

Report on a Youth Programme Workshop of the ICPDR



Belgrade/Vienna, 27th-29th June



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PART I: Introduction and Conclusions

Introduction & Summary

In the last week in June, ICPDR organised a series of workshops on youth programmes and educational initiatives in cooperation with the Danube Competence Centre (DCC). This workshop series was held on the ship “MS Elegant Lady” travelling from Belgrade to Vienna.

The specific aims of the workshop were to answer primarily two questions:

- (1) How can the ICPDR create a framework for youth programs throughout the Danube River Basin that will promote awareness of water-related and environmental issues?
- (2) How can the Danube Box be used for such a framework and what other tools are necessary to anchor the Danube Box in it?

NOTE: A synthesis of each workshop session can be found on page 9 of this report!

The ICPDR Youth Programme Workshop was organized by the ICPDR to bring together specific target groups and to integrate and involve representatives of ministries, water authorities, NGOs, as well as teachers.

The outcome was a comprehensive set of ideas that should serve as a basis for the development of new educational and awareness raising projects; furthermore, it could contribute to the formation of a network of involved partners. Such a network of contacts could be invaluable when it comes to asking for support for the ICPDR’ educational initiatives and their implementation.

This report provides an overview on the main ideas and opinions of the participants in four workshop sessions, during group work and through individual interviews; it also draws overall conclusions reached and highlights potential future steps. Detailed “raw data” is provided in the annex; these include the matrices of the workshop outcomes, transcripts of the interviews, the agenda as well as notes from open discussions.

Participants

25 representatives from ten Danube River Basin countries have attended the workshop. In parallel, a DDC tourism workshop was held on the ship, which allowed shared gatherings with an additional 20 interested stakeholders. The lists of participants can be found attached to this report.

Representatives for some countries or NGOs who were not able to participate due to time constraints. In order to involve their views and projects, information was gathered in preparing for the workshop. In particular, Austria, Hungary, Friends of Nature International (represented, but not with the originally intended speaker), and Via Donau provided information on specific initiatives to be taken into consideration.

Topics covered

Topics and key questions elaborated and reflected in four workshop sessions:

- Interlinking existing youth programs
Key question: Which relevant youth programs are there?
- Communication channels of youth and educational initiatives
Key question: Which means of communication are relevant for these programs?
- Tools that need to be developed for “tapping” youth and educational initiatives, based on the Danube Box or started from scratch
Key Question: How should be Danube Box be extended/supplemented to find new targets?
- Desired tools from the perspective of individual, already existing youth programs and educational initiatives
Key Question: Which tools would your organisation use for its youth programs if the ICPDR provided them free of charge?
- Funding possibilities
Key Question: Which funding programs or sources for funding do you know of?

Current initiatives and existing Danube awareness raising and education projects

In the introductory session, the organisers presented some information on the ICPDR (Benedikt Mandl) and Danube Competence Center (Boris Camernik), giving an overview on work and objectives of the organisation.

After the attendants split up, short presentations were given on existing youth programmes and educational initiatives in the area of water management. Specifically, projects such as Generation Blue, the International Danube Box Competition, playDanube and other educational games and the Danube Box as such were presented by Doris Gfrerer and Benedikt Mandl. Following that, all participants had a chance to give short presentations on their background and the organisations/countries/etc. that they worked for. The idea of this session was not only that everybody would get to know each other better, but also to stimulate thoughts on education and awareness raising building on the experience of the participants.

Initiatives that were discussed in detail included the following: Generationblue, PlayDanube and educational games, Danube Box, Danube Day, Hungarian National and International Danube Box competition, Eco Schools, Donau Reise, Eco Musceteers, Camp of Tolerance, Schools for a Living Planet (ESFALP), Danube Parks activities (eg. Junior Rangers), Junior Manager program, Duna Muzeum, Carpathian Tool Kit, Let’s clean, Sava Day, Adoption of a Stream, and more).

Main outcomes of the workshop sessions and discussions

Needs:

- Nature experience and out-door activities
- Networking (especially out-door activities need support through networks and pools of information and expertise)
- Development of tools to help teachers to organise and to implement out-door activities
- Work and communication with end users (reaching kids/youth directly and interactively)
- Formal educators as target group (they will be able to pick kids/youth up, where they are)
- Include parents as a target group
- Use of existing networks (from WHO to Green School/NGO Zivica and Meet the Freak /IYMF)
- Evaluation of existing projects (primarily Danube Box)
- Enhancement and expansion of existing initiatives (primarily the Danube Box)
- Improvement of the professional capacity of teachers (with training on methods and materials for Education for Sustainability and know-how and training in interactive teaching)
- Promotion of getting actively involved in water related preservation and management activities

Challenges/obstacles:

- Costs (especially in-situ activities are very costly, and transport costs are clearly important decision factors)
- Long-term educational activities (eg. trainings, project weeks, ..) reach less people than wide spread communication activities (eg. competitions per se)
- In-situ activities are very time and resources consuming
- Teachers get too many different offers for activities, so that they either ignore offers or choose the cheapest and less time consuming ones
- Parents prevent activities, which don’t appear attractive to them, they decide on cost factor
- Lack of time for activities or topics, which are not foreseen in the curricula

- A real challenge: how to reach broader and long-term engagement and to promote active participation and involvement of kids/youth in preservation and management of local water resources

The importance of in-situ programmes was emphasised by all participants. Furthermore, it became clear that the children and teenagers are to be reached where they stand, highlighting the importance of influencing and strengthening the work of teachers and formal educators (in class and outdoors). Teachers and educators have to be supported with training and tools that will allow them to obtain more practical skills (such as innovative teaching methods).

