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Erasmus+

# STILIJANA DOBREVA

participated in the Youth Exchange

## “MAKING THE UTOPIA A REALITY” ACTIVE FOR A LIVING PLANET

in Tinos island, Aegean Sea, Cyclades archipelago, Greece

from 07/04/2024 to 11/04/2024

### About the project

The project functions as a step for the changes that make the up to now utopia for a sustainable planet a reality and the weak involvement with nature a respectful societal and democratic engagement. This because the coming of a environmental dystopia as the consequence of our way of living is the reason why this utopia is likely to come closer to realization than others of the past under condition that primarily the youth will act and reverse the trends leading to a global climate crisis.

### The tasks of Stiliyana Dobreva

Active contribution in peer learning, dynamic participation in discussions, exchange and sharing of ideas, field exercises, teamworking in mixed groups, role-plays, improvisations, outdoor activities, and educational visits.

This certificate has been issued by ON HOLD, Non-governmental organization .



Dimitris Panelis  
Legal representative

*Electronically signed on 10/05/2024 12:54 by Dimitris Panelis*

Youthpass is a Europe-wide validation system for non-formal and informal learning within the European Union youth programmes.

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## LEARNING CONTEXT

**Youth Exchanges supported by the Erasmus+ programme offer groups of young people from different countries an opportunity to jointly design, prepare and carry out a non-formal learning programme on a topic of their interest. This usually involves a mix of workshops, debates, role-plays, simulations and outdoor activities. The learning process, which is supported by youth workers and leaders, includes the preparation, implementation and follow-up of the exchange.**

## COMPETENCES DEVELOPED BY STILIJANA DOBREVA

**The following summary is the result of a reflection and self-assessment process which took place during and after the project.**

### Multilingual competence

The project was completed successfully for all the young participants by adopting the needed accurate focus on the communication in foreign language and particularly in English as the main language of its activities but also on the communication in mother tongues (Greek, Italian, Bulgarian, Polish and Spanish language). This favored the better understanding and expression of ideas, critical thoughts and reflections, feelings, emotions and experiences. Overall, this ability makes for the participant easier the appreciation of cultural diversity and the intercultural dialogue.

### Personal, social and learning to learn competence

The project enforced the moral aspiration for a social activating towards the common good, as well the self-awareness and the curiosity and anxiety to become a better human, environmentally sensitive and responsible. Additionally, it developed for the participant the self-expression, self-empowerment, self-esteem as well as the social responsibility and awareness on integration, inclusion, cohesion and solidarity, breaking down stereotypes, prejudices and any type of discriminations. In a world of rapid changes, the ability to acquire these mentioned skills and knowledge is crucial to success at all the levels. Additionally, after the end of this project, the participant is more able to learn to learn, to promote further the learning about the above issues, to manage this learning, to self-reflect as well as to expose to others simple but also complicated relevant information.

### Citizenship competence

The project promoted fundamental values and principles such as the equal opportunities for all, the smooth cohesion, the intercultural consciousness, the justice, the tolerance and the respect of human rights, including the right to health and to a sustainable environmentally future, as cornerstones of modern, democratic, multicultural and nature-sensitive societies. Therefore, it helped participant to learn to act as a responsible citizen and involve fully in democratic rituals and social life at national and international level for crucial issues as the mentioned above.

The competence description in Youthpass is based on the European Union framework for Key Competences for Lifelong Learning:  
<https://education.ec.europa.eu/focus-topics/improving-quality-equity/key-competences-lifelong-learning>



### Entrepreneurship competence

The project underlined the need of taking innovative initiatives and professional environmental risks in a growly green labor market that offers multifaceted chances for new knowledge, skills and competences, challenging jobs and green entrepreneurship. The young participant learned that ideas, talents and dreams can turn into actions and realities, that the creativity and imagination for a living planet can be easily liberated, and the youth can be pioneer and able to grab the opportunities in smart technology by setting rational ecofriendly goals and feasible environmentally sensitive objectives for the achievement of a better future with prosperous and new professional perspectives. Additionally, the participant better understood that any economical branch, even the most traditional by integrating sustainability preconditions into its operation, can make a positive impact on the environment and society and can ensure high-quality green jobs for new generation.

### Cultural awareness and expression competence

This competence as important outcome of the project made the young participant tolerant to various cultural diversities and helped to learn from peers' values and different customs, ethics, traditions, behaviours and life styles. Additionally, the participants had chances to better understand that a story, an experience, a personal idea, a thought, a reflection can be told, shared and disseminated through a picture, a photo, a video, an artistic happening such as a spontaneous improvisation, just as well as if not better than many words, a long speech and a boring lecture. Therefore, the participant familiarised with these forms of expression and became more culturally aware, awaked, impressive, persuasive, influential and beneficial for others, built new unexpected friendships with so different people, and discovered new ways to transmit messages to a broader population for environmental activating and for making the utopia for a sustainable future and a living planet a reality.

