used for household needs such as washing, drinking, and irrigation. This reduces the need for reliance on traditional water systems and can help conserve local water resources. - Waste Management: Traditional houses generate a lot of waste, much of which goes to landfills and can take decades to decompose. Earthships, on the other hand, use a variety of waste management systems, including composting toilets and greywater systems, to recycle and reuse waste materials. - Environmental Impact: Traditional houses can have a significant environmental impact due to the materials used in their construction and the energy and resources required to maintain them. Earthships, on the |



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| | <p>other hand, use natural and recycled materials, such as old tires, bottles, and cans, which have a lower environmental impact.</p> |
| <p>Methodology</p> | <p>Indicate, as established in the methodology, which dynamics, mechanics and components are necessary to develop the practice.</p> <ul style="list-style-type: none"> - Sustainable design: Earthships are designed to make the most efficient use of natural resources, such as water, sunlight, and wind, while minimising waste and environmental impact. This includes features like passive solar heating, rainwater harvesting, and natural ventilation. - Thermal mass: Earthships use thermal mass, such as rammed earth, concrete, and adobe, to regulate indoor temperatures and keep the home comfortable year-round. - Use of natural and recycled materials: Earthships make use of natural and recycled materials, such as old tires, glass bottles, and aluminium cans, to create durable and energy-efficient structures. - Water harvesting and recycling: Earthships are designed to collect and filter rainwater for use in the home, as well as to recycle wastewater through natural filtration systems. - Renewable energy: Earthships often use renewable energy sources, such as solar panels and wind turbines, to generate electricity and power the home. - Waste management: Earthships use a variety of waste management systems, such as composting toilets and greywater systems, to recycle and reuse waste materials. - Community building: The Earthship methodology emphasizes community building, with the goal of creating sustainable and self-sufficient communities that can share resources and knowledge. - Education and empowerment: The Earthship philosophy emphasises education and empowerment, with the goal of inspiring people to take control of their own sustainability and reduce their impact on the environment. |
| <p>Success Factors</p> | <p>What are the conditions, internal (classroom elements, systems, and tools) and external (institutional, economic, social, etc.) necessary to make this practice a success?</p> <p>Building an Earthship can require a significant amount of planning, resources, and expertise:</p> <ul style="list-style-type: none"> - Land: Owning/buying a piece of land is necessary to be able to accommodate the size and design of the Earthship, and you should be familiar with any zoning or building codes in the area. - Design: Earthships come in many different sizes and designs, so you will need to work with an architect or Earthship designer to create a design that meets your needs and fits within your budget. - Materials: Earthships are typically built using a combination of natural and recycled materials, such as tires, glass bottles, adobe, and wood. You will need to source and gather these materials, which can require significant effort and planning. - Tools and equipment: Building an Earthship requires a variety of tools and equipment, such as hammers, saws, drills, and heavy machinery. You may need to purchase or rent these tools and equipment, or hire a contractor who already has them. - Expertise: Building an Earthship requires a significant amount of expertise in sustainable design, construction, and waste management. You may |




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| | <p>need to hire a team of contractors or consultants who specialise in these areas to help you with the construction process.</p> <ul style="list-style-type: none"> - Permits: Depending on the location and size of your Earthship, you may need to obtain building permits and other approvals from local authorities. |
| <p>Transferability potential</p> | <p>How do you think this best practice can be applied or can contribute to the creation of the Nutcracker training materials or methodologies?</p> <p>Earthships are a prime example of sustainable living. Although a project like this is a huge venture and is not an option for many people without financial resources, the philosophy can inspire anyone to change habits, facilities and focus in their frame of possibilities.</p> <p>For example, during this research we found a fantastic idea in Portugal, of how to reuse old tires and make beautiful gardens with them, using them to make flower beds. The garden with tires is a great technique to reuse what would be discarded and is still capable of valuing space. If you want to put into practice sustainable ideas for decoration.</p> <p><u>Garden with coloured tires:</u></p> <p>This idea shows us that old tires can be used as vases with flowers mirrored by the garden grass. And the decoration with reuse doesn't stop there; the item can still be used to make seats to decorate the outside area of your home.</p> <p>The idea is to take advantage of tires with different dimensions so that the rims can have different sizes, using tires from different vehicles, such as cars, trucks and motorcycles. After colouring the rubber, we can use our imagination to build the plant beds as we want, stacked, vertically, horizontally, our imagination is in charge of the final product.</p> |
| <p>Related resources /Link</p> | <p>Establish a list of references related to the practice (training manuals, guidelines, photos, videos, web pages, etc.).</p> <p>Link to the home page of the gamification experience in question. If possible, contact the organisation and/or person who carried out the practice.</p> <ul style="list-style-type: none"> - Earthship Biotecture: Official website of Earthship Biotecture founded by Earthship creator Michael Reynolds. The site provides information on Earthship design and construction, as well as workshops and other educational resources: https://earthshipbiotecture.com/ - Earthship Global Network: This is a global network of Earthship builders and enthusiasts, with chapters and events around the world. The website provides information on local Earthship projects and resources for getting involved: https://earthshipglobalnetwork.org/ - Earthships: Building a Zero Carbon Future for Homes - Documentary film - Earthship Biotecture Portugal Facebook page: https://www.facebook.com/portualEarthship/ |



| FERME PEDAGOGIQUE DU ROY D'ESPAGNE: | |
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| Creating links between people with disabilities and neighbourhood through various activities | |
| Ongoing | GRAPHISTES DE L'OMBRE |
| Element | Guiding questions |
| Goals of the best practice | <p>The Roy d'Espagne educational farm is one of the nature awareness sites set up by the city of Marseille under a public service delegation agreement. The municipality opened its first educational farm over 30 years ago. Among the various environmental awareness and education tools developed by the city of Marseille, the educational farms are the most concrete way for city dwellers to renew contact with the rural world.</p> <p>The Roy d'Espagne educational farm especially offers activities for schools from kindergarten to 6th grade. It welcomes pupils from one to five times during the year to discover the world of farming on the farm. Firstly, it offers a visit to the farm, which can then be completed by workshops focusing on three main themes: the garden, the animals and biodiversity. The aim being to meet the environmental education objectives set by the municipality, the children will be able to discover the agricultural world and learn more about the biodiversity of ecosystems.</p> <p>The teaching staff set up the educational project together. However, we can suggest a few themes to be addressed: gardening on the farm, soil and composting, discovery of the pond, discovery of hedges, craft activities, insects and pollinators, animal care, cooking, etc.</p> <p>To apply, the schools go to marseille.fr under the heading "environment", "nature in the city", "educational farm".</p> <p>A strong network of volunteers supports the Roy d'Espagne educational farm in its agricultural activities, especially during the Thursday Collective Workshops (meal offered)</p> |
| Target Group/Beneficiaries | <p>First beneficiaries: schools</p> <p>Second beneficiaries: neighbourhood</p> <p>Third beneficiaries: Marseille citizens</p> |
| Resources and skills needed to carry out the best practice | <p><u>What was the initial situation and its specific context?</u></p> <p>The municipality wanted to raise the environmental awareness of the population, especially youth.</p> <p><u>What are the specific difficulties that the practice seeks to address?</u></p> <ul style="list-style-type: none"> - Nature countryside agricultural awareness - Environmental issues |
| Methodology | <p><u>Indicate, as established in the methodology, which dynamics, mechanics and components are necessary to develop the practice.</u></p> <ul style="list-style-type: none"> - Delegation of public services to an association. |



