

# SWOT in Nature

2018-3-HU01-KA105-059896

## BOOKLET



This project was implemented with the support of the European Commission.

„Contents of the project do not necessarily reflect the opinion of the European Commission or the Hungarian National Bureau, whose responsibility do not cover the scope of the project.”



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## The Erasmus+ Program<sup>1</sup>

Erasmus+ is the European Union's program for education, training, youth and sport for the period of 2014-2020. It integrates seven different programs within the EU into a more complex system, providing a strong network of cooperation amongst every branch.

The current program has a budget of 14.7 billion euros and supports numerous projects throughout the continent. Thanks to a more simplified code on finances, organisations can apply for the grant easier – thus, nearly 4 million European citizens could benefit from the program. Almost 10% of the youth is eligible to apply, which means that over 500.000 young applicants can take part in the program.

According to the program, the most important aims of any project should include the following: developing key competences of the youth; increasing their presence in the democratic public life and on the job market as well; activating intercultural communication; encouraging social accepting and solidarity; forging a strong relationship between youth and the job market; improving youth work conditions; supporting youth policies; distribution of results; increasing visibility and broadening capacity for youth living in countries outside of the EU.



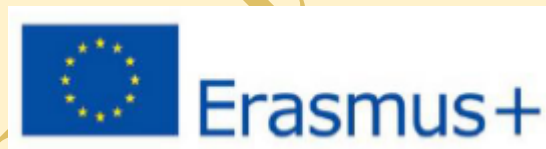
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<sup>1</sup> The source of the content and photos of this chapter: [www.eplusifjusag.hu](http://www.eplusifjusag.hu)

In Hungary, the Erasmus+ program's education and training chapters are coordinated by Tempus Public Foundation, while NCSSZI Erasmus+ Youth Program Bureau is the office for the youth chapter.

Applicants are welcomed to apply in the following three categories of Erasmus+:

- Mobility of Individuals (KA1),
- Cooperation for Innovation and Exchange of Good Practices (KA2),
- Support for Policy Reform (KA3).
- Applicants may apply in three subcategories within the KA1 – Mobility of Individuals categories:
  - Mobility for youth workers
  - European Volunteering Service
  - International youth exchange programs



The program called „INTERNATIONAL YOUTH EXCHANGE” targets youth between the ages of 13-30 and gives the chance to participate in a training program that is at least 5 and at most 21 days long. The main aim of the program is to let the youth participate in a training that deploys various non-formal learning methods to improve their competences in various fields, depending on their field of interest.

- Youth realise projects and prepare them before the youth exchange program jointly.
- The exchange program offers an opportunity for participants to get to know new cultures, customs and ways of living, thus enabling them to strengthen their competences and improve their solidarity and democratic moral code.
- A project can be realised with a bi- or multilateral cooperation between different EU and outside of EU countries, and it has to take place in one of the participating countries.



## Participating organizations

### Kárpátkanyar Association



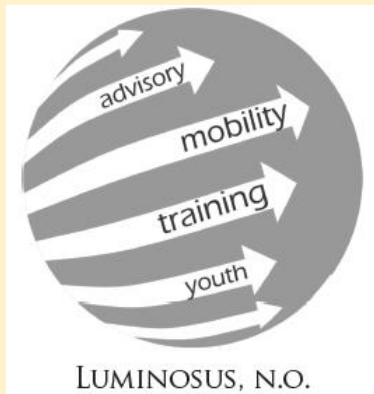
The Kárpátkanyar Association is a new organisation which was founded by ardent young adults in 2015 Sepsiszentgyörgy to protect their environment, and the most significant values of the Kárpát-medence. Our members before this work at other organizations as volunteers. They didn't give up these jobs, but they thought the earned experiences will more effective in a collective organization.

Our members have wanted to make a collaboration for the karpatian and karpat-medence's tourism, cultural, social, educational, gastronomy, charitable and environmental protection activity improvement, popularization, organization.

Our main aims to protect the natural and constructed values in this regio. And also to protect those people's identity who live there, to get know with others more about the several ethnic groups' culture, therefor they might be closer for a greater purpose. We think it is important to assure some possibilities for the poor, help them, support them, and also make awareness raising campaigns.

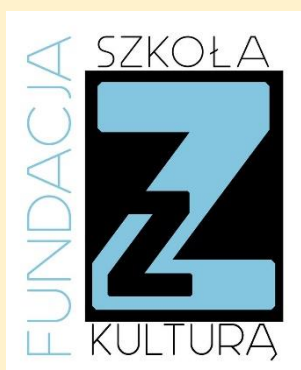
More over our main activity to organize several trips for to get more knowledge about our home. This have other goals too for example to activate the citizens mainly the youth, and to interpret those countrysides, values which can be disappear without encouragement. And It's also support the traditional agriculture, local production which they can acquire during the programs.