Existing networks, such as Eco-schools, UNESCO schools, Green School/NGO Zivica, Generation Blue or teachers organisations, emerged as extremely useful; they could support the sustainable implementation of new projects and initiatives.

Fields of Future Activities

Schools: Schools, respectively teachers, were emphasized as important target group. They decide on possible projects and they can reach children and teenagers and influence their development. Obstacles for teachers such as lack of time, curricula, missing skills and experiences, missing motivation, budget, parents have to be reflected and tools and activities to support teachers have to be developed (see “expansion of the Danube Box”).

The cooperation between schools (nationally and internationally), local youth initiatives and local or regional field centres (e.g. nature reserves or national parks) should be encouraged. Primarily materials that have already been developed (such as the Danube Box) should be disseminated. Danube Box materials for younger and older age groups should be created.

The existing funding programmes (mainly EU programmes, for other possibilities see list attached) appeared as helpful sources for financial support of future school projects and the professional development of teachers and could be further explored.

Expansion of the Danube Box:

- Disseminate more copies (reprint, distribution to libraries)
- Broader distribution (also in areas remote from the Danube)
- Expansion of activities (more activities and exercises for outdoors),
- Support for in-situ activities (motivation, presentation of existing offers, contacts and places)
- More activities and experiments and support of research and monitoring works (more activities, new tools, new equipment – water labs, etc)

- Additional content (new chapters informing and teaching on the main tributaries and on the sub-basins; on climate change issues and on water preservation)
- Additional tools (table games, students work book, films, power point presentations)
- Competitions (local, national, international, creative, knowledge testing, competitive in teams, on-line, in frame of larger programmes)
- Games (interactive, table games for lessons in class, out-door games)
- School partnerships

Experienced teachers could act as multipliers or opinion leaders. Institutions, closely connected to schools and in close relation to teachers, such as school inspectorates (see Serbia) or educational institutions (see Austria) could be invited to presentations and workshops to utilise them as multipliers.

A Danube Box training session to introduce it to teachers who could become multipliers and who could introduce it to colleagues should be developed. Presenting the possibilities which the Box is offering and practising of interactive methods is of advantage (many teachers are not familiar with interactive teaching).

Field Centres/Outdoors:

There is a great variety of field centres and outdoor offers throughout the basin. Usually these centres work in protected areas or in touristic regions, they have varying resources, but they all could assist teachers with out-door activities and activities allowing nature experience and connectivity, with infrastructure and expertise.

Institutions such as nature reserves or national parks are highly interested in reaching more schools and in establishing cooperation with and between teachers. Transport costs, lack of didactic materials and missing promotional possibilities were named as obstacles; they should be reflected in future initiatives and projects to support cooperation between schools and field centres should be developed.

Networking

To increase the involvement of active NGOs and institutions, workshops similar to the workshop in June are recommended (additional to exchange and communication per email and through websites).

Further steps intended:

1. Connect schools
2. Establish a network with other organisations
3. Establish a network with Danubeparks, DCC, and other field based institutions
4. Establish a network on an international level

Closing

The workshop closing address was provided by Benedikt Mandl, who also thanked the participants and cooperating organisations for their contributions to a successful

workshop. A closing tour de table asked for general comments on the management of the workshop and the outcome of it. Notes were taken on these comments and added to the appendix of this report. The participants were generally pleased with the outcome, although some urged the ICPDR to use the data for concrete action.

Individual interview sessions

Additional information on development educational and awareness raising initiatives was gained in individual interviews. The nine interviews gathered and transcribed by Benedikt Mandl, Sanja Kujundzic and Doris Gfrerer can be found in the appendix of this report. This report will be made available on the website of the ICPDR at www.icpdr.org; the detailed link will be given upon request as soon as it is fixed.

PART II: Individual Workshop Sessions




General remarks on the chosen workshop structure: The layout of this workshop is arranged in a way to involve every individual participant in the earlier stages and avoid that some participants dominate the discussion. The prioritisation step (“Delphi Ranking”) also emphasises individual responses that involves every participant. Only the reflection step is a more open process that will lead to certain participants to dominate the discussion. For the conclusions drawn from the whole process, the presenter has to choose which aspect to value more or to take both into account equally.