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| Success Factors | <p><u>What are the conditions, internal (classroom elements, systems, and tools) and external (institutional, economic, social, etc.) necessary to make this practice a success?</u></p> <ul style="list-style-type: none">- Piece of land, farm- Staff with technical and educational skills- Agricultural supplies and equipment |
| Transferability potential | <p><u>How do you think this best practice can be applied or can contribute to the creation of the Nutcracker training materials or methodologies?</u></p> <p>Educational model to follow whatever the scale of the activity.</p> |
| Related resources /Link | <p><u>Establish a list of references related to the practice (training manuals, guidelines, photos, videos, web pages, etc.).</u></p> <p><u>Link to the home page of the gamification experience in question. If possible, contact the organisation and/or person who carried out the practice.</u></p> <p>https://fermeduroydespaigne.org/</p>  |





| Llenando escuelas- Filling schools | |
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| 31.12.2018 | Femxa Formación SLU |
| Element | Guiding questions |
| Goals of the best practice | <p>The “Filling Schools” Project is carried out in rural Berber villages located in the Souss-Massa-Draa region, the second poorest region in Morocco. According to the Multidimensional Poverty Index, the rural areas of the country reach levels of poverty comparable to those of some countries in Sub-Saharan Africa.</p> <p>A group of children and young people residing at the Casa Escuela Santiago Uno, students of different levels and areas of Vocational Training, travel to the South of Morocco to implement a development cooperation project, "Filling Schools", whose main objective is empower the local population in education, professional training and basic services, with priority attention to the most disadvantaged population groups: women, children and youth.</p> <p>They apply the theoretical and practical knowledge acquired during the previous course: hospitality, manufacturing, gardening, welding, first aid, social integration, sociocultural animation, sports and circus activities...</p> <p>For two months they live in a school with their educators and together with the local population they carry out the rehabilitation of the school grounds, in addition to transversally carrying out training, leisure and free time activities and establishing and supplying a medical clinic.</p> |
| Target Group/Beneficiaries | <p>VET students that come from social exclusion collectives such as , from broken families, from ethnic minorities, some are adolescent mothers...</p> <p>Local beneficiaries in Morocco is the local population of Souss-Massa-Draaa region. "Filling Schools" is intended to contribute to the personal, educational and professional development of the boys and girls of the Casa Escuela Santiago Uno and to the strengthening of the Berber population in terms of education and basic services. It aims to be a space for coexistence and cultural exchange, where respect is the transversal axis.</p> |
| Resources and skills needed to carry out the best practice | <p><u>What was the initial situation and its specific context?</u></p> <p>The participants in the project are, for the most part, boys and girls who come from social exclusion, from broken families, from ethnic minorities, some are adolescent mothers... Regarding the academic environment, they have grown up in an unfavourable context for the acquisition of study habits, in which school absenteeism was a constant and/or they lacked support at home that would allow them to keep up with the classroom.</p> <p>This environment has in turn led to a lack of social skills in addition to generating a negative self-concept for the messages they have received since their early childhood, in the family environment and from society.</p> <p>Some of them suffer from attachment disorder because they have not had the care and attention that every child deserves. Likewise, the consumption of toxic substances among them is frequent, sometimes alarming due to a very early onset.</p> <p><u>What are the specific difficulties that the practice seeks to address?</u></p> <p>Educational objectives</p> <ul style="list-style-type: none"> - 1.- Bring out the human and professional potential of each one of the boys, improve their self-concept and self-esteem. - 2.- Increase own resources and develop social and work skills. |



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| | <ul style="list-style-type: none"> - 3.- Become aware of the social situation of the population of the South of Morocco, learn to appreciate what one has and find the value of the family. - 4.- Promote values such as responsibility, solidarity, work, tolerance and coexistence. - 5.- Create a large number of hobbies and healthy leisure alternatives that are within the reach of each of these children and allow the reduction of the consumption of toxic substances and other addictions. |
| Methodology | <p><u>Indicate, as established in the methodology, which dynamics, mechanics and components are necessary to develop the practice.</u></p> <p>In Spain:</p> <ul style="list-style-type: none"> - "Filling Schools" party at the beginning of the course: dissemination of the work carried out during the service, awareness, reflections... - Transversally in the classroom: geopolitical situation of Morocco, customs, needs of the population, access to education... - Weekend studies: basic notions of Arabic, the most used words in a first contact with the population... <p>In the South of Morocco:</p> <ul style="list-style-type: none"> - Exchange with Berber families for a few days to learn how they live, how they conceive of the family, what needs they have, what role each member of the family plays within the home and in the environment. - Coexistence, carrying out work and activities with their native peers, for cultural exchange and reflection on the lifestyles of young people in Spain and Morocco. |
| Success Factors | <p><u>What are the conditions, internal (classroom elements, systems, and tools) and external (institutional, economic, social, etc.) necessary to make this practice a success?</u></p> <ul style="list-style-type: none"> - Agreement among different entities and public bodies to carry out activities in foreign countries. - |
| Transferability potential | <p><u>How do you think this best practice can be applied or can contribute to the creation of the Nutcracker training materials or methodologies ?</u></p> <p>The practice can provide ideas on how adults from very diverse areas can contribute and participate in learning by helping projects by using VET students from diverse fields as an example.</p> |
| Related resources /Link | <p><u>Establish a list of references related to the practice (training manuals, guidelines, photos, videos, web pages, etc.).</u></p> <p><u>Link to the home page of the gamification experience in question. If possible, contact the organisation and/or person who carried out the practice.</u></p> <p>https://aprendizajeservicio.com/wp-content/uploads/2021/02/lleanando-escuelas.pdf</p> |