## Luminosus, n.o.



Luminosus n.o. is a non-profit organisation founded in 2008 with the aim of helping Bodrogköz and the Ung region to make significant societal, social and cultural progress. Their main activities include the organisation of English language courses (for every age group at every level), the organisation of seminars and conferences, tender monitoring/ writing/ implementing, counselling in EU training programs and tenders. They also closely cooperate with European host institutions participating in the Life Long Learning – Leonard da Vinci program, plus they function as an ECL regional language centre. The organisation has been working with and for the youth for long years, keeping a close eye on their job market opportunities, while also trying to insure their future, be it their homeland or abroad. They have many years of experience in organising youth exchange programs. Luminosus have organised an Erasmus+ program in Slovakia in 2017, and they also participated in several other programs as partner organisations, both of which providing the necessary amount of experience needed for organising a youth exchange program.

## Fundacja Szkola z Kultúra- 'Szkola z Kultúra' Foundation



“Szkola z Kultúra” is a foundation started back in 2015. Its main aim is to support educational activities in the schools of Jablonka, with a particular focus on culture and sport. This also motivates and supports students to take part in volunteering work.

Students collect donations, clothes and food for those in need. However, the aim is not only to help people but animals as well. Youth taking part in the project are truly involved in the issue of animal rights and they would also like to share their experiences with youth from other European countries.

The school also organises events themed around ecology in order to raise the youth’s awareness about humanity’s impact on the environment (global warming, pollution etc.). Personnel actively engaging in the work of the foundation are teachers of the school complex. Many of them teach subjects related to a specific profession (economy, cooking, architecture etc.). Apart from implementing their lesson plans, every teacher of the school complex plus those teachers who take part in the work of Szkola z Kultúra Foundation educate their students and raise awareness to topics such as animal rights and the fight against animal cruelty.

One of the team leaders in the project is an English teacher who is also responsible for maintaining cooperation with other countries’ organisations, and who has taken part in numerous professional trainings which focussed on issues such as the improvement of youth employment and finding partners for future projects.

## II. Ferenc Rákóczi Transcarpathian Hungarian Institute



II. Ferenc Rákóczi Transcarpathian Hungarian Institute has grounded for 18 years, chosen by the students on a democratic election, which is independent from political parties and works as a youth civil service, its activities are for the society.

Main tasks:

- They stand for the students' interests regional, national, at the Institute, at international services
- make and support culture, youth, travel-connections home and international civil services in addition make partnerships with other services( educational institutes)
- support cultural, professional, public and sport activities to the institute's students, also support the traditions and make new ones
- coordinate the life of the institute, for instance.: to give information about competitions, scholarships, jobs for students and other opportunities.
- make chance and opportunities for the youngsters, in this way we can support their lives
- moreover, make cultural events for example proms, parties, and other events (freshmen camp, student days, prom)
- It's activities are extensive and their partnerships are strong. Their members, volunteers and the youngsters have large potential. Their numbers are increasing, their potential, connection and experiments are diversified. These youth arrive several times in Hungary and they have opportunity to know more about the Erasmus+ programs.



## Kárpátikum Foundation



Eger-based Kárpátikum Közhasznú Alapítvány was founded in 2006 and currently has 5 affiliates in other counties apart from the headquarters. Its projects focus on the following areas:

Researching and spreading the innovative methods of regional development. Helping closing up those regions lagging behind socially and economically by applying well-known and well-working examples from the European Union in local environments and also by mobilising the youth and strengthening their social responsibility.

Forming a nature- and society-friendly mindset within the communities in the Carpathian basin; strengthening a sense of national belonging. Both aims revolve around activities focussing on training and motivating the youth.

The organisation has already realised several, mainly sustainability related programs: popularising renewable energy sources, training regional developers, developing underdeveloped local regions, supporting cross-border Hungarians, photo contests, popularising environmental protection and organising camps.

## „SWOT in Nature”

Erasmus+ Youth Exchange "SWOT in Nature" was realized at Noszvaj-Várkút in Hungary between 06.04.2019 and 14.04.2019. The nine-day long youth exchange was organized jointly by the II. Ferenc Rákóczi Transcarpathian Hungarian Institute (Ukraine); Fundacja Szkoła z Kultúra- 'Szkoła z Kultúra' Foundation (Poland); Luminosus n.o. (Slovakia); Kárpátkanyar Association (Romania) and Kárpátikum Foundation (Hungary).