Materials needed: Paper cards, additional paper, pens, name tags; camera for documenting the final arrangement of cards, “points”.

Structure for Workshops - Belgrade

QUESTION



Brainstorming: Individual participants receive cards and write down their ideas in a quick, intuitive manner. One idea per card, as many cards as needed, each by oneself without interaction with other participants

Acting person: Individual participant

Time: 10 minutes or less

Partner session: Groups of two people are formed who select the five most important cards among the two partners; the cards are collected by the chairperson for presentation

Acting person: Teams of two

Time: 20 minutes or less

Categorisation: The cards of each team are presented to the plenary and put on the table or flip chart by the presenter; then they are arranged into groups, headlines for these are found for each of these groups/categories

Acting person: Presenter, plenary

Time: not limited, estimate 20 to 30 minutes

Prioritisation: Identification of the five most important ones in the plenary: every participant gives five points for individual cards without interaction (arrangement can be chosen, e.g. five points to one topic, one point to five topics, etc.);

Acting person: Presenter, individual participants

Time: not limited, estimate 10 to 15 minutes

Reflection: Individuals in the plenary are invited to share their views on the outcome and add further information; the presenter chairs the exchange, which is likely to be a more conventional discussion (whereas the first four steps aim to equalize the input from participants, this session might favour dominant individuals and aims to add their perspective)

Acting person: Presenter, individual participants in the group

Time: not limited, estimate 5 to 15 minutes

ANSWER

Session Synthesis (for raw data, please see annex)

Session 1: “Which means of communication are relevant for youth programs”

Various communication means, channels and target groups were discussed. In relation to this, most participants found direct communication with the “end-users” essential.

To reach the target group “youth” the following tools/media was discussed:

a) Social media: The general opinion was that students in all Danube countries are using Facebook, Twitter, Flickr and similar services to communicate with friends. Teachers generally do not feel comfortable with these tools, as they are not seen as tools to disseminate content. Nevertheless, these tools can support the promotion of actions and should be used to promote the Danube Box.

b) Innovative techniques, tools and actions such as interactive maps, augmented reality, flash mob were considered interesting and helpful (although experiences in use and results were missing).

Communication channels, media and activities to reach teachers and educators are more intensive and “face-to-face”: like educational conferences, info-stands, workshops, trainings, best practices. In the discussion, one target group was highlighted as being often ignored: the parents. Parents are important, as they decide on many activities in school, and also have to be reached with information. The need to “educate” them was discussed.

Session 2: “How should the Danube Box be extended”

Field- and outdoor-centred developments of the Danube Box were strongly encouraged: eco camps on the Danube and its tributaries as well as working on Danube Box exercises were proposed by quite a lot of participants at several occasions. Another approach suggested was to create an inspiring educational setting through the organisation of competitions (both in school and on a bigger level).

Games were seen as most supportive tools: one suggestion was to create a Danube version of Trivial Pursuit, but also other types of table games, quizzes and crosswords would be helpful as additional educational materials.

As far as smaller supplements to the Box are concerned, tools such as maps, power point presentations for students, a notebook for students and a brochure on different habitats were proposed. A practical tool kit (for science research, determining species or monitoring and water analysis) was ranked as the most relevant suggestion.

Broader distribution of the Box, re-prints and further national versions were requested. Additionally, its extension to different age groups was mentioned as important (to see the development of the students and to allow continuous work with them).

One important topic in the discussion was the question of the evaluation of the teaching kit. Good and bad parts, positive examples in the implementation and challenges should be explored and communicated.

To inspire students, an interactive web-platform with the possibility to upload data and information should be established. For teachers, a possibility for online exchange on action projects and teaching examples was suggested.

Session 3: “Which tools your organisation would use for its youth programs if provided free of charge?”

The results of session 3 can be summarized in three main points:

1) Supply of teaching equipment: Providing school equipment and resources for science research in laboratories, science equipment and school lab equipment is ranked very highly. School budgets are lean, and lab equipment is not ensured everywhere, but to be effective and to be able to teach sciences, proper equipment is needed.

Additionally, water analysis kits were requested as they are an engaging way for students to do science work and increase awareness on the importance of water sanitation. An analysis kit is among the tools that should be available for all classes. Maps showing the whole Danube basin are requested as helpful, especially in 3D format, or as interactive computer tool.

2) A special emphasis was put on the need to motivate and qualify teachers in educational training and exchange programs. To ensure that students are motivated and educated, motivated and skilled teachers are needed. Training of teaching skills and new methods is an asset. New approaches in teaching and activities outside the class room require training and further development.

3) Danube camps (working on Danube Box activities) and competitions: outdoor activities and interesting new learning settings are again ranked high as advantageous tools in Danube education.

Additionally, films, comics and maps (3D and interactive) were listed and described as helpful tools in communication and promotion.

Session 4: “Which sources of funding do you know of?”