| Re- & upcycling clothes in Portugal | |
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| 16.02.2023 | TROPICAL ASTRAL - Sofia Nunes Mexia, Julia Heubuch |
| Element | Guiding questions |
| Goals of the best practice | Avoiding unnecessary waste, Reusing & repurposing old clothes and fabrics to give them a new life to reduce the need of buying new furniture |
| Target Group/Beneficiaries | Disadvantaged people, people with financial limitations |
| Resources and skills needed to carry out the best practice | <p>What was the initial situation and its specific context?</p> <p>This best practice aims to give outworn clothes a new purpose. Sometimes the clothes have a nasty stain and sometimes a little hole here and there. But maybe those clothes one no longer wears can still be recycled. So one can save money on clothes and the Planet thanks you.</p> <p>There are several techniques and ways to transform these old rags into completely renovated articles, and our project aims to help you understand how to do it.</p> <p>What are the specific difficulties that the practice seeks to address?</p> <p>Regardless of the origin of the material, the manufacturing process of clothing is a process that involves practices that can be harmful to the environment, such as the production of dyes, coatings or mercerisation.</p> <p>When it comes to making garments from synthetic fibres such as nylon or lycra, their manufacture has a significant effect on the atmosphere. These fabrics are simply the result of complex chemical processes derived from the extraction and processing of petroleum. As they are produced in abundance, this heavily contributes to the depletion of this resource.</p> <p>The production of textile materials also produces enormous waste in water (e.g. 2500 litres of water are needed to manufacture a simple T-shirt).</p> |
| Methodology | <p>Indicate, as established in the methodology, which dynamics, mechanics and components are necessary to develop the practice.</p> <p>There are different types of clothing recycling/upcycling and ways to contribute to a better world, to a more sustainable planet full of natural resources. Some are very simple, such as reusing clothes for other tasks or to create new garments.</p> <ul style="list-style-type: none"> - DIY fashion: An excellent source of inspiration is the world of accessories and the timely fashion of DIY (do it yourself) that has generated many video tutorials and ideas all over the internet so that everyone can create their own clothes or accessories and dress with a lot of originality. - Donating clothes: Another option is to choose those clothes that are in good condition and simply no longer fit you due to size, but are in good condition. These are the ideal clothes to donate to those who need them the most, it is a very beneficial recycling practice for everyone. - Customising clothes: Sometimes clothes simply become obsolete due to trends or personal taste. If the garment is in good condition, why throw |



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| | <p>it away? The ideal thing to do in these cases is to use your imagination, creativity and customisation. You will surely be able to add patches, details, studs or other details that will turn it into something much more to your liking and you will save on buying a new piece.</p> <ul style="list-style-type: none"> - Repurposing clothes to make tablecloths, towels etc |
| <p>Success Factors</p> | <p>What are the conditions, internal (classroom elements, systems, and tools) and external (institutional, economic, social, etc.) necessary to make this practice a success?</p> <p>With some creativity, a pair of scissors, thread and needle, the possibilities are endless. The first step is to separate all the pieces that you want to transform into recycled clothing. Then just let your imagination run wild. Unusable pieces of clothing can be turned into cleaning cloths, bags, hair bands or headbands, cloth bags, coffee filters or reusable makeup remover pads. With a lot of old clothes, you can build a sheet or a picnic blanket. On the other hand, towels or sheets with holes can be cut into smaller pieces and give rise to new pieces, as mentioned above.</p> <p>Pants or leggings with holes with no possible patch in the area between the legs, for example, can be transformed into original shirts, cutting the hole area and transforming it into a neckline. Socks with holes that are too wide can become bath sponges, cleaning gloves or even puppets for children.</p> |
| <p>Transferability potential</p> | <p>How do you think this best practice can be applied or can contribute to the creation of the Nutcracker training materials or methodologies?</p> <p>What are the benefits of recycling clothes?</p> <ul style="list-style-type: none"> - Saving up on water consumption: Recycling clothes saves on water consumption and also limits water pollution, an excellent benefit for all people and living beings. - Reducing carbon footprint: The gases that are produced when fabrics are treated to make clothes have a negative impact on the atmosphere and contribute to global warming. Recycling clothes benefits the entire planet and our present and future quality of life. - Promoting the sustainable fashion industry: Clothing goes through important chemical processes for the design and preservation of the fabrics. At this point very harmful substances are released which, in large quantities, can lead to disastrous and toxic results. This can be avoided by recycling clothes. - Taking care of biodiversity: Excessive cultivation of materials such as cotton or linen, which are not bad in themselves but can wreak havoc by covering a large amount of land for this purpose, can also be prevented, as can unsuitable animal husbandry practices for the purpose of extracting their wool or fur. |
| <p>Related resources /Link</p> | <p>Establish a list of references related to the practice (training manuals, guidelines, photos, videos, web pages, etc.).</p> <p>Link to the home page of the gamification experience in question. If possible, contact the organisation and/or person who carried out the practice.</p> <ul style="list-style-type: none"> - https://amaisresultados.pt/conselhos-amais/roupa-usada - https://moolberry.com/en/blog/sustainable-fashion/all-the-benefits-of-recycling-your-clothes <p>How to make an Easy Round Rag Rug with Sheets: https://www.youtube.com/watch?v=8-ddyuVSTSo</p> |



| TIME BANKS | |
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| 31.12.2020 | PETIT PASS |
| Element | Guiding Questions |
| Goals of the Best Practice | <p>The National Association of Time Banks (ANBDT) was founded in Alì Terme (Messina) in 2007 with the signing of the Memorandum of Association and the drafting of the Statute thanks to the activity and persistence of eight women representatives of Time Banks.</p> <p>Time Banks (bdt) promotes a new concept of social solidarity within neighbourhoods - cities - small towns - workplaces - universities schools, through the exchange of knowledge and skills, using time, and not money, as the measure of exchange and intervening in the daily needs of their members and/or associates.</p> <p>Time Banks (bdt) promote a new concept of social solidarity within neighbourhoods - cities - small towns - workplaces - universities schools, through the exchange of knowledge and skills, using time, and not money, as the measure of exchange and intervening in the daily needs of their members and/or associates.</p> <p>Time banks are organised as credit institutions in which transactions are based on the circulation of time instead of money. The biggest difference is that no interest is ever accrued, neither negative nor positive! The only obligation one has is the balancing of the account.</p> <p>Everyone in a time bank is a bearer of value: the differences between young and old, rich and poor, EU and non-EU, disabled and able-bodied are cancelled, everyone can bring something, and all services have the same value, i.e. 1 hour.</p> |
| Recipients/ Beneficiaries | <p>Primary beneficiaries: individuals who donate their time</p> <p>Secondary beneficiaries: members would become promoters and advocates of social relations that would constitute the bonding value, making the bond more important than the good itself.</p> |
| Resources and skills needed for best practice | <p><u>What was the initial situation and its specific context?</u></p> <p>The experience of the Italian BdT has its own original connotation and elaboration that did not originate to cope with a social and economic crisis, as had happened in the Northern European experience, but within a strategy of building social ties and under the influence of elaborations, especially by women's thought, on the reconciliation of life times as a question of social and political relevance, not to be relegated to the private sphere.</p> <p><u>What are the specific difficulties that the practice seeks to address?</u></p> |