The exchange was attended by a total of 50 participants, with 10-10 participants per organization. Among them, 2-2 group leaders and 6-6 disadvantaged young people per organization participated in the programs.

Young people all came from areas of great natural treasure. The program taught them how to use these natural resources in a sustainable manner. By thinking together, they could discover the key qualities, strengths, weaknesses, opportunities, and dangers of these resources. They also got an insight into the world of resources and the job opportunities of nature itself, and got to know the businesses based on it. As a result, the promotion of the entrepreneurial lifestyle has also come to the forefront.

In addition, the project helped young people to develop independent thinking, improve their problem solving skills and develop their vision. It has helped them to succeed in their later independent lives, to stay in the labor market. One of our priorities was to provide young people a useful knowledge which they could use in the future.

Thematic programs included acquaintance, team building and creativity development programs, followed by more professional, themed group programs. In these programs, we prioritized using non-formal and informal learning methods.

During the nine days, the participants developed not only professionally but also socially, as they experienced communication with young people from other countries, and learned how to overcome their daily difficulties. They learned a lot about the culture, customs and gastronomy of the countries. Relationships between young people taught participants tolerance, acceptance, understanding, and social openness.

Gastronomic and cultural programs were also featured every day. During the organized events, the participating young people were able to acquire and develop key competences recognized in the European Union, and after the completion of the activity an individual Youthpass certificate was issued to all young people.

## Key competences of the project



their time together.

The improvement of individual competences was facilitated by the parallel use of non-formal and informal learning methods. Programs and assignments have been designed to focus on developing as many key competencies as possible.

Global environmental issues have come to the forefront of the project (as nature is undergoing a profound transformation), but many local issues have also appeared. Most importantly, youth unemployment, lack of entrepreneurial skills, fear of starting a business, environmental awareness, and, in addition, we do not really know the true resources of our nature.

The development of *science and technology competences* has been the backbone of the exchange, as science education is weak in these countries. The project sought to help them acquire these competencies and knowledge, to teach them how to apply them in a practical way, and to help them develop their global and local mindset. In addition to understanding the natural processes and relationships, their utilization and protection also received great emphasis. This allowed the participants to learn a kind of critical attitude. Technological tools (instruments, drones, etc.), which are indispensable in today's scientific research, have already been given an important place in the program.

*Learning to learn* emerged through group programs. We assigned a volunteer helper to each of the more inexperienced youngsters, who guided the execution of the tasks. From the routine participants, everyone could learn a lot both professionally and methodologically. During the

program, the young people could learn new learning methods that they will be able to apply later.

The development of *entrepreneurial competences* has been accomplished in many ways. On the one hand, there has been an increase in opening up to different kinds of innovations, self-reflection and capacity for realization, success orientation, thinking and planning in context, and how innovations, changes, opportunities influenced by external factors should be applied to their environment.

The exchange was great for the development of **foreign language competence**, which was very successful by the end of the program. As all events and programs were held in English, participants were given plenty of opportunities to practice the language. Their foreign language comprehension and speaking skills have also improved. By the end of the exchange, their vocabulary had expanded, their pronunciation had improved and they were able to express themselves in English. Not only English, but up to a word or sentence, the languages of the five countries (Polish, Romanian, Slovak, Ukrainian, Hungarian) were also found.

The development of *cultural competence* was realized throughout the program with the help of participants from different cultural backgrounds, by getting to know each other's cultures and customs.

Indirectly, *digital competences* also developed, as we used laptops, projectors and a video camera throughout the program. In addition, participants could familiarize themselves with some computer programs that they will be able to utilize in the future, thereby increasing their willingness to use information society technologies individually and/or in teams.

Development of *interpersonal and civic competences*: youth from different countries were constantly cooperating with each other during the assignments and we went to all external locations together. We spent the week in an intercultural environment where we could talk a lot about the laws and customs of other countries. Young people of different backgrounds were able to use the tool of acceptance effectively, and friendships were made without any discrimination. Achieving common goals and effective cooperation greatly enhanced this competence

## Program

### *Day 1.*

In the morning the participants arrived at the venue where some could greet each other as old friends. After a quick room allocation and occupation, the organizers presented the venues for the programs and the meal. After the gathering, the organizers presented the nine-day program, the main objectives of the project, the accommodation policy and the accident prevention training. After lunch, the organizations were



introduced by a group leader. After the presentations, the participants tried to get to know the organizations by asking questions. Not only the organizations, the participants also introduced themselves to each other in two playful, non-formal learning activity. This was followed by the first "hour of nature" program, which minimized the power requirement for one hour by keeping the programs outside (saving electricity),

unplugging unnecessary electrical appliances, picking up trash, etc. We kept this program on every day of the exchange. As the penultimate program element, we introduced self-reflection. During this session, participants could comment on what happened that day and ask questions about the program. Finally, as a more informal program, we had an evening of acquaintances, where we could get to know each other and socialize during social games and informal conversations between the participants.