Besides a wide range of EU Funds (Comenius, Grundtvig – Life Long Learning, Leonardo da Vinci, Life+, Interreg, ETC South East Europe, Prince, EU accession funds, EU Social Funds, DG Research, Europa für BürgerInnen, Youth in Action), national funds (ECO Fund (BiH)) support educational programs, trainings and youth activities were named.

Financial contributions for educational projects are granted also through special funds (Norway grants, Visegrad Fund., EEA grants) or agencies (Slovak Environmental Agency). Municipalities and national ministries are supporting local activities.

Partnership programs and CSR programs, foundations and banks, local sponsors and international companies might be potential partners of educational initiatives. In several countries (SK, HU, RO) 2% income tax are reserved for social and environmental activities and can be allocated by registered organizations.

Outcome Session: Tour de Table on the perception of the workshop

The following protocol of the tour de table in the closing session comprises of keywords only in order to avoid distorting the information given by the participants; they were transcribed from the original notes taken during this session. Note that not all participants of the workshop were present at the tour de table.

Miro Puhek: More field trips; schools are saturated; more digital initiatives

Tamara Celhar: Connections formed at the workshop will be lasting; likes outdoor camps and trips

Marina Drndarski: Useful, as Serbia does not have a Danube Box yet; connection for promotion of Danube Box is good; will promote Danube Box among teachers

Magdalena Wagner: Showed up high number of existing initiatives, so the ICPDR should not duplicate efforts but build on existing things. Is looking forward to receiving final report

Zuzana Supikova: The workshop was a new experience, she will spread the information about Danube Box in the Czech Republic

Barbara Tauscher: The conclave-like setting was good, as well as the mix of people and the group size. The openness of the questions and workshop format is now calling for a clear “result” as to her a strategy derived from the workshop would not be clear. Camps would be good, taking education outdoor.

Danilo Arsenijevic: Views his position to be different from the other participants; good time for workshop, could use it to promote the goals of his organization

Maria Toth: Framework of youth initiatives is promising, as the workshop showed; for developing Danube Box, she recommends taking existing products and programs as models

Petruta Moise: Loves the Danube a bit more through the program, wants to start a training program for the Danube Box; sees outdoor activities as key for success; hopes for progress and projects growing from it

Violeta Jankovic: Very successful brainstorming and exchange experience; Danube Box could be done for the Sava; is looking forward to the final report

Martina Popova: Looks forward to the final report, some of the present people could contribute even more at the realization stages

Anna Peter: Good work-leisure balance; Danube Box was relatively new to her, but she now understands the importance of education better

PART III: Annex with Raw Data & Supplementary Materials



Raw Data from the Workshops: Tables that depict the outcome of each session

Question 1: Which relevant youth programs are there (ages 9-19)?

Networks (program based)	Competitions	Camps	Programs in-situ	Programs ex-situ	Funding
WHO CEHAPE (Children health and environment action plan for Europe) youth network	Danube Art Master	Eco Camps Eco Musketeers	Floating Biolab (+museum)	Generation Blue	LLL Youth Programme Life Long Learning
Dunare.Edu coordinator of the Danube-Black Sea Youth Network	World Water Day Competition (on-line)	Eco camping	Let’s clean... (Slovenia, World)	Slovak Environmental Protection Agency (SAZP) Env. Edu Programme (Water Guide for teachers)	Comenius
WWF YTAE Youth taking Action for the	A manager for a day (Junior	Camp of tolerance in Backa	Volunteers Services	Daphne Water & Wetlands Programme	Youth in Action

Earth	Achievement)	Topola (Serbia)		for primary schools	
“Green Hart” Movement river watch programme for kids age 5-14	WWF ESFALP (European Schools for a living Planet)	Annual canoe trips on Danube	School + protected area (long term, interdisciplinarity; NPDA, DINPI)		
Adoption of a stream programme all over Hungary		Church youth programme (Baptist, Catholic)	Field trips (birds, bikes) organised by environmental NGOs		
Meet the freak, IYNF		Biology research summer camps (1 week – Slovenia)			
Ecoschool Network		Youth Workcamps – different topics			
Green School Programme NGO Zivica		Junior rangers (NPDA, Germany)			
29	14	22	23	11	7

Question 2: Which means of communication are relevant for these programs (for ages 9-19)?

“End-users” 9-19 year old	Informal Multipliers	“Formal” multipliers/educators	Parents	Sponsors + decision makers
Flickr, Facebook, blogs, Twitter, social media/you tube	Organisations’ websites	Personal Contacts (e-mails, phone calls, letters, meetings...)	Local Mass Media (state-owned – TV, radio, newspapers...)	Meetings
Interactive maps	Gov-NGO Contact persons	Mail lists		Post Cards
Skype, phone, e-mail	Wiki’s + collaborative sites	Educational Conferences (Infostuds,		Lobbying

		Presentations, Workshops...)		
Augmented reality	Peer to Peer (young parties, youth organisations, youth events)	Part of "Messe" or "Exhibition" (Messestand)		
Actions like flash mobs		Face to Face (trainings, WS, reminders, multipliers + teachers)		
Taking part in city-events		Best Practise		
Message in the bottle				
Printed publications (folders, flyers, magazines...)				
29	13	24	7	17

Question 3: How should be Danube Box be extended/supplemented to find new targets?