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| | <ul style="list-style-type: none"> <input type="checkbox"/> promote exchanges of services aimed at satisfying practical needs, needs for cultural enrichment and the broadening of social relations; <input type="checkbox"/> enhancing skills and vocations that would otherwise risk remaining unexpressed by supporting pathways for strengthening personal self-esteem; <input type="checkbox"/> Organize moments and spaces for meeting, communication, intergenerational and intercultural exchange; <input type="checkbox"/> à contribute to overcoming conditions of isolation, loneliness, cultural and social marginalization. |
| Methodology | <p><u>Indicate, as stated in the methodology, which dynamics, mechanics and components are needed to develop the practice</u></p> <p>The model from which the experience of Time Banks is informed is that of political friendship: it falls within the sphere of relational goods. At the basis of each time bank a social network is established that is no longer mediated by money but by the knowledge that the individual provides, the experience takes on meaning and identity, compared to other models of giving, such as that of the family or friendship in the strict sense.</p> <p>The model from which the experience of Time Banks is informed is that of political friendship: it falls within the sphere of relational goods. At the basis of each time bank a social network is established that is no longer mediated by money but by the knowledge that the individual provides, the experience takes on meaning and identity, compared to other models of giving, such as that of the family or friendship in the strict sense.</p> <p>Therefore, safeguarding the identity and autonomy of each reality that decides to participate in the network, it founds an association in which there is a sharing of these fundamental objectives and a commitment to enhance experiences, resources, and training at the national level. Training, of necessity, must be continuous and permanent. Every bank today works to be collective.</p> |
| Success factors | <p><u>What are the conditions, internal (class elements, systems and tools) and external (institutional, economic, social, etc.) necessary for the success of this practice?</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Time <input type="checkbox"/> Indirect reciprocity <input type="checkbox"/> Parity <input type="checkbox"/> Self-promotion <input type="checkbox"/> Acknowledgement of what was made available <input type="checkbox"/> Free service |



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| <p>Potential of Transferability</p> | <p><u>How do you think this good practice can be applied or can it contribute to the creation of Nutcracker training materials or methodologies?</u></p> <p>In addition to the logistics and communication required to coordinate time banks; time, reciprocity, and gift constitute the ganglia of social networks and relationships, of solidarity networks, of networks for building social capital. The founding element is that thanks to this social network there is a fundamental step from 'I' to 'we'. People who were previously strangers, 'outsiders' give life to a small community. Time banks are based on good practice oriented learning-by-doing, which would allow the protagonist to be trained not only in skills but also in relationships. This is a fundamental component in a post-modern society where individualism prevails, where the social component and social relations are reduced to the bare minimum.</p> |
| <p>Related resources/ Link</p> | <p><u>Establish a list of references related to practice (training manuals, guidelines, photos, videos, webpages, etc.).</u> <u>Link to the home page of the gamification experience in question. If possible, contact the organization and/or the person who carried out the experience.</u></p> <p><input type="checkbox"/> https://www.associazionenazionalebdt.it/</p> <p>Fornasari A., "La banca del tempo. Reti, relazioni, esperienze di comunità nell'Ateneo barese", collana Traiettorie di Pedagogia sperimentale. Ricerca empirica per l'inclusione, Milano 2021</p> |



| "Hospital de Bonecas" The Doll Hospital in Lisbon | |
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| 16.02.2023 | TROPICAL ASTRAL- Sofia Nunes Mexia, Julia Heubuch |
| Element | Guiding questions |
| Goals of the best practice | The Doll Hospital provides a high-quality restoration service for dolls and helps educate people about the value and importance of dolls as cultural and historical objects. The goal of promoting this best practice is to inspire restoration of old, 'outdated' objects over purchasing modern replacements. |
| Target Group/Beneficiaries | Disadvantaged people, people with financial limitations |
| Resources and skills needed to carry out the best practice | <p>What was the initial situation and its specific context?</p> <p>The Doll Hospital, or "Hospital de Bonecas" in Portuguese, is a unique museum and workshop in Lisbon, Portugal, that specialises in repairing and restoring antique and modern dolls. The museum was founded in 1830 by a woman named Carlota, who started repairing dolls as a hobby and eventually turned it into a business.</p> <p>The Doll Hospital is located in a historic building in downtown Lisbon, and it features a collection of dolls from different eras and countries. Some of the dolls are over 200 years old, and they come in a variety of sizes, materials, and styles. The museum also displays doll clothes, accessories, and furniture, which give visitors a glimpse into the world of doll collecting and play.</p> <p>In addition to the museum, the Doll Hospital is also a workshop where skilled artisans restore and repair dolls using traditional techniques. Visitors can watch the artisans at work, and they can also bring their own dolls to be fixed. The Doll Hospital's services include cleaning, restringing, repainting, and reconstructing dolls that have been damaged or worn out over time.</p> <p>What are the specific difficulties that the practice seeks to address?</p> <ul style="list-style-type: none"> - Fragility: Many antique dolls are made of delicate materials, such as porcelain, bisque, or celluloid, which can be easily damaged - Wear and tear: Over time, any object becomes damaged or worn out due to use or exposure to the elements - Missing or broken parts: Repairing and restoring dolls as closely as possible to their original condition - Historical accuracy: preserving the cultural and historical value of each doll |
| Methodology | <p>Indicate, as established in the methodology, which dynamics, mechanics and components are necessary to develop the practice.</p> <ul style="list-style-type: none"> - Assessment: Identifying any damage, wear and tear, missing or broken parts, and other issues that need to be addressed - Cleaning: A range of techniques are used, such as gentle brushing, washing, and polishing, to remove dirt, grime, and stains from the doll - Repair and restoration: Restringing the doll, repairing or replacing missing or broken parts, such as limbs, eyes, or hair, and repainting or retouching the doll as needed. |