### Digital competence

During the project the young participant had many chances to understand the power of digital competence to a prosperous professional future as well as to a more stable and accessible democracy. Therefore, the participant learned deeply that the digital progress is in a rapid change and influences the conventional, traditional and classic practices in the fields of employment, communication, shaping of public opinion and stimulation of social activities and civic participation.

### Mathematical competence and competence in science, technology and engineering

Within the project the participants became familiar with cutting-edge technologies and technological innovation that contribute to the safety of environment. Particularly, the participant learned about the:

- wastewater management and some important business models in circular economy of water
- reuse of natural resources and the Irrigation in fields with reclaimed rainwater
- idea of eco-lodges in a rapid developed eco-tourism and the green entrepreneurship as well as ecofriendly vineyards that leads the world ranking of organic vineyards
- some good practices of smart irrigation as smart agriculture technology
- permaculture and the growth of agricultural ecosystems in a self-sufficient and sustainable way
- the integration of sustainability into the operations of traditional professions such as the marble craftsmanship.



## Literacy competence

The project empowered the ability for the young participant to understand and express thoughts, feelings and facts not only orally or in writing but in other forms, more challenging and attractive, particularly through videos and spontaneous artistic improvisations. Therefore, the participant knows now well to interact more successfully with peers from other cultural environments and with diverse languages and lifestyles independently from particular needs and relevant restrictions.

## FURTHER INFORMATION

**The following resources provide further context and evidence for the learning process and outcomes of Stiliyana Dobreva.**

- Dimitris Panelis: <https://onhold.gr/>

Stiliyana Dobreva

Tinos island, Greece, 15/04/2024



## PROJECT CONTEXT

### PROJECT DETAILS

Below are further details about the project in which Stiliyana Dobreva participated.

#### “Making the utopia a reality” Active for a living planet

Youth Exchange | 07/04/2024–11/04/2024 | in Tinos island, Aegean Sea, Cyclades archipelago, Greece

**Main activities:** The project enhanced the environmental awareness of participants through teamworking and outdoor activities, visits and improvisations. It provided chances for new knowledge on the use of technology that limits the human impact on earth and developed skills, competences and life stances favoring the environmental sustainability. Therefore, the project highlighted the need, particularly for the young people, to be better engaged in society and involved in relevant democratic and environmental rituals in Europe and beyond. Overall, their engagement in an interactive artistic improvisation with environmental messages as lessons learnt from their participation as well as the creation of a relevant video helped them to better understand that with increased digital skills and improved media literacy they have an unprecedented reach to communicate and motivate a creative and generous civic engagement favoring the future of earth, and that, by sharing their thoughts and actions with digital friends and followers, they can become active players and changes makers for a really living planet.

**Main outcomes:** Some of the project outcomes are:  
Environmental action at all scales, including at home and changes in daily individual consumer behavior.  
Engagement for changes in the energy sources (cleaner energy), means of transport (lower emission transports), the food (reduced meat consumption) or clothing (recycling or second-hand clothes).  
Socially reinforcement of willful environmental actions that can affect stances and attitudes of others particularly by using digital media.  
Empowerment of digital knowledge and presence of the young people at internet and social networking, global digital platforms and initiatives considering that technological connectivity mobilizes population for a sustainable planet and inspires for changes.  
The global Covid-19 pandemic, the ongoing refugee crisis, and the Russian war in Ukraine persuaded people to re-evaluate how they are engaged in altruism, solidarity activities and volunteerism. Global climate crisis, biodiversity threat and environmental degradation demand even more of us to be volunteers for making the utopia for a living planet a reality!

**Hosting organisation:** ON HOLD, Greece, Tinos island

**Partners:**

1. Anima Scenica aps, ITALY, Grosseto, Tuscany
2. Ecological Manifesto – МанЕко /Екологичен манифест – МанЕко, Bulgaria, Sofia Haskovo, Harmanli
3. Volunteer Center in Lublin/ Stowarzyszenie Centrum Wolontariatu w Lublinie, POLAND, Lublin
4. Asociación Cultural Bidaia, Spain, Madrid, Torres de la Alameda

Further information about the Erasmus+ programme can be found here: <https://ec.europa.eu/programmes/erasmus-plus/>

More information about this project can be found in the Erasmus+ Projects Results Platform:

[https://ec.europa.eu/programmes/erasmus-plus/projects\\_en](https://ec.europa.eu/programmes/erasmus-plus/projects_en)



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## PROJECT CONTEXT

The working language of the project was English.