Resources HIGH	Resources MEDIUM	Res. LOW
To extend the age group (3)	Practical toolkit (14)	Action projects examples (2)
To involve big companies (Coca-Cola, Pepsi...) and other multipliers (4)	Reprinted-reedited and distributed and extended to school in all regions (4)	Put DBox in school libraries (link it to the international eco events) (1)
Danube Game (PC) <ul style="list-style-type: none"> - lokal - internet (publish your best result) 	Promo events for teachers (during DDay)	Complementary tools (maps, games, info sources...) (3)
Danube Edition of trivial pursuit (Monopoly, Activity) (5)	Embed social media into Danube Box website (1)	Special offers of trips or comps database (1)
Net between schools in different countries (cooperation, ask questions...) (6)	Service Webplatform (ex. To find partner organisations)	To get approval from Ministry of Education (official project)
Eco Danube box camp (10)	More interconnection between schools and communities	Informal learning <ul style="list-style-type: none"> - table games - quiz - crossword (3)
Peer education (0)	To focus not only on the Danube but also on the Danube Basin (3)	Competition for winning a Danube Box during the Danube Days (2)
Practise exercises in Danube Box with teachers (6)	Feedback regarding the implementation od the	Habitat brochure for kids (Water, Danube, flagship

	Danube Box to find good/bad parts of this programs (9)	species...) (3)
Model ICPDR (like model UN), extend age target	“Stream sack” with equipments for water quality examination	Create a network to motivate teachers from the Danube basin to be creative and to use an interdisciplinary approach in teaching)
Pilot classes to use DB for a year for comparison	Interactive web-platform (5)	Ppt. materials for kids with feedback (3)
Travel Danube Card (= ISIC)	<p>“pocket lab” equipment for examination</p> <ul style="list-style-type: none"> - work sheet for investigation on different age groups - identification keys for flora/fauna - translation to other languages (2) 	

- Handing out leaflets
On public places
(metro, squares...)
- Danube Box Competition (5)
- Online point for real data collection (7)
- International Webpage
where students can upload dates (-> monitoring)
- collection “researcher” points (online, for doing experiments at home, quizzes...)

Question 5: Which tools would your organisation use for its youth programs if the ICPDR provided them free of charge?

HIGH	HIGH	MED	MED	LOW	LOW
Exchange programs for children groups and teachers/educators (6)	Danube Black Sea Network Internships (7)	Interactive Danube-map software (4)		A loop for Danube box programme (0)	
“cheap” research for kids somewhere on Danube (paid half by	Support (could be network	Toolkit for water analysis for children (13)		3D map (big) of Danube	

school, half by parents) (1)	wise) for practical initiative (1)			basin (2)	
Film Danube (4)	Organise competition with children from all Danube countries (3)	Support in organisation of water day, Danube day in schools (posters, maps, publications...) (1)		Promo material (usb sticks, cups, t-shirts, posters of animals and plants...) (2)	
Book with pictures of Danube (0)	Equipment for competition in (water)sports (2)	More visual tools for teachers and kids (0)		Photos and maps from each country with special topics (0)	
Equipment for science research (microscope, lab material...) (10)	Organised trips to Danube (not need to be free) (0)	Joint outreach to target groups (marketing) (1)		Message in the bottle for reaching some information from one place to other (0)	
Educational info for boats (landmarks, bridges, towns,...) (0)		Rewards for classes, groups that did good research about the Danube topic (1)		Support while negotiation with potential sponsors (3)	
Conference (2)		Motivation for teachers (11)			
Didactic and pedagogic trainings (14)		Films and funny stories about Danube (comics) (5)			
Organisation of Danube ambassadors students group who will travel and educate other students (2)		Platform/some form for the exchange of project experience/ideas (0)			
3 days camping on the		Life along			

shore and pass through the Danube Box activities (6)		Danube-photo competition (stress the importance of Danube) (3)			
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Question 6 (no categorization or prioritization): Which sources of funding do you know?

Income generation by expert’s work; EEA (European Environmental Agency) grants; Black Sea Trust; ECO Fund (BiH); volunteer network/program; OMV (Austrian oil company); cultural funds; auctions; Bundeszentrale für politische Bildung (DE); Interreg; ETC South East Europe (SEE); Bürgerinnen für Europa; Prince (EU Funding); respect.net and similar initiatives; Development Agencies; GIZ; Kulturreferate (DE); Baden-Württemberg Stiftung (DE); DG Research; GEF/UNDP; EU accession funds for candidate countries; Visegrad Fund (HU, CZ, PL, SK); fixed amount coupled with ICPDR budget (5 to 10 % from core budget for youth/education); Danube Competence Center; Bundeskulturstiftung (DE); ministry of education; 2% income tax that can be allocated to registered organizations fulfilling certain criteria (RO, HU, SK, etc.); Slovak Environmental Protection Agency (SAZP); Comenius; local sponsors; EU Social Fund; school-company partnership program; Grundtvig (Life Long Learning, EU) for training; Youth in Action; national ministries; CSR programs; Leonardo da Vinci (exchange of professional staff); business (ex. ROCA); municipal and state budgets; Sparkasse (sponsorship programs for projects in Germany); LIFE+; Norway grants; charging for products (e.g. trips to Danube); sponsorship program to “adopt” specific organisms; sponsorship from water industry.