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| | <ul style="list-style-type: none"> - Historical accuracy: Research on the doll's history and cultural context, and use of materials and techniques that would have been available at the time the doll was made - Quality control: Inspecting and testing each restored doll to ensure that it meets the standards of quality and accuracy |
| Success Factors | <p>What are the conditions, internal (classroom elements, systems, and tools) and external (institutional, economic, social, etc.) necessary to make this practice a success?</p> <ul style="list-style-type: none"> - Skilled artisans: Expertise and patience to handle delicate and fragile materials, ability to restore and repair dolls with precision and accuracy - Preservation of cultural heritage: Internal commitment to this mission is necessary for success - Quality control: Attention to detail and a commitment to excellence - Public interest in antique and collectible dolls: willingness to pay for high-quality restoration services - Availability of antique dolls: Steady supply of dolls necessary for the practice to succeed - Economic conditions: Availability of disposable income for doll collectors and the general health of the economy |
| Transferability potential | <p>How do you think this best practice can be applied or can contribute to the creation of the Nutcracker training materials or methodologies?</p> <ul style="list-style-type: none"> - Historical preservation: Principles of careful restoration, research, and attention to detail can be applied to other cultural heritage items - Art restoration: Techniques and principles of restoration can be applied to other types of artwork to help preserve their beauty and cultural value - Environmental sustainability: Repairing and restoring existing items, rather than buying new ones helps reduce waste and preserve valuable resources - Small business entrepreneurship: Inspiration for people interested in starting their own small business - principles of quality control, attention to detail, and commitment to excellence can be applied |
| Related resources /Link | <p>Establish a list of references related to the practice (training manuals, guidelines, photos, videos, web pages, etc.).</p> <p>Link to the home page of the gamification experience in question. If possible, contact the organisation and/or person who carried out the practice.</p> <ul style="list-style-type: none"> - The Doll Hospital Website: http://hospitaldebonecas.com/en/ - Tour of the doll hospital: https://www.youtube.com/watch?v=l1kZOHAp9-U |



| Trueque/Barter | |
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| 31.12.2021 | Centro Integrado Público de Formación Profesional Misericordia |
| Element | Guiding questions |
| Goals of the best practice | The main objective of the Trueque project is the design, creation and realization of a solidarity clothing and book market whose purpose was to exchange clothes and books donated by families, citizens, publishers... for food for disadvantaged families in rural areas. |
| Target Group/Beneficiaries | Students from rural areas are the main beneficiaries of the learning process. However, there is a huge impact in the families and in the whole rural area. Indirect beneficiaries are families with less resources that receive food from the program. It is also a space for coexistence and cultural exchange, where respect is the transversal axis in small rural areas. |
| Resources and skills needed to carry out the best practice | <u>What was the initial situation and its specific context?</u> Barter project is a learning by helping project. It is especially relevant for small rural areas where everybody knows each other and integration is a very important value. <u>What are the specific difficulties that the practice seeks to address?</u> Educational objectives <ul style="list-style-type: none"> - 1.- Bring out awareness about the problems of families with less resources. - 2.- Develop social and work skills. Develop marketing skills. - 3.- Become aware of the importance of recycling. - 4.- Promote values such as responsibility, solidarity, work, tolerance and coexistence. - 5.- Promote social integration in small rural areas. - |
| Methodology | <u>Indicate, as established in the methodology, which dynamics, mechanics and components are necessary to develop the practice.</u> The service-learning methodology is used. In other words, learning by doing a Service to the community. In service-learning, students identify a situation in their immediate environment with which they are committed to improving, developing a solidarity project that puts knowledge, skills, attitudes and values into play. It is an educational practice in which boys and girls learn while acting on real needs in order to improve it. What learning promotes Basic competences: activates the exercise of all the competences of the curriculum, with emphasis on social and civic competence and on initiative and personal autonomy Prosocial values and attitudes: stimulates effort, responsibility and commitment to solidarity |



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| | <p>Life skills: Strengthens psychosocial skills and the ability to participate in social life in a positive way</p> <p>As practiced In Service-Learning, boys and girls identify a social, environmental, cultural need in their environment... with which they connect and become sensitized. However, they do not limit themselves to raising awareness, but rather take action, committing to improve a situation, developing a solidarity project in which they feel they are protagonists. All this brings into play knowledge, skills, attitudes and values. That is why Service-Learning is an educational project with a social purpose. for whom it is useful For boys and girls: it promotes meaningful learning, improves motivation and academic results, and promotes their personal and social development. For teachers: it consolidates education for citizenship, facilitates the evaluation of basic skills, improves coexistence in the classroom and favors the relationship between school and community For social organizations: disseminates their values and the causes they promote and reinforces their transformative action For the community: it improves people's living conditions, reinforces the feeling of belonging of its members and stimulates citizen participation.</p> |
| Success Factors | <p><u>What are the conditions, internal (classroom elements, systems, and tools) and external (institutional, economic, social, etc.) necessary to make this practice a success?</u></p> <ul style="list-style-type: none"> - - Promotion of reading - - Involvement of families. - - 400 kg of food distributed. - - The CRA Mestra Clara Torres de Tui has been chosen as the best school in Spain by the jury of the third edition of the award that the Princess of Girona Foundation (FPdGi) awards annually to educational centers committed to developing talent. The FPdGi has justified its choice in that it is "an example of revitalization in rural environments through the participation and involvement of families and members of the community of which it is a part". The School of the Year award disseminates the work of the award-winning centers and promotes their visibility to help make them benchmarks for innovative education. |
| Transferability potential | <p><u>How do you think this best practice can be applied or can contribute to the creation of the Nutcracker training materials or methodologies ?</u></p> <p>The practice can provide ideas on how recycling can involve families and local society. It also shows how it can have a huge social impact. At the same time, it shows how to achieve lateral gains, as the promotion of lecture at schools.</p> |
| Related resources /Link | <p><u>Establish a list of references related to the practice (training manuals, guidelines, photos, videos, web pages, etc.).</u> <u>Link to the home page of the gamification experience in question. If possible, contact the organisation and/or person who carried out the practice.</u></p> <p>TRUEQUE CRA MESTRA CLARA TORRES https://youtu.be/DTv1GoW2hFI</p> |