## Day 2.



We started the second day with a refreshing gymnastics session in the morning so everyone could give a fresh start to the professional program of the exchange. After breakfast, we presented the history, development, key organizations of the European Union and the Erasmus+ program, their opportunities and approaches. We also introduced the structure of the Youthpass certificate, using non-formal methods. We explained to young people how to make a learning diary. The participants then got to know the concept of peer learning and the 8 key competences. This was followed by an outline of the common goals of the exchange, the collection of natural resources and the clarification of the term „SWOT” - all in the context of teamwork. In a drawing exercise, we asked participants to collect the energy sources around the accommodation and present it to other groups. At the end of the day, we completed the learning diaries for the day and discussed what had happened so far and the tasks for the next two days in a coordination workshop. We closed the day with acquaintance tasks: situational tasks helped participants to forge into a team.



### *Day 3.*

We started the day again with a gymnastics session followed by a group exercise where young people from the same country presented the natural resources of their place of residence and the businesses based on them. This was a pre-released task that they were prepared for before the exchange. This was followed by a



small „play with numbers”: a statistical quiz about participating countries. After lunch, we launched a discussion program where young people had to select renewable and non-renewable energy sources and then argue for their own group. After the debate, we divided the participants into new groups who had to create a song about renewable and non-renewable energy sources to the rhyme of an international song. On this day we planted saplings for the exchange program and planted flowers in the garden of the hotel. The closing of the day was a cultural evening of Slovak partners, with many delicious Slovak food, drinks, sweets, spiced with Slovak classical and modern music.



## Day 4.



After the morning energizer, as a preparation for the field work of the day, young people filled a crossword puzzle, with the most important concepts of sun and wind as a source of energy. Then we visited the nearest town, Eger, where we visited the Faculty of Science of the Károly Eszterházy University in the morning. We learned about solar and air (wind) energy utilization equipment, professionally and methodologically guided and in groups. Not only did we learn about devices that use energy sources, but also the drone of the university, which is a very important tool in today's science. The braver participants tried to control the drone and the others watched the interactive presentation. We also had

lunch in Eger, and then held a one-hour sightseeing tour in Eger with the vice presidents of our foundation. The vice presidents work on disaster management, and during the walk they showed how to avoid natural hazards through architecture and town planning. The "hour of nature" program on this day meant a 3km hike between the bus stop and the accommodation, where we picked up trash on the way. This was followed by the filling of the learning diary and a coordination workshop. In the evening, the Hungarian host organization made a cultural evening.





## Day 5.

The fifth day was "the day of water." After the morning training session, Prof. Arnold Gucsik conducted a workshop on the use of water and the destructive power of water. Young people in each country had previously searched the internet for videos of major water disasters in their country and watched them together. After each video, we jointly



analyzed the forms of protection and the youth's suggestions for solutions. Then we had a mid-term roundtable, followed by the "hour of nature", this time we cleaned up the environment of the karst wells in the area around the property. After the reflection and the completion of the learning diary, the Polish youth held a cultural evening.



## Day 6.

On the sixth day, we “mined” because the day's topic was mining products (minerals, rocks, ores). During their preparatory visit, the Poles mentioned that they would like to include another field survey in the program. During their previous visit to Hungary, a couple of young people discovered the Mátra Power Station along the motorway and, considering the importance of this sector in Poland, wanted to visit it. So the planned morning programs were postponed until afternoon, and in the morning we had



a guided tour at the Mátra Power Station.

During the afternoon we returned to our original program: in the first task, the groups were given the names and international marks of energy sources and minerals, which had to be placed by which country had the most significant reserves. They could use different websites for this task, and we also provided them with books. After a

short break, Richard Novák presented his own collection of minerals and rocks to young people, helping them to identify the distinctive features that distinguish them from one another. We then held a „recognition competition” where the best were given a gift. With the help of volunteers, we learned handicrafts involving minerals and rocks, such as engraving, rock grinding, beading, etc. At ”the hour of nature”, we made natural mandalas from cones, leaves, branches and stones found around the property. This was followed by the coordination workshop and the filling of the learning diary, and then a busy day was closed with the Ukrainian cultural evening.