Individual Interviews

1.) Richard Müller, GWP CEE

Interview available upon request.

2.) Marina Drndarski, teacher and youth group EcoMusceteers Are you using Facebook?

Yes, at school but also for the EcoMusceteers. For our communication we also use Skype.

Do you interconnect the children with Skype?

(one sentence not readable from transcript). We have made good experiences through a website in Serbian, German and English.

When did you first hear of the Danube Box?

Three years ago through a contact at WWF. We currently use the English version for 14 year old students to teach them ecology and environment. But we are looking forward to using the Serbian Danube Box as soon as it is available.

Do you use the Danube Box for activities outside of the school?

Yes. At the Sava we had an invertebrate observation for which we used the Danube Box; during local excursions in spring and autumn. A friend of mine used the stories and legends of the Danube and supplemented them with others that he had found from the region.

Would you be interested in an International Danube Box Competition for school kids as discussed in the workshop?

Yes, very much. I am president of the Belgrade Teacher Association for biology and can offer you to promote such a competition. 16 local parts of town/region (?).

Would you be interested in participating in an international network of school kids?

Very much.

How would you organize the interaction of kids on this level? Do you know of similar projects?

There are already initiatives such as Earth Hour and the International Days of Waste Management.

Do you see a use for Generation Blue in Serbia? Would you support its "internationalization"?

Maybe, at least for some aspects, but I would have to know more about the program and how it works.

Do you have computers and internet connections available for schools?

We have computers in every classroom only in big cities, internet is even more limited. I have a computer with internet connection in my science cabinet, so playing playDanube for example will work for me.

What other tools are you using?

“Green Pack” from REC has been translated to Serbian language, and in September a new version from “Green Pack” – “Green Pack Junior for grades 1-4” will be launched. I am also using American literature, eg. “Ducks Unlimited”. I wrote three books for students, and currently I am preparing a “Tool – Rucksack” (with materials to explore nature).

Are you taking part at national or international programs?

Yes, I am involved in two international programs. One is “Green Wave”, a project encouraging students to work on four different species in a kind of monitoring project. The collected data is made available in internet.

Do you have suggestions for the implementation of the Serbian Danube Box?

I would invite representatives of the 16 school inspectorates (they are most important and in very close contact to the schools) plus additionally 1-2 teachers from each of the 16 regions to a workshop. They could function as multipliers. As head of a teachers association I could support the organization of such a workshop.

3.) Martina Popova, Bulgarian Environmental Partnership Foundation

Are you using Facebook?

Yes, for our organization. We also have a fan page for the “Tree of the Year”, which has 1000 fans.

Do you find it useful?

Yes, for children I do. We use it for photo competitions or putting up photo albums after events.

Do you use any other social media?

No.

Is Facebook the market leader for Social Media in Bulgaria?

Yes.

When did you first hear of the Danube Box?

In 2009, after starting my work for our NGO.

Would you be interested in an international Danube Box competition?

Yes.

Did you know about the Bulgarian participation in this year’s competition?

Yes, but I don’t know what it entails exactly. A way to do competitions would be to run case studies, as it was done in my own school. A problem is defined, the kids need to do research and then come up with a solution.

Would you be interested in an “internationalization” of Generation Blue?

I heard of it for the first time at this workshop, I like the idea of the Trinkpass.

Do schools in Bulgaria have computers with internet access?

In bigger cities yes, in rural areas to a lesser extent.

Do you have any other comments on the workshop and the topics covered?

Personal contacts are key for any network. Socializing and keeping up persistence for maintaining a network is necessary. Otherwise, new supplements for the Danube Box might be particularly good; I also find games good and important.

4.) Danilo Arsenijevic, Junior expert on foreign affaires, Danube Black Sea Network)

1. Are you familiar with the content of the Danube Box?

- Yes, I know, I have seen it.

2. Have you already held lessons or did you organize projects on water related issues? If yes: what kind of support did you miss?

- I didn’t hold lessons by myself, but the recognition from the stakeholders and decision makers would be useful.

3. Have you organized outdoor activities and what kind of support would you need for outdoor activities?

- Financial support is always appreciated.

4. Is there any information on the Danube or other river topic that you have missed in the Danube Box? What chapters should be further developed? What content should be added? What elements should be added?

- I haven't been involved with the Danube Box.

5. Who in your local surrounding should be addressed for youth activities? Who should be involved in non-formal education and how?