| MADE IN CARCERE | |
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| 14.12.2022 | PETIT PAS APS |
| Element | Guiding questions |
| Goals of the best practice | <p>What is the purpose or objective of the practice? Brief description.</p> <p>The purpose of this good practice is to illustrate and raise awareness on a project born from the need to help a category of disadvantaged people (women in a penitentiary institution) by providing them with the acquisition of skills that can be used in the world of work.</p> |
| Target Group/Beneficiaries | <p>Who are the beneficiaries (direct or indirect) of the practice?</p> <p>Disadvantaged adults, vulnerable people</p> |
| Resources and skills needed to carry out the best practice | <p>What was the initial situation and its specific context? What are the specific difficulties that the practice seeks to address?</p> <p>This good practice wants to address a specific difficult situation of women in a penitentiary institution who need to use their time constructively and allows them to acquire skills that are useful both for their growth and personal development but also that can be spent on the labor market with a view to their reintegration into society.</p> <p>MADE IN CARCERE is an NGO born in 2007 funded by entrepreneur Luciana Delle Donne, this project immediately became a brand.</p> <p>The main purpose of "Made in Carcere" is to spread the philosophy of the "Second Opportunity" for detained women and "Double Life" for fabrics. A message of hope, of concreteness and solidarity, but also of freedom and respect for the environment.</p> |
| Methodology | <p>Indicate, as established in the methodology, which dynamics, mechanics and components are necessary to develop the practice.</p> <p>Inside the Lecce prison, about twenty inmates involved in the project have been offered a training course aimed at developing valuable skills for their future reintegration into society, but also to give dignity to their position as prisoners. They learn how to sew and create different types of gadgets (bags, hair ties, place mats, Christmas balls, bracelets, pencil cases, pouches, laptop cases, face masks) using recycled materials such as waste fabrics from Italian companies particularly sensitive to social and environmental issues.</p> <p>The goal is to ensure that imprisonment can be a path of rediscovery of oneself, of elaboration and awareness, necessary to rebuild a new life outside.</p> <p>Each bag, each accessory produced, is sold through a website https://www.madeincarcere.it/shop/ and becomes a means to bring a piece of</p> |



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| | <p>themselves "out there" and a concrete way to earn a salary, to help their families raising children and breaking the vicious circle of marginalization.</p> |
| <p>Success Factors</p> | <p>What are the conditions, internal (classroom elements, systems, and tools) and external (institutional, economic, social, etc.) necessary to make this practice a success?</p> <p>This non-profit social cooperative pursues multiple objectives: it promotes networking between and for women and young people considering the difference as a value, it strongly believes in actions aimed at instilling a feeling of hope and enthusiasm in women and young people, it protects the environment and promotes sustainable development of the territory.</p> <p>With her intervention, Luciana Delle Donne – founder, succeeded in changing the mentality of people and reducing prejudices, generating well-being for other human beings, helping them in the reorganization of their life, starting from work; but also contributing to the well-being of the environment, recycling waste fabrics from other companies that would otherwise end up in the incinerator, polluting the planet; raising public awareness through their products, by organizing events, conferences, seminars and university masters.</p> <p>The main success factors are:</p> <ul style="list-style-type: none"> - Protecting the environment through the use of waste materials and textile residues from Italian companies that believe in the project and are particularly sensitive to social and environmental issues. - Contain the recidivism of people in detention, thus reducing costs for the community. To date it is estimated that 80 of those who do not work return to commit crimes once they have served their sentence. <p>Thanks to this model everyone is a protagonist and everyone wins: the inmates, the environment, the community, and that part of the market that will be able to raise awareness of these issues.</p> |
| <p>Transferability potential</p> | <p>How do you think this best practice can be applied or can contribute to the creation of the Nutcracker training materials or methodologies.</p> <p>This good practice can be applied to the Nutcracker project because it makes inclusion the key element for overcoming prejudice against a particular category of disadvantaged people.</p> <p>It can be considered a practical application of the learning by helping methodology, because prisoners as part of this project, learn new skills helping themselves and their peers to improve their personal condition, fostering the sense of belonging to a project and a common purpose (create gadgets to sell and earn a small salary to help themselves and their families while restore dignity and a different value to their condition as individuals; learning useful skills for their reintegration into society through manual work carried out taking into account the principles and environmental sustainability).</p> <p>Its success is due to the circular economy model. This extends the life cycle of the products, helping to reduce waste to a minimum. Once the product has finished its function, the materials of which it is composed are in fact</p> |



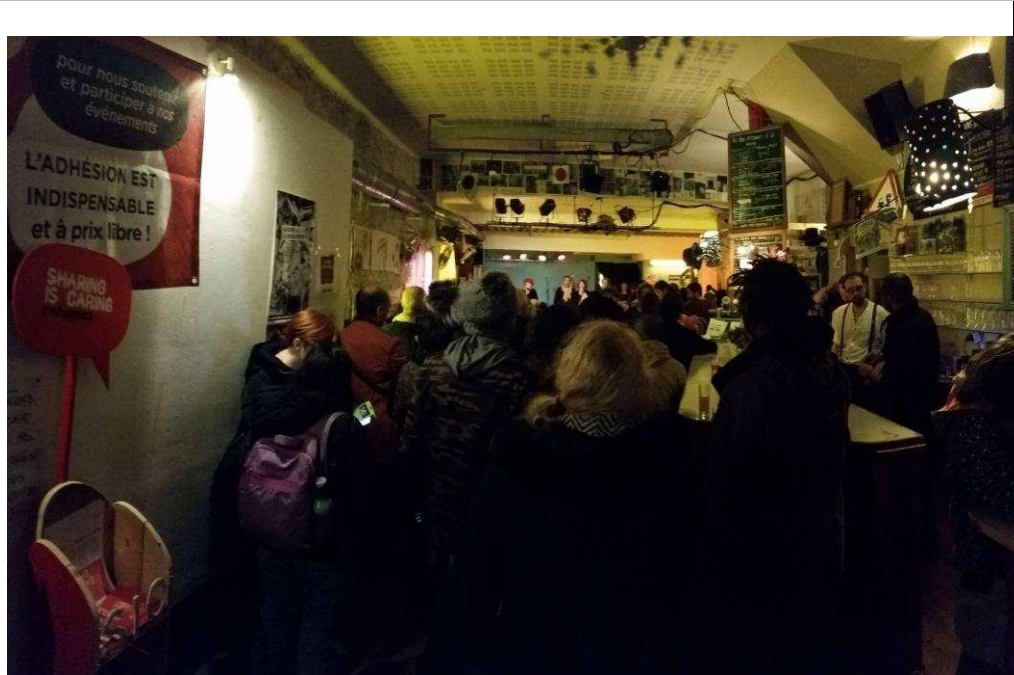
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| | <p>reintroduced, where possible, in the economic cycle. In this way we can continuously reuse everything within the production cycle generating the other value.</p> |
| Related resources /Link | <p>Establish a list of references related to the practice (training manuals, guidelines, photos, videos, web pages, etc.). Link to the home page of the gamification experience in question. If possible, contact the organization and/or person who carried out the practice.</p> <p>https://www.madeincarcere.it/shop/</p> <p>https://www.madeincarcere.it/en/who-we-are/</p> |