## Day 7.

On this day, for the first time, we talked about the importance of forests. The Romanian group prepared for a small demonstration of the forests' violence. There was an interesting conversation between the participants about preventing deforestation. Since our accommodation is located in the Bükki National Park, we thought that a walk in the woods would best suit the theme of the day. During the two-hour program we discovered the treasures of the area while the youngsters also talked about home nature so they could share their knowledge by peer-learning. We included the "hour of nature" in this program: during the tour we collected garbage on the roadside. The first of the post-lunch programs was to make a SWOT analysis of their future green economy. Smaller groups designed what an eco-friendly farm they could create, analyzed it using SWOT analysis methods, and finally presented it to others on a poster. Very good ideas came from the project: renewable energy systems, designing passive and active houses, and self-sustainable food system in these so far fictitious farms. We had



previously asked each group to bring with them approx. 5 forest food products (acacia honey, pine syrup, forest fruit jam, etc.) from their own country. These products were presented by the participants in the following task and then tested together. We looked at the ones that are most naturally produced and the ones that go through some kind of preservation process or contain different additives. After writing the usual learning diary, we could get to know a small piece of Romanian/Transylvanian culture on the Romanian cultural evening.

## Day 8.



On the last "whole day", the first topic was soil, especially the importance of composting. After a short SWOT analysis about soil, a pre-excavated soil profile was examined. We looked at certain layers, the thickness of the humus layer. Then we started to build a compost. Inside, we continued the program as part of a roundtable discussion session. The topic was what kind of environmental problems young people face in their immediate environment. Each problem was written down on a post-it and stuck on the wall to create a problem tree. This was also very good because it allowed them to see that some problems were coming from one another and to observe the system of environmental problems. Then we repeated the task

we had already done on the second day: we had to show on the drawing sheet the natural resources of the accommodation and its surroundings. The purpose of this program was to see how much the young people had developed during the days they spent here. We finalized the learning diary in the form of an „action diary” and then conducted a small group survey on the impact and outcomes of the youth exchange. During the "hour of nature", this time we put the compostable things in the compost bin. This was followed by a coordination workshop, and then we closed the last evening with a joint dance evening.



## *Day 9.*

On the last day, as part of a general reflection, everyone had the opportunity to reflect on the past few days with some thoughts. They summarized the information and activities they heard and learned, talked about the funny moments, the harmonies of the unforgettable tastes, the common design tasks, which all participants thought of as an unforgettable experience. Questionnaires were completed about the knowledge of the topics, showing the effectiveness of the exchange. The participants shared how the project results were to be disseminated and the idea and structure of this publication was discussed. Before the farewell, ideas for the next Youth Exchange were spoken, and the final photos, group photos were taken, and everyone started off with new knowledge and information.

We believe that the youth exchange was successful, with all participants gaining a lot of experience and knowledge over the nine days.



## „One sentence about the exchange”

On the last day, we asked the participants to sum up the „SWOT in Nature” youth exchange in one sentence:

Poland:

- I love it! I learn a lot, meet nice and helpful people. Our leaders are the best.
- This program is very very good because meet and conaction people. Erasmus is the best, meet new people. Gyuri is very very nice and Nandi too. In Varkut is a lot of fun. Other people is very positive.
- Program is the best and I think it was the best nine days in my life. In this Place are the best people, I like, I love everybody and here I met my friends, I would like to drive here one more.

Romania/Transsylvania:

- Program was interesting and I learned more.
- The program was good and usefull. I like tasks with SWOT analyze.
- The exchange program took place at Várkút. Very nice place, good hiking ..., beautiful wiew. The programs were very interesting.

Ukraine/ Transcarpathica:

- Everything was great. I really enjoyed the programmes and activities. ☺
- It was great, but next time I want to speak much to participants form other countries.
- I took part on many youth exchanges before, but every exchange give me new expiriences. Thanks to the organizers for teaching and giving us new information about important things that are useful in our lives.

Slovakia/Upper Hungary:

- It was very useful, interesting and enjoyable days. I like it. Erasmus +(+++). ☺
- I love you ERAMUS+ It is very good.
- Despite the cold weather, I enjoyed much the exchange program.
- In my opinion, it is one of the best exchange I ever had. Thank You!

Hungary:

- Nice people, good atmosphere and really exciting time spending here.
- Fantastic people and eating 😊





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