- Ministries and municipalities should be addressed as very important decision makers. Regarding the informal support, I would contact different NGOs, youth organizations with equal cooperation with surrounding countries and other organizations.

6. Do you use tools similar to the Box? What are the advantages of tools like the Danube Box?

- I personally do not use tools similar to Danube Box. But, the advantages are interactive approach and learning through fun and games!

7. Do you use digital tools for educational activities? Could you name/list them?

- We use web-portals, especially our internal web-portal.

8. If you could choose any tool to do a two-hour project/lesson/activity with kids to educate them about water management, which one would it be?

- I would use games or similar interactive tools, because they are highly interesting for kids and make them learn easier.

9. Can you use computers in your activities? Can you use the internet in your activities?

- Yes, I can use both of them in my activities.

10. Have you used Facebook or other social media for communication/teaching? If not: why not?

- No, I haven't, because we don't teach through these social networks as our primary goal is not teaching, but we use Skype in communication with our contacting parties.

5.) Magdalena Wagner, Danube Parks

1. Are you familiar with the content of the Danube Box?

- Approximately, but I have never used it, so I don't have the exact information.

2. Have you already held lessons or did you organize projects on water related issues? If yes: what kind of support did you miss?

- I have organized workshops for people who work with children and young people, so it would be work with multipliers.

3. Have you organized outdoor activities what kind of support would you need for outdoor activities?

- Yes, I have organized workshops for protected areas in the Danube Parks. What would be necessary for these kind of workshops are didactic tools (games, brochures, movies, equipment things, science tools...). Also didactic trainings would be useful.

4. Is there any information on the Danube or other river topic that you have missed in the Danube Box? What chapters should be further developed? What content should be added? What elements should be added?

- I have no connection to that topic; what could be developed are logistic and information of different outdoors actions and places (country, regional...). Information which could be further developed are river diagnostic, floodplains on the using of the river capacity and navigation.

5. Who in you local surrounding should be addressed for youth activities? Who should be involver in non-formal education and how?

- Definitely schools, youth organizations, NGOs, sport organizations and youth centres. NGOs could provide platform for youth actions and youth forums and use as a source for networking and contact with decision-makers.

6. Do you use tools similar to the Box? What are the advantages of tools like the Danube Box?

- We use tools from the nature (bones, woods...).

7. Do you use digital tools for educational activities? Could you name/list them?

- Use of newsletter and mailbox, and we use website for latest published information. Movie is also being prepared.

8. If you could choose any tool to do a two-hour project/lesson/activity with kids to educate them about water management, which one would it be?

- It would be excursions.

9. Can you use computers in your activities? Can you use the internet in your activities?

- We don't use computers in the activities, but we do use them as information sources.

10. Have you used Facebook or other social media for communication/teaching? If not: why not?

- No, I didn't use it for teaching but I use it for communication.

6.) Peter Varga (University of Szeged, Laszlo Faculty of Education)

1. Are you familiar with the content of the Danube Box?

- Yes, I'm informed on the content of the D.Box.

2. Have you already held lessons or did you organize projects on water related issues? If yes: what kind of support did you miss?

- Yes, I held some lessons, such as after-school activities. What could be useful are cooperation techniques and discussions.

3. Have you organized outdoor activities what kind of support would you need for outdoor activities?

- Directly, no. We are organizers and coordinators for eco-schools.

4. Is there any information on the Danube or other river topic that you have missed in the Danube Box? What chapters should be further developed? What content should be added? What elements should be added?

- I don't use Danube Box so I can't really answer this question, but I would suggest monitoring of the river on the Internet.

5. Who in you local surrounding should be addressed for youth activities? Who should be involved in non-formal education and how?

- I would suggest involving all eco-school as a connection to other non-eco-schools. Also I would suggest involvement of Universities as a support to the schools. Teachers could involve Danube Box in their education.

6. Do you use tools similar to the Box? What are the advantages of tools like the Danube Box?

- No, I didn't so far. As advantages, I would name complex approach and the connection between children and nature -> think globally, act locally.

7. Do you use digital tools for educational activities? Could you name/list them?

- We use web-pages and interactive CDs, interactive tables, videos and short movies.

8. If you could choose any tool to do a two-hour project/lesson/activity with kids to educate them about water management, which one would it be?

- If it would be in-citu, we would use school experiments, promotional flyers. Ex-citu would be going into the nature and direct contact with nature, such as collection animals and plants and their identification, connection the ecosystems etc.

9. Can you use computers in your activities? Can you use the internet in your activities?

- Yes, we already used them in communication and education.

10. Have you used Facebook or other social media for communication/teaching? If not: why not?

- I personally think that social networks need much time and electronic background, so they need 24/7 electronic supply, which sometimes could be difficult to reach, especially in the nature (forest, camping...).

7) Erika Saly, director, Hungarian Society for Environmental Education

Are you familiar with the Danube Box

- We find it very useful and encourage the use. Before coming to the workshop we have asked also members of the Society for their opinion and we received positive feedback.