| FROM EMMAUS TO GIVE BOXES | |
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| Putting re-employment at the service of social inclusion / links | |
| Ongoing | GRAPHISTES DE L'OMBRE |
| Element | Guiding questions |
| Goals of the best practice | <p>The Emmaus foundation was born in France in 1954, and has now spread all over the country and abroad.</p> <p>Its main purpose is to support the homeless “companions” that they welcome by asking them to help to collect second hand stuffs from individuals or companies that don’t use them anymore, to sort, restore and repair them (or or put them in the dumpster), and then to sell them at very low cost</p> <p>The companions have obtained in France a very specific statute that allow them to work out of the usual labour regulation</p> <p>The foundation also has an active defence speech about social causes related to housing difficulties and migration</p> <p>At a lower scale, Emmaus initiative was one of the sources of inspiration of the givebox movement, aiming at freely giving unused object (books, clothes, furnitures, or even food) in specific public places</p> |
| Target Group/Beneficiaries | <p>First beneficiaries : individuals giving unused things or buying/taking them</p> <p>Second beneficiaries : companions</p> <p>Third beneficiaries : migrants and homeless people supported by the defence speech of Emmaus</p> <p>Fourth beneficiaries : rising awareness of all people seeing the actions</p> |
| Resources and skills needed to carry out the best practice | <p><u>What was the initial situation and its specific context?</u></p> <p>Abbé Pierre, choked by a homeless woman frozen to death in the 1954 winter, made a public call for homeless people support</p> <p>More recently, the aim of barter and free box movements lies in the people disgust of materialistic consuming society endless throwing away still usable objects</p> <p><u>What are the specific difficulties that the practice seeks to address?</u></p> <ul style="list-style-type: none"> - Objects waste - Overconsumption - Lack of social links / solidarity - Waste management - Environmental issues |
| Methodology | <p><u>Indicate, as established in the methodology, which dynamics, mechanics and components are necessary to develop the practice.</u></p> <ul style="list-style-type: none"> - Team of volunteers with a bit of time all year long (to measure depending on the exact nature of the activity) |



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| | <ul style="list-style-type: none"> - Training sessions to inform them about the process - Regular communication plan |
| Success Factors | <p><u>What are the conditions, internal (classroom elements, systems, and tools) and external (institutional, economic, social, etc.) necessary to make this practice a success?</u></p> <ul style="list-style-type: none"> - Agreement for some places to store objects - Agreement for places to offer / sell objects |
| Transferability potential | <p><u>How do you think this best practice can be applied or can contribute to the creation of the Nutcracker training materials or methodologies ?</u></p> <p>Beside the logistic and communication required to collect repair sort stuff, the easiest way to practise this “nutcracking” activity seems to offer some workshops teaching to build, and support some free barter furniture / places</p> |
| Related resources /Link | <p><u>Establish a list of references related to the practice (training manuals, guidelines, photos, videos, web pages, etc.).</u></p> <p><u>Link to the home page of the gamification experience in question. If possible, contact the organisation and/or person who carried out the practice.</u></p> <p>Previous Erasmus KA02 lead by GO about the topic Sharing Is Caring Refugees aimed at creating give boxes to favorise links between locals and refugees https://www.facebook.com/sharing.is.caring.refugees/ https://studio.youtube.com/video/ymUmeSL-M1Q/edit https://www.youtube.com/watch?v=Zi0a38p7wMM&list=PLKe2Q4GoPA2I2u_1j87Zxkiq4q28mz-X&index=11</p> <p>Green Bridges documented some social and environmental good practices in France and Germany. Some of them are related to reusing things https://www.go-ercn.eu/en/2012/12/07/green-bridges-2/</p> |











| Cork applications: innovation beyond stoppers in Portugal | |
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| 16.02.2023 | TROPICAL ASTRAL- Sofia Nunes Mexia, Julia Heubuch |
| Element | Guiding questions |
| Goals of the best practice | Cork is a versatile material that can be used in a wide range of applications, from flooring and insulation to fashion accessories and home decor. CORK-A-TEX is a specific brand of cork yarn developed by a company called Santana Textiles, which is based in Portugal. CORK-A-TEX is an example of the ongoing innovation in the cork industry, as companies like Santana Textiles work to explore the potential of this natural and renewable material in new and creative ways. |
| Target Group/Beneficiaries | eco-conscious consumers who prioritise sustainability, Anyone with an interest in DIY & reducing waste |
| Resources and skills needed to carry out the best practice | <p>What was the initial situation and its specific context?</p> <p>Cork is an important natural resource in Portugal, where the Cork Oak tree is indigenous and covers a significant portion of the country's land area. Portugal is the world's largest producer of cork, accounting for approximately 50% of the global production.</p> <p>The Cork Oak tree is highly valued in Portugal for its bark, which is harvested every nine years in a process that does not harm the tree. The production and use of cork in Portugal are also closely linked to sustainability and environmental conservation. The Cork Oak forest provides valuable habitat for a diverse range of flora and fauna, and its conservation is essential for the preservation of biodiversity. The cork industry also supports reforestation efforts, with many companies and organisations involved in planting new Cork Oak trees to help maintain a healthy forest ecosystem.</p> <p>What are the specific difficulties that the practice seeks to address?</p> <ul style="list-style-type: none"> - Environmental impact: The production of cotton and synthetic fabrics has a significant environmental impact, including water usage, greenhouse gas emissions, and the use of toxic chemicals. In contrast, cork is a sustainable and renewable material that has a lower environmental impact. - Lack of durability: Cotton and synthetic fabrics are often less durable than cork, which means that clothing made from these materials can wear out quickly and need to be replaced more often. This can contribute to waste and a larger environmental footprint. - Lack of comfort: Some synthetic fabrics can be uncomfortable to wear, especially in hot or humid weather. Cotton can also be heavy and uncomfortable when wet. Cork, on the other hand, is lightweight and has natural insulation properties that help to regulate body temperature. - Low water resistance: Many cotton and synthetic fabrics are not water-resistant, which means that clothing made from these materials can be easily damaged by moisture. This can be inconvenient for outdoor activities or in rainy weather. |
| Methodology | Indicate, as established in the methodology, which dynamics, mechanics and components are necessary to develop the practice. |



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| | <ul style="list-style-type: none"> - Sustainability: Cork yarn is an eco-friendly and sustainable material. Additionally, the production of cork yarn uses less energy and water than the production of traditional textiles, which makes it a more sustainable option. - Durability: Cork yarn is naturally durable and long-lasting, which means that clothing made from cork yarn can withstand wear and tear and maintain its shape and appearance over time. This is in contrast to many synthetic fabrics, which can degrade quickly and lose their shape and colour. - Water resistance: Cork yarn is naturally water-resistant, which means that clothing made from cork yarn can be worn in a variety of weather conditions without being damaged by moisture. This is particularly useful for outdoor clothing or items that may be exposed to the elements. - Comfort: Cork yarn is soft and lightweight, which makes it comfortable to wear. Additionally, it has natural insulation properties, which means that clothing made from cork yarn can help to regulate body temperature and keep the wearer comfortable in a range of temperatures. - Unique texture: Cork yarn has a distinctive texture and appearance that sets it apart from other fabrics. This can be used to create interesting and unique designs and patterns in clothing, which can add visual interest and appeal. |
| Success Factors | <p>What are the conditions, internal (classroom elements, systems, and tools) and external (institutional, economic, social, etc.) necessary to make this practice a success?</p> <ul style="list-style-type: none"> - Innovation: Commitment to research and development, as well as investment into new technology and equipment - Sustainability: minimising waste and reducing environmental impact of the industry - Collaboration: Sharing knowledge & resources, building partnerships to promote the use of cork in different sector - Market demand: Education and awareness campaigns to promote the benefits of cork, pricing and marketing strategies that make cork products competitive with traditional materials - Government support: Funding for research and development, tax incentives, regulations that support sustainable practices - International cooperation: Building partnerships between different countries and regions to promote sustainable practices, supporting the growth of the cork industry |
| Transferability potential | <p>How do you think this best practice can be applied or can contribute to the creation of the Nutcracker training materials or methodologies?</p> <p>By promoting this best practice we can actively contribute to spreading the word on new, sustainable innovations - not only in the fashion industry.</p> <p>Cork is an amazingly versatile material, that can also be used as:</p> <ul style="list-style-type: none"> - Natural insulation in housing - Vegan alternative to leather - Comfortable & durable flooring alternative - Fire-retardant outer layer in housing in areas with high wildfire risk <p>Also, there is a wide range of tutorials available online of DIYs for e.g. bottle cork stoppers for:</p> <ul style="list-style-type: none"> - Cork boards - Trivets |



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| | <ul style="list-style-type: none"> - Keychains - Drawer dividers - Tiny planters - Bath mats - Cork portraits/pictures/art |
| Related resources /Link | <p>Establish a list of references related to the practice (training manuals, guidelines, photos, videos, web pages, etc.).</p> <p>Link to the home page of the gamification experience in question. If possible, contact the organisation and/or person who carried out the practice.</p> <ul style="list-style-type: none"> - Read about CORK-A-TEX: https://www.cork-a-tex.com/ - Cork Fashion examples: Shoes: https://www.nae-vegan.com/en/naematerials_784.html Bags: https://www.pelcor.pt/collections/bags <p>DIY Resources:</p> <ul style="list-style-type: none"> - Creating a cork board: Glue cork stoppers together in a pattern or shape of your choice to create a unique and functional cork board. This can be used to display photos, notes, or other important items. https://www.youtube.com/watch?v=upZILCSffVU - Make a trivet: Glue cork stoppers together in a circle or other shape to create a heat-resistant trivet for placing hot pots and pans on. The same technique can be used to make coasters, placemats etc. https://www.youtube.com/watch?v=BHJBuvESEz4 - Make a keychain: Drill a hole through a cork stopper and attach a keyring to create a unique and functional keychain. https://www.youtube.com/watch?v=06CUGtTFFis - Tiny planters: Cut off the bottom of a cork stopper and hollow out the inside to create a small planter. Fill with soil and add a small plant for a cute and eco-friendly decoration. https://www.youtube.com/watch?v=2X4gQRCXkrY - Creating a vase or plant pot: Glue cork stoppers together to create a vase or decorative container. This can be used to hold flowers or other small items. https://www.youtube.com/watch?v=SScUL0YZ0JA https://www.youtube.com/watch?v=hVI3TW_y8sg - Make a bathmat: Cut cork stoppers into small pieces and glue them together to create a unique and functional bath mat. The cork will provide a non-slip surface that is also water-resistant. https://www.youtube.com/watch?v=Gsbr8WfTJl4 - Create art: Use a hot glue gun to attach cork stoppers to a canvas or other surface to create a unique and textured piece of art. https://www.youtube.com/watch?v=0WjX5F6AToA - Making a birdhouse: https://www.youtube.com/watch?v=uc4hVaigZSc |



Conclusions

One of the aspects that has been highlighted at the time of compiling the best practices is the great variety of sectors and audiences in which the learning by doing methodology can be applied.

On one hand, programs aimed at different target audiences can be found, such as schools, VET students, adult learners, children, youth, women, families in a disadvantaged position or with financial problems, women in penitentiary institutions or people with disabilities. The collection of best practices in different audiences also helps to establish innovative perspectives by being able to realize programs that have been developed for a particular audience in other target groups.

On the other hand, initiatives that have been developed in different places are underlined, starting from initiatives that have started in New Mexico or that have been developed in Morocco, as well as in different parts of Portugal or France.

This variety of locations highlights the possibility of applying the learning by doing methodology in different places and cultural contexts. Initiatives developed in the rural world, but also in big cities, such as Marseille have been described. Programmes developed in the rural world help, in turn, to a local development. Programs developed in cities promote solidarity among their citizens and the creation of community ties in a cross-cutting manner.

The wide variety of target groups that we have encountered shows the potential of the learning by doing methodology, since it is not exclusively aimed at an audience with specific characteristics, but programs can be developed from this perspective in a wide variety of target groups, from people with disabilities to disadvantaged families.

Applying initiatives to other audiences is also an innovation and an added value in the creation of materials, since it is based on the perspective of the need to address a broad target group.

Initiatives that value sustainability and aspects related to the environment stand out, being this subject perfectly approachable with this methodology and constituting a transversal topic that can be included in numerous programs and contexts.

In many cases the best practices have generated various sources of information and documentation that will serve as a starting point for the creation of training materials where the learning by doing methodology will be applied.

In conclusion, we can highlight the variety of target audiences to which this methodology can be applied, the variety of topics and the application in both rural and urban areas.

On many occasions, values such as community solidarity can be worked on and they also serve to create bonds in the neighbourhood, although it can also be used to work on skills that are in demand in the labour market, especially in programs aimed at a vulnerable social group.

This document is the starting point of the nutcracker project, the next step being the creation of training materials.