Have you already held lessons or did you organize projects on water related issues? If yes: what kind of support did you miss?

- I am a teacher and the director of the Society for Environmental Education. We have 700 members in the Society and we have a very good functioning network. We are meeting twice a year, and the core members (40-50 members) are in constant and close contact. Some of us are University lectures and doing teachers training. We are also preparing teaching materials and we are involved in the development of curricula. We have developed already many own teaching materials.

We strongly suggest to further develop tools and methods for outdoor activities.

What kind of support the Society could offer for the implementation of the Danube Box?

- We have a very good network and we can provide contact to the teachers and we can promote the Danube Box and further activities.

In Hungary learning from “best practice”- models is very popular. Danube Box projects can be promoted as model.

What are your suggestions for the further implementation of Danube Box and what is needed for teachers?

- Involve teachers who are working in similar projects and provide them with help how to use it and to better understand the importance of interactive teaching methods (and to overcome restrictions against new tools and methods).

An educational program for students from first grade to last grade should be developed - to see their development!

Agenda

Objective: The workshop aims to answer primarily two questions:

- (1) How can the ICPDR create a framework for youth programs throughout the Danube River Basin that will promote awareness of water-related and environmental issues?
- (2) How can the Danube Box be used for such a framework and what other tools are necessary to anchor the Danube Box in it?

1.) Location and duration

Ship: MS Elegant Lady

Start in Belgrade on the 27th of June, at 13:00, exact location: Karadjordjeva Street, Savsko pristaniste bb

Finish in Vienna on the 29th of June, 24:00; exact location: Nussdorf

2.) Facilities & available time

One meeting room with chairs, projector and screen; one additional facility for group work; 30 cabins for the ICPDR participants including board. Two full working days (28th and 29th) as well as a few hours on the 27th are planned for workshop sessions.

A starting and closing session will combine all participants (those of ICPDR as well as DCC and NFI); the social activities on the evenings of the 27th, 28th and 29th will be shared.

3.) Agenda Points

Monday, June 27th – afternoon:

11:30 – 12:30 - Embarking

13:00 – Ship leaves Belgrade

Opening session (all participants)

13:30-14:00 Lunch at the restaurant

15:00 – Meeting Space next to restaurant

Opening statement of the representatives of ICPDR as well as DCC and NFI; short introduction to the two organisations. Overview on the purpose of the workshop, introduction of the participants. Overview on the agenda.

16:30 - Coffee break (Restaurant)

16:45 (ICPDR participants) – Meeting Space next to restaurant

Opening talks by participants – presenting the “starting point” situation for the questions to be tackled at the workshop. Short presentations of some “lighthouse” initiatives that should serve as inspiration for the workshops to follow.

18:30 - Day one closes; dinner and evening entertainment to be announced

19:30 – Dinner at restaurant

21:00 – Movie “Donau, Duna, Dunaj, Dunav, Dunarea” shown

Tuesday, June 28th

7:30 – 8:30 – Breakfast at restaurant

9:30 Workshop 1 (ICPDR participants) – Sundeck

Topic: Interlinking existing youth programs

Key Question: Which relevant youth programs are there (ages 9-19)?

Topic: Communication channels of youth and educational initiatives

Key Question: Which means of communication are relevant for these programs (for ages 9-19)?

11:00 – Coffee break for 15 minutes

13:30 - 14:30 - Lunch break (Restaurant)

14:30 Workshop 2 (ICPDR participants) - Sundeck

Topic: Tools that need to be developed for “tapping” youth and educational initiatives, based on the Danube Box or started from scratch

Key Question: How should be Danube Box be extended/supplemented to find new targets?

16:30 – Coffee break for 15 minutes

18:30 - Day closes; dinner

21:00 – Screening of “Wild Balkans”, documentary by ScienceVision

Wednesday, June 29th (Danube Day)

7:30 – 8:30 – Breakfast at restaurant

9:30 Workshop 3 (ICPDR participants) - Sundeck

Topic: Desired tools from the perspective of individual, already existing youth programs and educational initiatives

Key Question: Which tools would your organisation use for its youth programs if the ICPDR provided them free of charge?

Topic: Funding possibilities

Key Question: Which funding programs or sources for funding do you know of?

10:15 – Coffee break for 15 minutes

13:30 – 14:30 - Lunch break

14:30 - Closing Session (ICPDR participants) - Sundeck

Drafting of key-findings for the three workshops and a presentation thereof. Feed-back session and general discussion.

15:00 - Coffee break

15:30 - Sustainable Tourism in Training and (in)formal education – all participants

16:30 until arrival

Individual interviews with workshop participants

18:30

Arrival in Vienna, transfer to Vienna International Airport or Hotel

4.) Participants

A list of participants will be available upon registration on board of MS Negrelli.

- Report "Youth Programme Workshop" of the ICPDR -

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Additionally, the following people expressed their interest:

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